

# Contents

Introduction.....	4
How to use this book.....	5
	<b>Learning objective(s)</b>
1 Bonjour .....	To greet different people..... 7
2 Ça va? .....	To ask and talk about how you are..... 11
3 Ça ne va pas .....	To ask and talk about how you are (continued) To recognize the French flag ..... 15
4 Je m'appelle... ..	To ask and say your name..... 20 To say yes and no
5 C'est combien? .....	To count to 12..... 23
6 J'ai ... ans.....	To ask and talk about your age..... 28
7 L'alphabet .....	To say the alphabet ..... 31
8 C'est la France .....	To revise and increase knowledge of France ..... 34
9 Joyeux Noël.....	To celebrate Christmas festivities ..... 37
10 Bonne Année .....	To celebrate Christmas festivities ..... 43 To celebrate the new year
11 Les jours de la semaine.....	To understand and say the days of the week ..... 45
12 Les mois de l'an.....	To understand and say the months of the year ..... 48
13 Les nombres 13–31 .....	To count from 13 to 31..... 51
14 Bon anniversaire.....	To ask and talk about your birthday..... 54 To understand and say dates
15 Qu'est ce que c'est? .....	To understand and say some animal vocabulary ..... 57 To use and respond to 'Qu'est ce que c'est?'
16 Tu as ... ? J'ai un .....	To understand and say some animal vocabulary ..... 62 To use 'Tu as ... ?' and respond, 'J'ai ... '
17 Mes frères, mes sœurs.....	To ask and say if you have a brother or sister ..... 66
18 Il/Elle s'appelle .....	To ask and say your brother or sister's name..... 69
19 Frère Jacques.....	To sing the song 'Frère Jacques'..... 73
20 Ma mère et mon père .....	To say what your parents are called..... 76
21 J'habite à ... ..	To ask and say where you live..... 80
22 Où habites-tu? .....	To ask and say whether you live in a house or flat..... 82
23 Sur le pont d'Avignon .....	To sing the song 'Sur le pont d'Avignon'..... 84
Assembly ideas .....	87
Transcript of CDs.....	89
Useful resources.....	104

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# Introduction

*J'aime Parler!* was conceived when I was trying to find material for Key Stage 1 children for an after-school French club I was running. I found that although there is a wealth of material for older children, there is not much that is really suitable for little ones, especially when you want to focus on listening and speaking skills, rather than reading and writing. This is why most of the activities in this book are aimed at oracy skills, so that the children become confident at speaking French, through repetition, role play, rhymes and songs. As young children are so receptive to acquiring different sounds through language, they will enjoy the activities and become competent in French quite quickly, without inhibitions.

I needed an activity to finish the lesson off with and decided that photocopiable colouring and drawing sheets would be a good activity for the children to focus on. The photocopiable sheets, which can be used during curriculum time or in clubs, complement some of the QCA schemes of work, but with Key Stage 1 in mind. All the sheets have been tried and tested and have been a source of delight to not only infants, but to younger juniors as well. The sheets are a welcome change after listening and speaking practice, and games and songs, and can be used as a colouring/drawing competition, for display work or can be taken home each week. During some of my half-hour-long lunchtime clubs, the children are delighted when I produce a sheet at the end of a topic or at the end of a half term.

It is my experience that many parents are very keen for their children to learn a foreign language at such a young age, and are very appreciative of the efforts that schools make for them in this subject. Also, having something to take home regularly encourages pupils to revise and practise, whilst communicating with, or even teaching, others at home. Many parents keep the sheets in a folder at home for children to revisit later. It is also very rewarding to see the children longing to show their parents the work when they are collected at the end of the day!

The CDs that accompany the course consist of stories that complement each lesson. The children will identify with Marvin the kitten, as he is a British kitten who finds himself in France, and does not understand the language. The children will gradually learn more and more French alongside Marvin who learns the language whilst having many varied adventures. The stories are designed to be used at the end of each lesson, to consolidate the language that has just been learnt. When the stories are played, the children should repeat the spoken French whenever there is a pause after a character speaks. This will promote confidence with listening and speaking skills. In addition, there are five traditional songs on the second CD.

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# How to use J'aime Parler!

There are 23 lesson plans in this book. Some lessons may require two or three sessions, depending on the time available. Most lessons, however, will only require one hour-long session. It is also a good idea to plan lessons that are totally devoted to revision every now and then. The lessons do not need to be taught in the order shown, although the vocabulary used gradually increases as you progress through the book.

If you have time left at the end of the academic year, this could be used for assessment, revision, or even rehearsals for an assembly or a show for the school or parents, using conversation, songs, rhymes and miming – the latter activity being a most rewarding event for all concerned! Assembly ideas are given on pages 87–88.

Each lesson plan contains:

## **Learning objective(s)**

These are also listed on the Contents page, for quick reference.

## **Resources needed**

Most of the additional resources suggested can easily be found in the classroom, although I have also suggested some optional resources (in particular French song books, see Song ideas below). The list of 'Useful resources' on page 104 gives addresses for some suppliers of French posters, song books, DVDs/videos and other materials.

## **Vocabulary**

It is up to you to decide how much or how little vocabulary to introduce. I have chosen the vocabulary based on my experience of what works best for 5–7 year olds. I find it is best to teach lots of simple questions and answers. That way children can start having meaningful conversations in French quickly, and experience a real sense of accomplishment.

## **Recap**

It is always a good idea to start the lesson with a recap on what they learned the lesson before. Some suggestions are given. However, if the lessons are not taught in the order shown, these ideas will need to be modified.

## **Ideas for introducing the vocabulary**

With young children, it is always a good idea to start with a short discussion in English about the subject matter before teaching anything new in French, to avoid any confusion. I've suggested a variety of methods for introducing new vocabulary. Many of these techniques can be used, whatever the vocabulary being introduced.

## **Activities**

Each lesson contains a variety of activities. You do not need to do all the activities and should use your professional judgement to decide which to include.

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## Song idea(s)

In addition I have suggested songs from two book and CD sets published by Brilliant Publications, *J'aime Chanter!* and *Chantez Plus Fort! J'aime Chanter!* is ideal for young children as the songs are set to familiar tunes, such as 'Ten green bottles' and 'Polly put the kettle on', so the children (and you!) can concentrate on learning the songs. The songs on *Chantez Plus Fort!* are set to original catchy tunes. As this book and CD set is aimed at Key Stage 2, you may find that some of the tunes are sung too fast on the CD for Key Stage 1 pupils. However, the tunes are easy to pick up, so the CD is not essential.

There are other song CDs available on the market (see Useful resources, page 104).

## CD story

As mentioned in the introduction, one feature of *J'aime Parler!* is the stories on the CDs about Marvin, the British cat who finds himself in France. Encourage pupils to practise the French phrases in the pauses. You may wish to hold down the pause button on your CD player to allow pupils longer to respond to the longer phrases. At the end of each story there are a few questions to check how well children remember the French words and phrases used.

## Logos used in the book

The following logos have been used to make it easier for you to locate appropriate activities:



As role play is such an excellent way of giving children the opportunity to practise speaking French, we have highlighted where opportunities for this occur.



This logo indicates that a photocopiable sheet is required. Some of the sheets are designed to be cut out and used as flashcards. To make these more attractive, they could be coloured in (either by you or the children). Laminating will increase their durability.



This logo indicates that a track on one of the CDs is required.



The musical notes logo indicates that a song is being suggested.

# C'est combien?

## Learning objective

- \* To count to 12

## Resources needed

- \* Number flashcards
- \* Sheets 5a–5c (pages 25–27)
- \* CD1, Track 5: Marvin and Loulou go to the café
- \* CD2, Track 10: '1, 2, 3 nous irons au bois' (instrumental version: CD2, Track 11)
- \* *Chantez Plus Fort!* and *J'aime Chanter!* (optional)

## Recap

- \* Comment t'appelles-tu? Je m'appelle ...

## Vocabulaire

Et toi?  
C'est combien?  
un  
deux  
trois  
quatre  
cinq  
six  
sept  
huit  
neuf  
dix  
onze  
douze

## Vocabulary

And you?  
How much is it?  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
eleven  
twelve

## Introducing the vocabulary

Tell the pupils you are going to count to three in French. Use fingers for counting. Ask pupils to repeat several times. Do the same with the next three numbers and continue in this way until you have reached the number 12. You may wish to spend several short sessions doing this, rather than trying to teach all 12 numbers in one go.

Use number flashcards, in random order, to test knowledge of individual numbers. Ask the children 'C'est combien?'

## Activities

Count forwards and backwards in French with pupils.

In pairs pupils practise counting as far as they can, then demonstrate their counting individually or in pairs.



On Sheet 5a encourage the pupils to say the numbers as they colour them in. Alternatively, you could say the numbers in a random order, for the pupils to colour in.

## Song ideas



Teach the French song, '1, 2, 3 nous irons au bois', using Track 10 on CD2:



1, 2, 3 nous irons au bois,  
4, 5, 6, cueillir des cerises  
7, 8, 9 dans mon panier neuf  
10, 11, 12 elles seront toutes rouges.

1, 2, 3 We are going to the woods  
4, 5, 6 to pick some cherries  
7, 8, 9 in my new basket.  
10, 11, 12 They will be all red.



Explain the meaning of the song. Flashcards made from Sheets 5b–5c or real objects, could be used to teach the vocabulary first (colour in the picture for ‘rouge’ on Sheet 5c in red). When all the children have learned the song, they could act it out as they sing.



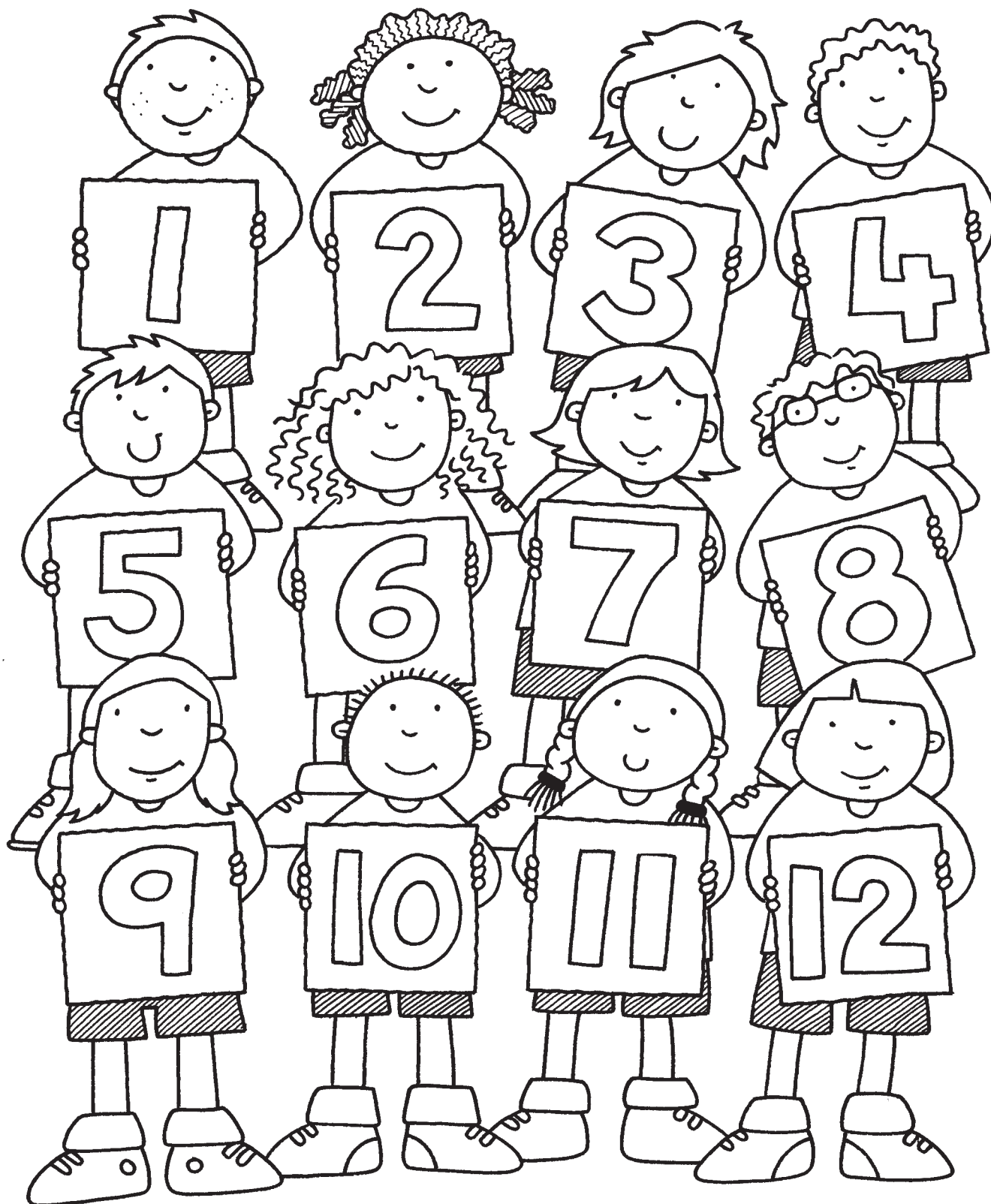
The rap ‘Comptons jusqu’a 20’ in *J’aime Chanter!* is great for teaching the numbers (use just the first verse at this stage). Another good song to try is ‘Nous allons compter (Partie A)’ in *Chantez Plus Fort!* Children love the section when you count down the number of apples in the basket to find the caterpillar!

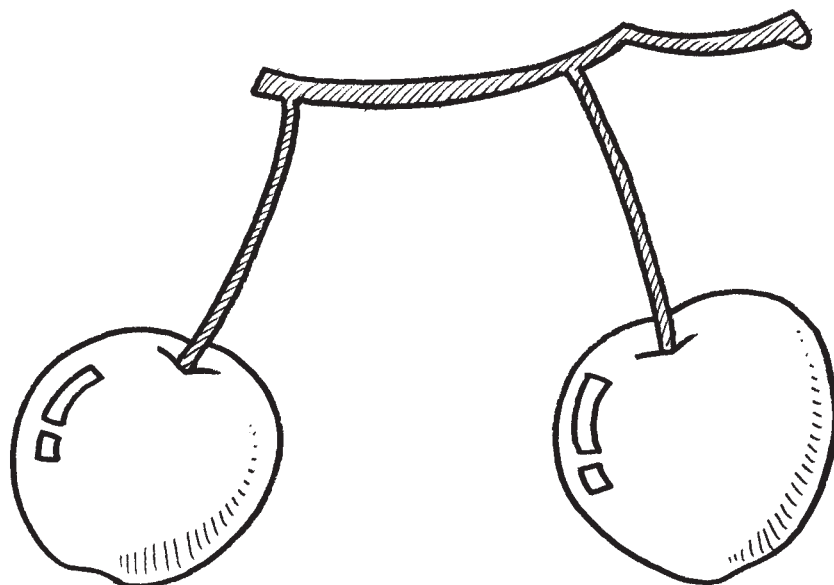
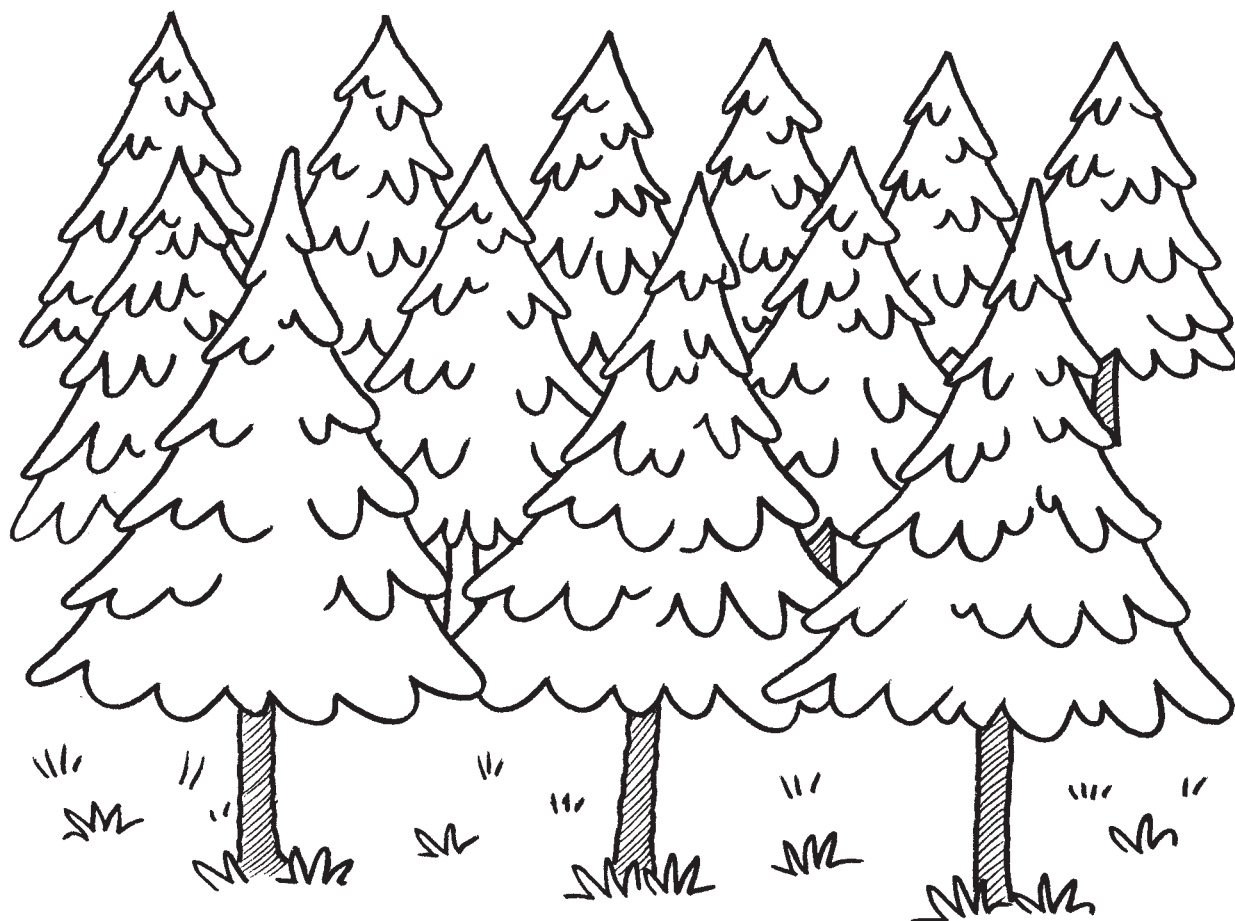
## CD story



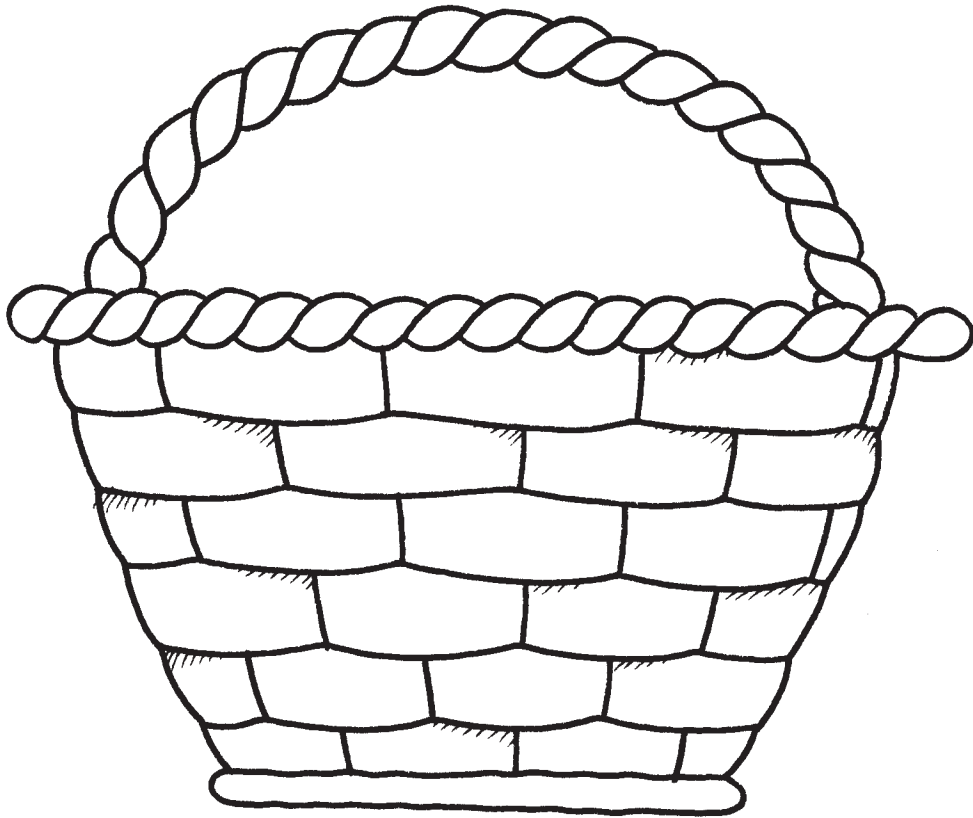
Listen to Track 5 on CD1: Marvin and Loulou go the café. Encourage pupils to practise the French phrases in the pauses. You could talk about how French cafés often have tables outside, with parasols to shade people from the sun.

# C'est combien?









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### CD1, Track 5

Nar: **Marvin and Loulou go to the café by Ann May**

Listen for the French words and phrases. Try saying the French yourself after you hear it. Loulou and Marvin were very hungry, so Loulou took Marvin to a café.

Outside the café, people were sitting at tables. Parasols were shading the people from the hot sun. The people were eating and drinking. Loulou started to walk around the peoples' legs. When she saw people that she knew, she would look up and say:

Loulou: Bonjour, ça va?

Nar: The people would reply:

Man: Bonjour Loulou! Ça va bien, et toi?

Nar: Everyone was so friendly. Loulou came to a table with no people. Marvin noticed that lots of crumbs had fallen on the ground. Loulou pointed to the crumbs and counted them.

Loulou: Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

Marvin: What are you doing?

Loulou: I'm counting the crumbs so that we can share them. There are 10 crumbs, so you can have 5 and I can have 5.

Nar: They soon ate up all the crumbs. Loulou found another table where everyone had gone. This time Marvin joined in the counting.

Marv. &

Loulou: Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.

Nar: This time there were 12 crumbs. They shared the crumbs out and ate them up. Then, Marvin was very naughty. He jumped up onto a table and started eating up half a tuna sandwich that had been left there. Loulou made him come down quickly, before the waitress caught him. Then off they went home.

\*

How do you count to three in French? ... Un, deux, trois.

What is the French word for 'five'? ... cinq.

What number comes after 'cinq, six, sept'? ... huit.

How did they count the 12 crumbs? ... un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.

Excellent!

Au revoir!

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