

Year 7 French Transition Project Autumn Term

**Originally Designed by
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Updated by Sue Cave 2016

Rationale

- Gauge, review and consolidate prior knowledge of the French language acquired at primary school
- Review or introduce the teaching of phonics using the method 'Physical French Phonics'
- Build on good primary practice and allow for creativity

Resources

- Detailed planning guidance with suggestions for teaching and learning activities
- Smart notebook files with interactive classroom language activities and phonics teaching embedded as well as templates for resources (available with evidence of purchase of 'Physical French Phonics' and storybook 'Va-t'en grand monstre vert')
- References to KS3 Programme of Study for Languages (working towards these targets) - Appendix 1
- All 26 key sounds included see list of phonics - Appendix 2

Delivery

- Planning guidance presented in 'stages' rather than lessons, for personal adaptation
- Depending on the prior knowledge of the students, each of 5 stages sufficient for a minimum of 2 lessons of one hour

Prior Language Experience, Knowledge and Support

- Before starting to use the resources, you might like to use the questionnaire in the attachment of the Smart board file to ascertain prior language learning experiences
- Consider using a buddy system to support those identified with little or no prior knowledge of French i.e. seat confident and willing students next to those lacking experience
- Provide each student with a copy of the Sound, Action, Spelling chart (Resource 1) and Silent Letter chart (Resource 2) from 'Physical French Phonics'
- Teachers can familiarize themselves with the actions and sounds of 'Physical French Phonics' using the DVD included

Stage 1 – Colour adjectives/C'est/Ce n'est pas/ C'est...?

KS3 POS See Appendix 1	ACTIVITIES	RESOURCES
LC5	<ul style="list-style-type: none"> • Slide 2 -present the project of designing and describing a new cartoon character from a francophone country for a French film company. Tell the students that in several lessons time they will present verbally, from written text, the description of the character. Say that this project is designed to give them an opportunity to demonstrate prior learning at primary school as well as review and consolidate their understanding. For those with no, or little, prior experience of learning French, this will be an opportunity to catch up supported by others in their class. • Slide 3 – demonstrate the actions to accompany the sounds in the following colour adjectives. [Actions are demonstrated on the Physical French Phonics DVD] • Say a sound and the students perform the action, and then do this the other way round. Make competitive by indicating who was first to do it 	Sets of small colour cards (in attachments)
LC5	<ul style="list-style-type: none"> • Slide 4 – ask the students to pronounce the colour adjectives using the sound images as prompts. Distribute sets of mini colour cards to each group. Say a colour and the group to show the correct one first wins a point. Then say sound and the first group to show a colour with that sound within it wins a point. • Slide 5 – invite the students to say the colours in order as on the screen. Cover over one of the colours and invite the students to name the colours again including the one obscured. Continue in this way until no colours are showing but all colours can be named. 	
LC5	<ul style="list-style-type: none"> • Slide 6 – practise the three sounds for 'c before e', 'e before 2 consonants' and 'e in a one syllable word' 	
GV4	<ul style="list-style-type: none"> • Slide 7 – ask the students if they recall how to say this is/it is. Reveal the spelling and discuss their understanding of elision (c') and silent letters in French • Slide 8 – silent letters in French. Can they give examples of words with final silent letters? 	

GV2	<ul style="list-style-type: none"> • Slide 9 – can the students recall how to make a sentence negative using ne.. pas • Slide 10 – identify verb as 'est' and create a negative – ce n'est pas – discuss again elision • Slide 11 - can the students recall how to turn a statement into a question? • Slide 12 – in teams, students take it in turns to guess which colour is behind the numbered rectangles using the language 'c'est..? with the response – oui, c'est...non, ce n'est pas.. Then the students work in pairs and try to guess which colour their partner is thinking of • Slide 13 – can the students match the letters to the sounds in the colour adjectives • Slide 14 – can the students spell the colour adjectives using the key? The silent letters are in grey and a short line indicates one letter and a long line indicates two letters • Slide 15 – remind the students about the silent letter rules • Slide 16 – invite the students to write down on a mini-w/board which colour they think will pop out of the box when it is clicked 'c'est bleu' etc. 	
GV2		
GV2		
LC5		
GV4		

Stage 2 – Definite article, parts of the body, indefinite article, numbers 1-5

KS3 POS See Appendix 1	ACTIVITIES	RESOURCES
GV4	<ul style="list-style-type: none"> • Slide 17 – practice the new sound for –es at the end of a word • Slides 18 – do the students know the 4 words for the definite article? Practise saying them aloud. • Slide 19 – discuss the reasons for the 4 words for the definite article. • Slide 20 – do the students understand the meaning of singular / plural nouns and masculine/feminine nouns? • Slide 21 – practice reading aloud the definite article with animal nouns. Note that nouns ending in 's' do not add 's' in the plural. 	<p>Set of singular and plural noun groups (in attachments)</p> <p>Set of word cards for singular and plural (in attachments)</p>

GV4	<p>Explain also the liaison of les with ours.</p> <ul style="list-style-type: none"> • Give out the name of a group of nouns to different teams so that there are 2 teams for each group. Use the cards in the attachments. Read out the word cards and if a team thinks the word belongs to their group, they call out 'oui s'il vous plait'. A team making a false call forfeits a card. The team with the most cards is the winner. Use slide 18 as support, if necessary. • Slide 22 – ask the students to recall any parts of the body they already know. Practise the sounds for the parts of the body to be encountered. Note the 4 new sounds on the top of the slide. Say the 4 new sounds in a sequence, pause and then clap and ask the students to repeat them back in the same sequence • Slide 23 – can the students match up the letters to the sounds? Say a sound and invite the students to write the correct letter(s) on a mini w/board. Note the two new letter strings ê and en. Play phonic bingo with these letters. 	
GV4	<ul style="list-style-type: none"> • Slide 24 – invite the students to pronounce the parts of the body. Can they work out why the 's' is pronounced in les oreilles/yeux and not in les cheveux? Use the silent slide 15 to reinforce the rule about when silent letters can be sounded. Discuss strategies for memorization of the vocabulary. Play Jacques a dit with the parts of the body – Jacques a dit 'touchez la tête' etc • Slide 25 – ask the students if they know the numbers 1 – 5. Practice the sounds in the numbers 1- 5. Note the new sound 'in' and the new letter strings 'q' and 'c before i'. • Slide 26 - Mime the key sounds in a number in sequence and invite the students to guess which number it is. • Slide 27 – do the students recall that there are two words for one/a – what are they and why? 	
GV2	<ul style="list-style-type: none"> • Slide 28 – tell the students that hidden behind each rectangle are either 1,2 or 3 of the part of the body shown. The students must predict how many by writing it down on their mini w/boards thereby practising the singular and plural form of the nouns with the correct indefinite article in the singular. Note the liaison of deux and trois with oreilles 	

Stage 3 – Position of adjectives, agreement of adjectives, 1st, 2nd, 3rd person singular pronouns, avoir - 1st/2nd/3rd person singular, 2nd person plural present tense

KS3 POS See Appendix 1	ACTIVITIES	RESOURCES
GV2	<ul style="list-style-type: none"> • Slide 29 – ask the students if they recall the position of most adjectives (e.g. colours) • Slide 30 – invite the students to pronounce the adjectives 'petit' and 'grand' – all these letter/sound connections should be familiar to them. Can they say where adjectives of size are found in a sentence? • Slide 31 – recap the position of adjectives • Slide 32 – pronounce the adjectives of size – gros/long. Explain that when you spin the dice, a size and colour will be selected. On a mini w/board, they write down which they think it will land on. 	<p>Set of parts of face flashcards</p> <p>Va t'en grand monstre vert ppt (in attachments)</p> <p>Handout – Mastermind</p>
GV2	<ul style="list-style-type: none"> • Slide 33 – can the students recall what happens to adjectives when describing feminine or plural nouns? Make the analogy of being 'best friends' and always agreeing • Slide 34 – the agreements for adjectives • Slide 35 – note the irregular form of some adjectives – say aloud 	<p>Sets of word order Scrabble cards parts of body</p>
GV2	<ul style="list-style-type: none"> • Slide 36 – invite the students to read aloud the different sizes of mouths, ears, eyes, noses and mouths, noting the different endings on the adjectives. Note the liaison in the plural. • Slide 37 – do the students recall the words for the pronouns – I and you? Discuss when to use the different forms of I and the words for you. • Slide 38 – Do they recall how to say 'I have'? Note the sound of 'ai' in the verb. • Slide 39 – do they recall how to say 'you have'. Practise the question form using rising intonation for both forms of you. • Slide 40 – Make a set of flashcards using the template in the attachments. Select one of the nose, mouth etc. cards and the students try to guess which one you have – vous avez un petit 	

LC3	<p>nez? Etc. Then invite a student to hold the nose cards, one to hold the mouth cards etc. The four students turn their backs to the class and select one of the cards. Create two teams of students. Each team takes it in turns to guess which combination the students at the front have chosen. E.g. Tu as une grande bouche, deux grands yeux, deux longues oreilles et un petit nez? If any correct elements of the sentence are chosen, the student holding that card turns around. The team continues until all the correct elements are chosen.</p> <ul style="list-style-type: none"> • Slide 41 – invite the students to predict on mini w/boards on which adjectives and nouns the spinner will land – give one point if guessed correctly, if there are no mistakes. Note the irregular form of gros/long • Slide 42 – as on slide 40 but this time using plural nouns • Slide 43 – read the story Va-t'en grand monstre vert – there is a ppt version in the attachments read by a native speaker. Invite the students to identify the gender of the nouns in the story based on their knowledge of adjectival agreement. Do they know the meaning of 'a'? 	
LC7	<ul style="list-style-type: none"> • Slide 44 – invite the students to complete the sentences from the story changing the ending of the adjectives if necessary 	
GV2	<ul style="list-style-type: none"> • Slide 45 – invite the students to pronounce the additional adjectives for hair and eye colour. Note the new grapheme 'ain'. • Slide 46 – do the students recall the 3rd person singular pronouns – il/elle? • Slide 47 – practise making sentences to describe hair and eye colour using the language scaffold. A student describes another student in the class and the others guess who it is. Using the 'mastermind' handout in the attachments. Each student selects words from the columns and writes a sentence. Their partner tries to guess what is written by saying a sentence. S/he is told which parts are correct. Each student takes it in turns to say a sentence. Winner is first person to deduce correctly the exact sentence of partner. 	
LC5		
GV2	<ul style="list-style-type: none"> • Give a set of word order scrabble cards to each group. The students deal the cards and take it turns to put down one of 	

LC5	<p>their words in the correct sentence order to create phrases. If they can't put down a card, they miss a go and the first student to put down all their cards is the winner.</p> <ul style="list-style-type: none"> • Slide 48 – tell the students that you are thinking of one of the monsters on the slide and they have to find out which one by asking questions e.g. il a une tête violette? By a process of elimination, they work out which one. Then the students can repeat with a partner. • Slide 49– one selects one of the characters on the slide and describes it in the first person to their partner e.g. j'ai les cheveux blonds etc. Their partner guesses which one they have chosen. 	
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Stage 4 – Adjectives to describe character, verb être - - 1st/2nd/3rd person singular, 2nd person plural, negative sentences (not), bi-lingual dictionaries, francophone countries

KS3 POS See Appendix 1	ACTIVITIES	RESOURCES
GV2	<ul style="list-style-type: none"> • Slide 50 – discuss agreement of adjectives with the pronoun it is describing • Slide 51 – do the students recall how to say – I am/You are – note pronunciation of letter 'e' in es/êtes is the same as 'e' before one letter not two (some anomalies in verbs). Note also the liaison of the 's' in vous. Do the students remember why? • Slides 52 – 54 – agreement of adjectives with pronoun – can the students read aloud the sentences? • Slide 55 – practice saying il/elle est – note 'est' makes the same sound as 'es' • Slide 56 – review how to use a bi-lingual dictionary – French at the front/ English at the end • Slide 57 – invite the students to find the adjectives in French and then discuss the way the information about the word is set out in the dictionary – see behind the blue rectangle. Discuss how to make the adjective feminine. • Slide 58 – practice the new sound for gn 	<p>Bi-lingual dictionaries</p> <p>Set of human sentence cards (in attachments)</p>

GV3	<ul style="list-style-type: none"> • Slide 59 – practice saying these adjectives and invite the students to find the meaning in English and how to write the masculine and feminine forms • Slide 60 – divide the class into two teams, one person from the first team names a coloured rectangle and square. The image and word is revealed and if they match, the team wins a point, if not they are covered up. It is now the turn of the next team. • Slide 61 – can the students work out how to I am not – reveal the phrase behind the blue rectangle. Then using dictionaries, invite the students to write a sentence about their character (positive and negative joined with the conjunction 'mais') and read aloud 	
LC4		
GV2	<ul style="list-style-type: none"> • Make a set of the human sentence cards and give a card to each student. The students must align themselves to make a correct sentence (3 in total). 	
GV4	<ul style="list-style-type: none"> • Slide 62 – practise the new sound for 'ien' and note the new graphemes for four other sounds to be found on the next slide of nationalities • Slide 63 – discuss the francophone world. Can the students pronounce the adjectives for the different nationalities? Invite a student to read out the adjective with 'je suis' and the other students give the number. Can they recall the numbers up to 23? Some explanation needs to be given about when a vowel + n is nasalised and when it is not. • Invite the students to research one of the francophone countries and present the information to the class. 	

Stage 5 – er verbs – 1st/2nd/3rd person singular/2nd person plural, bi-lingual dictionaries, foods, definite article, negatives (not), creating the cartoon character

KS3 POS See Appendix 1	ACTIVITIES	RESOURCES
<p>GV4</p> <p>LC5</p> <p>LC8</p> <p>GV4</p> <p>GV2</p> <p>GV2</p>	<ul style="list-style-type: none"> • Slide 64 – invite the students to find the verb ‘to like’ in the dictionary. Reveal what is behind the blue rectangle and discuss the information provided. • Slide 65 – the students find the other verbs in the dictionary – note the silent ‘h’ in habiter. Can the students pronounce the verbs using their phonic knowledge? Letters highlighted in red or blue indicate that these letters make sounds different to English. • Slide 66 – discuss how verb endings change according to the subject and practice saying aloud. • Slide 67 – using a dictionary, invite the students to describing what each teenager is wearing. Can they recall the word for some? • Slide 68 – practise the final sound for ‘th’ which they are going to encounter in an item of food on the next slide. Also note the new grapheme ‘om’. • Slide 69 – the students find the food vocabulary in the dictionary to write sentences. Discuss how the information provided in the dictionary for a noun • Slide 70 - using the definite article flowchart handout, can they work out the correct definite article for each explaining the need for a determiner where there isn’t one in English. • Slide 71 – the students pronounce the different foods with the correct definite article using their phonic knowledge. Letters highlighted in red or blue indicate that these letters make sounds different to English. The students write and read out their sentences about what they eat and don’t eat like the example. • Negative card game - in groups distribute 7 cards to each person. Each person takes it in turns to put down a card, pick up a card after each go. Cards must be put down in order of sentence structure. Pick up another card if person can’t go. 	<p>Handout – definite article flow chart</p> <p>Sets of negative card game</p> <p>Handout – language scaffold</p>

<p>LC4 LC8</p>	<p>Person who puts down 'pas' collects all cards of that sentence. Several sentences may be being constructed at same time. Winner is one with most sentences when all cards are laid.</p> <ul style="list-style-type: none"> • Using the writing frame handout as support, each student writes a description of new cartoon character from francophone country. A sketch is created. All sketches are displayed, each student reads out their description and other students identify which sketch it is. Using technology and software these descriptions could be recorded and presented visually. The description should include physical characteristics as well as adjectives to describe character, a description of the clothing and maybe what the character eats, likes or does using -er verbs. The nationality should be that of one of the francophone countries. The characteristics of the cartoon character might reflect this without stereotyping. 	
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APPENDIX 1

KS3 PROGRAMME OF STUDY FOR LANGUAGES

Grammar and Vocabulary

GV1 – identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studied

GV2 – use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate

GV3 – develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

GV4 – use accurate grammar, spelling and punctuation

Linguistic Competence

LC1 – listen to a variety of forms of spoken language to obtain information and respond appropriately

LC2 – transcribe words and short sentences that they hear with increasing accuracy

LC3 – initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

LC4 – express and develop ideas clearly and with increasing accuracy, both orally and in writing


























LC5 – speak coherently and confidently, with increasingly accurate pronunciation and intonation

LC6 – read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short suitable material

LC7 – read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of language and culture

LC8 – write prose using an increasingly wide range of vocabulary, write creatively to express own ideas and opinions, and translate short written text accurately into the foreign language

APPENDIX 2 PHONICS CONTENT

	a â à	an am en em	qu q	ch	e + 1 cons e 1 syll	e + 2 cons è/é ei/a e +c/f /l/	é es ez er	eu oe	g gu	g +i/e j	gn	i y	ien	in im ain aim ein eim	o	o au	oi	on om	ou	r	s c +i/e t	t th	u	un um	ll ill il y	z s/x bet vow
LANGUAGE																										
11 Colours	a	an			e	e+ t		eu	g	ge j		i			o	o au	oi	on	ou	r				un		s
C'est Ce n'est pas					e	e															ce					
Definite article	a				e		-es																			
Parts of body		en	qu	ch		ê ei	-es ez	eu							o				ou	r					y ll	s
Numbers 1-5/counting	a		qu q					eu						in			oi			r	ci	t		un		s x
Adjectives of size		an			e				g			i				o		on		r		t				
Pronoun 1 st /2 nd /3rd pers					e	e						i											u			
Adjectives hair/eyes	a			ch		e								ain			oi		ou		s	t				
Agreement colours/size				ch					gu																	S
Verb être					e	e ê				j		i											u			
Adjectives character	a	an en				e		eu			gn	i y			o			on		r			u			
Negative	a					e																				

sentences																											
Nationalities		em an en		qu		ai e	é		gu	g		i	ien	ain		au	oi	on	ou	r	ç		u				
ER verbs	a	an				ai	er			g		i			o					r							
Foods	a	an				e				g		i		ain	o			on om		r		th					