

Lesson 2 Support Notes

In this lesson pupils will learn how to repeat, recall and spell the final six different nouns for classroom objects along with their indefinite articles/determiners in French. Pupils will also consolidate the six different nouns learnt last week.

New Key Language

une calculatrice	=	a calculator
une règle	=	a ruler
une trousse	=	a pencil case
une gomme	=	a rubber
des ciseaux	=	scissors <i>(better translated as a pair of scissors)</i>

Previous Key Language

un livre	=	a reading book
un cahier	=	an exercise book
un bâton de colle	=	a glue stick
un crayon	=	a pencil
un stylo	=	a pen
un taille-crayon	=	a sharpener
un sac à dos	=	a rucksack

Here is a breakdown in terms of gender and plurality of the nouns in the unit.

Masculine singular nouns

un livre = a reading book
un cahier = an exercise book
un sac à dos = a rucksack
un crayon = a pencil
un stylo = a pen
un taille-crayon = a sharpener
un bâton de colle = a glue stick

Feminine singular nouns

une calculatrice = a calculator
une règle = a ruler
une gomme = a rubber
une trousse = a pencil case

Plural Nouns

des ciseaux = some scissors/a pair of scissors

Some of our units use the definite article ('the') and some, as in this one, use the indefinite article ('a'/'an'). This is to expose the pupils to a wider range of articles/determiners but also to help them move from one to another with increasing confidence and knowledge. Do they want to say 'the pen' or 'a pen'? How would they say 'my pen' etc. The decision of whether to start with an indefinite or definite article in a unit is always to do with what fits the context of the unit best and, of course, what makes the most sense for the children.

Scissors is the only plural noun in this unit. For this reason, the article used is 'des' which is a plural indefinite (the word for 'some') in grammatical terms. 'Some' is the plural version of 'a'. The children do not need these detailed explanations at this stage. What is most important is that they learn to pause, and not to make random choices, understanding that there is a grammatical logic that underpins all languages.

Lesson Breakdown

<u>Slide 1</u>	Title of lesson	Explain that the aim of the lesson today is firstly to learn how to say five new classroom items in French.
<u>Slides 2-3</u>	Revision	A very quick recap and revision of the nouns covered last week. Can anyone remember how to say and/or spell these words in French before listening to the voice files?

Slides 4-9

New nouns

Introduction of the five new nouns. Teacher reads (plays the voice files) and class repeats. Lots of choral repetition and at a fast pace.

Slide 5 – **una calculatrice** (a calculator)

Slide 6 – **una règle** (a ruler)

Slide 7 – **une trousse** (a pencil case)

Slide 8 – **une gomme** (a rubber)

Slide 9 – **des ciseaux** (scissors)

Slides 10-16

Listening task

Pupils must decide which image matches the audio file on the screen. Pupils could say the item in English or come and identify the image by pointing at the board. It is a very accessible listening task and will help build up their confidence before they attempt more challenging tasks. If teachers have time, they could ask the pupils to have them laid out on the desk before holding up the answer.

Slides 17-22

New spellings

An opportunity for the children to see the French spellings for the nouns as well as hear the accurate pronunciation again. It is recommended to delay the written form until pupils have a stronger phoneme knowledge in the foreign language (normally by Progressive unit teaching). This is to avoid applying their knowledge of English phonics when reading French words out loud.

Slides 23-24

Quick recap

An opportunity to revise and recall the twelve classroom objects. As fast paced as possible as pupils should be starting to become more familiar with the language covered so far.

Slides 25-38

Listening task

The pupils now have a very quick and easy listening task to identify all twelve classroom nouns. Once again, this is an opportunity to hear all the nouns correctly with their article/determiner. Maintain a quick pace and pupils can either raise their hands when they think they know the answer or write it on mini whiteboards.

Slides 41-48

Grammar

A few slides to now focus on the different articles/determiners seen in this list of

vocabulary. This will allow pupils an opportunity to reflect on the articles/determiners and to remember that they are important and will impact other words in a sentence (as they will learn in week 4). Once again if teachers have time and there are the physical items available in class the pupils could categorise the nouns physically on their desks, articulating their choices. There are three categories 'un', 'une' and 'des'. Detailed explanations for these articles were provided in the Support Notes for lesson 1.

The lesson can be finished here but, if teachers wish to continue with some extra stretch and challenge activities, there are some extra challenge slides and the option of some very simple desk-based activities.

Slides 49-50

Find the errors listening

This activity will be harder for the pupils as they have to decide if the article that they hear is correct or incorrect for the noun. They simply tick or cross but it will require deeper thinking and processing skills. Answers appear on the click.

Slides 51-54

Phonics

An opportunity to revisit some sounds from previously recommended phonics sections. A reminder that consonants at the end of words in French are often silent. Revision of 'i' sound from previous lesson with through a simple follow-on task and a reminder of the circumflex accent.