



LEARNING FRENCH AT THE FRIARY SCHOOL



The Friary School
High achievement through challenge and support for every learner

“I was never good at Languages when I was at school...”

“Do you need a tutor?”

“Don’t worry- focus on Maths, English and Science...”

“I’ve never needed to use French since school...”



LANGUAGE LEARNING AT THE FRIARY

- Learning is chunked – “Le weekend, je vais au parc où je fais du sport avec mes amis” is not fourteen words. It is one phrase.
- Chunk -> Learn -> Regurgitate
- Language learning is challenging, but it is very mechanical.
- All phrases are given to pupils as model answers as part of the day to day teaching. Pupils are expected to use and adapt these prior to any independent writing....time consuming YES, difficult, NOT REALLY.

“With a long-term learning process such as the mastery of a second language, **learners' ultimate success will depend heavily on their level of motivation.**”
(Dörnyei, 2014)

A GCSE in a language will make you much more employable and help you to where you want to go next.

LANGUAGE LEARNING AT THE FRIARY

• Pillars of Progression

This is something we have been implementing in our teaching in the last few years and which focuses on the following things:

- Phonics – the sounds you need to make a language.
- Vocabulary – the general high frequency words students meet all the time and words specific to the topics they are learning in class.
- Grammar – the specific parts of language like punctuation, verbs, adjectives etc.

Phonics – improving students' confidence in French speaking.

Vocabulary – giving students the words they need to understand written and spoken French.

Grammar – making sure French produced is accurate.

Adapted to both Support and Challenge our students.

HOW CAN YOU HELP?

- Be positive and encouraging – practise and read aloud!
- Follow instructions – dictionaries are important.
- Look out for resources.
- Know revision techniques – repetition, chorusing.
- You should hear your children speaking French out loud at home on a regular basis.

Beside motivation, parental involvement can play a crucial role in influencing children's positive thinking towards foreign language learning. Gardner (2010), suggests that parental attitudes towards foreign languages can positively impact their children's achievement in language learning.

In the process of language learning, among the many factors involved, support from family is one of the reasons to be successful according to language learners (see Williams et al., 2004).





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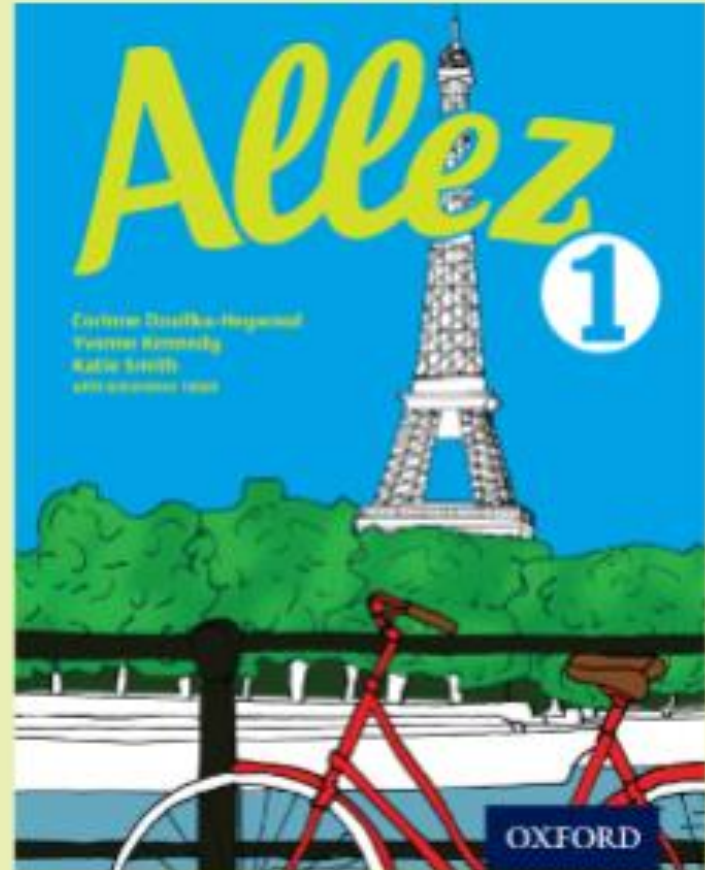
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Every student has their own
username log-in.
For example: Username: ocooke
Password: ocooke

This code is sgl



Unit	Contexts/Language	Grammar	Learning strategies and pronunciation
1 Tout sur moi Page 4	Personal information , physical appearance, favourite objects Introduce yourself Describe yourself and other people Describe your favourite object French-speaking regions	Nouns and articles (<i>le, la, l', les; un, une, des</i>) The present tense of <i>avoir</i> Adjectives 'In' + countries: <i>au, en</i> <i>C'est, il est, c'est quoi?</i>	Memorisation strategies Sound strategies Recognise sound patterns Ask and answer questions Pronunciation: sound patterns; silent letters at the end of words (masculine and feminine forms)
2 Mon monde perso Page 22	Personality, family, school subjects, friends Describe your personality Talk about family members and friends Give opinions of school subjects Home and family life; compare yourself now with how you used to be	The present tense of <i>avoir</i> and <i>être</i> Adjective agreement Possessive adjectives: <i>mon/ma/mes, ton/ta/tes</i> Comparisons using <i>plus/moins</i> Connectives Object pronouns: <i>le, la, les</i>	Reading strategies Memorisation strategies Use transferable language Pronunciation: silent letters (final consonants)
3 Autour de moi Page 40	School, home and animals Talk about school and where you live Talk about leisure activities and personal possessions Describe animals	The present tense of regular <i>-er</i> verbs and irregular verbs (<i>aller, faire, avoir, être</i>) Adjective agreement; position of colour adjectives Noun plurals and adjectives The perfect tense: <i>j'ai visité, j'ai vu</i> <i>Je voudrais + noun, j'avais, c'était</i>	Writing strategies Reading strategies: cognates and 'false friends' Use a bilingual dictionary Recognise sound patterns Pronunciation: accents (<i>é</i> and <i>è</i>)

This tool is on every page in the textbook. Here you can find:

- Interactive listening, reading and writing activities.
- Extra worksheets.

Vocabulary: recognise personal items; identify activities at the youth club
 le present tense
 ctives to extend sentences; interpret longer texts

lie les mots et les images.

3 4 5 6 7 8

l(inateur) e mes BD
 leur MP4 f ma télé
 role de jeux vidéo g mes DVD
 rans h mon portable

que tu aimes faire? Écris des phrases.
 ee activities you enjoy from the list below
 ete the sentences with a matching item
 y 1.

J'aime lire donc j'adore mes romans.
 See page 51 for writing strategies.

Extending sentences
 In Unit 2 you met *et* and *mais* which you can use to add detail and contrast sentences. You can use another connective, *donc*, 'therefore', to give extra information after an opinion and make your sentences even more detailed:
 J'aime lire **donc** j'adore mes romans.
 See page 51 for writing strategies.

J'aime					
outer de la musique	regarder un match de foot	jouer aux jeux vidéo	surfer sur internet	regarder un film	envoyer des textos

Can you add any activities that you enjoy to this list?

4 Lis le blog de Paul et traduis les extraits soulignés.
 Read Paul's blog and translate the underlined extracts.
 Exemple: *je retrouve mes copains* – I meet up with my friends

La maison des jeunes

Là où j'habite, il y a une super maison des jeunes où je vais tous les mercredis et tous les samedis. Là-bas, je retrouve mes copains et je joue au baby-foot – j'adore ça! Aussi, je bavarde avec mes copains ou je joue au billard parce que c'est marrant. D'habitude, je vais au bar et je bois un coca. De temps en temps, je joue au foot avec l'équipe – c'est génial! Je joue de la guitare donc quelquefois je fais des concerts avec mon groupe. Quand je veux me détendre, je regarde un film avec mes copains – c'est très sympa!



5 Vrai ou faux?
 Exemple: a faux

- Paul goes to the youth club on Thursdays.
- At the youth club Paul meets his friends and plays table football.
- Paul likes to drink lemonade at the bar.
- Paul plays football for the youth club team.
- Paul likes to watch concerts at the youth club.
- Paul likes to watch films with his friends.

Find the words in the text that prove a sentence is false.

Grammaire p. 168-169
 WB p. 30, p. 36

The present tense
 The present tense is used to describe things you do or are doing.
 For verbs that end in -er you remove the -er and add the following endings:

I	je	-e	je joue
you	tu	-es	tu joues
he/she/we	il/elle/on	-e	il/elle/on joue

regarder to watch: je regarde
 I watch, I am watching

jouer to play: je joue
 I play, I am playing

bavarder to chat: je bavarde
 I chat, I am chatting

Some verbs are irregular:
 aller to go: je vais I go, I am going
 faire to do: je fais I do, I am doing

6 En groupe. Que fais-tu le week-end?

je retrouve mes copains	je vais au bar
je joue au baby-foot	je joue au foot
je bavarde avec mes copains	je fais des concerts
je joue au billard	je regarde un film

7 Écoute Jules et note. Recopie et remplis la grille.

When?	Activities (3)	Favourite activity	Who with?	Snack?
Wednesdays, ...				

Plenary

- Write a sentence to say what activities you do.
- Add a sentence using the tu form.

Model answer example:

J'ai Il/Elle a	les yeux	bleus/verts/gris/ marron/noisette/ bleu foncé/bleu clair		
	les cheveux	blonds bruns roux noirs	et	longs mi-longs courts bouclés nattés raides
Je n'ai pas Il/Elle n'a pas	de cheveux.			



Memrise is a vocabulary learning app with an element of competition.

What You Need to Know

1. Je m'appelle Charlie

(My name is Charlie)

2. J'ai onze ans

(I am 11/12 years old)

3. Mon anniversaire c'est le onze mai

(My birthday is the 11th May)

4. J'ai les cheveux bruns et les yeux bleus

(I have brown hair and blue eyes)

5. J'habite en Angleterre et je parle anglais

(I live in England and I speak English)

6. Mon objet préféré, c'est un portable. C'est un rectangle, c'est noir et c'est en plastique.

(My favourite object, it is a mobile phone. It's a rectangle, it is black and it's made of plastic.)