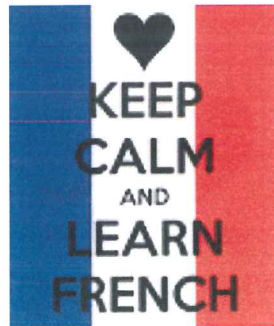




INTEGRITY EXCELLENCE COURAGE COMMUNITY



How to Have Fun Teaching French (even if you're not comfortable yourself)

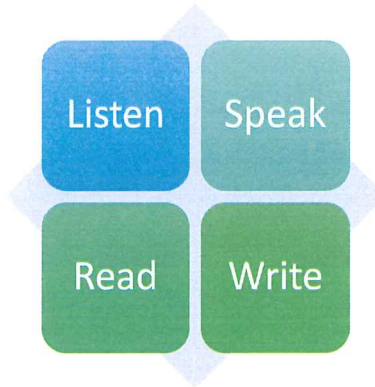


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January 2017

Big Idea

The process for learning a second language (L2) should mirror the process of learning your first language. We listen to others speaking & absorb language like a sponge absorbs water for the first 12-18 months of our lives before producing our first words. A few years later, we're ready to recognize letters in the world around us (reading) before we're ready to learn to print/write.

1. Oral before Written
2. Input/receptive before Output/productive



Please try to ...

- be positive & enthusiastic – share your own travel stories & attempts to communicate in another language; if you model a willingness to take risks, then your students will be more likely to try & move out of their own comfort zones
- use as much French as possible – short, simple, repeated phrases are fine
- use gestures, visuals, & artifacts to support what you are saying
- use cognates wherever possible (words that are like or close to English)
- use wait time effectively (allow students time to think & experience the success of “aha! – now I get it!”)
- share the purpose of why we are learning French
- use different groupings: entire class, small groups, partners, individual work
- discourage google translate for big chunks of text – we’re learning smaller phrases & they will be authentic & correct
- incorporate multi-modal learning activities (auditory, visual & tactile/kinesthetic)
- allow students to personalize their learning (someone who rides horses or swims will need that vocabulary to talk about their hobbies)
- teach grammar in context (as a means for communication, rather than just memorizing verbs)
- correct students selectively by repeating the correct form or pronunciation & not focussing on every error, but rather on the overall message)
- celebrate everyone’s success & growth they’re making in the learning journey

Listening to French – YouTube as a source for music

Keyword searches using “French numbers – alphabet – colours – etc.” will lead to short, kid-friendly clips

Alain le Lait – look for his videos, which feature great music, authentic phrases & fun images that younger students will enjoy

Charlotte Diamond – “Je suis une pizza” is a classic

Matt Maxwell – “C’est l’Hallowe’en” (a must have for October 31st)

Annie Brocoli – “Les nanas banana” (& other titles)

Jouez au hockey – traditional song with lyrics by Marie Aziz

Singing along in chorus allows students to hear & mimic the sounds of French in a low-stress, entertaining environment. We want them to **listen** to the sounds first & imprint them, before students read the words & are influenced by the sounds they are used to hearing in English. The letter “l” does not sound like “eye” in French – it sounds like ee in teeth. Students who want to write phonetically will end up having trouble learning to spell the French words correctly later on, so don’t encourage them to do this.

Speaking French

1. Choral repetition is good because students can practise the sounds in a safe way
2. Using an iPad or iPod to record words & phrases lets students monitor pronunciation
3. Puppet Shows – having puppets or stuffies do the talking is another safe & fun way for students to practise and then showcase their skills asking & answering short, simple questions (name, age, How are you, etc.)
4. Surveys/people bingo gets kids moving around the room and interacting with classmates. The goal is not to look at the sheets and read the information, but to “force” the partner to communicate in French.
5. Cue cards (electronic or paper versions) can be created & used for reference. I ask students to try & represent their information using keywords and/or symbols so they are not reading out loud, but rather producing known phrases spontaneously



The heart prompt can be used to express other ideas:

J’aime la pizza

J’aime les Canucks

J’aime la musique rap

J’aime la couleur bleue

J’aime mon chien Sparky

J’aime la classe de français/musique/etc.

Numbers 0 – 20

You could play bingo/lotto, counting games like ping (students count off around the room, but if your number is a multiple of 3 or contains a 3 you say “ping” instead of the number. If someone makes a mistake, the chain starts again.

Another game might be “you’re out!” where the first student starts counting & stops, and the next student continues (each student can say as many or few numbers, but if someone lands on 5, they’re out)

Cloud Game



Teacher prepares a sheet with 10 – 12 words or numbers written inside a puffy cloud shape and makes 3 copies to post on board. Class forms 3 teams and students compete to highlight the correct word/number teacher says out loud. Tally points: 1st place gets 3, 2nd place gets 2 and 3rd place gets 1 point.

Working with Audio CDs – students often express concern that speakers are too fast & ask to stop the selection so they can process the information or they want to see a transcript so they can read the material presented.

A better strategy is to play the track multiple times & let students know they can listen the first time without recording or noting specific details. When they listen the second and third times, students can focus on selective information and don’t need to understand every detail of the entire passage.

Reading in French

Remind students to use context clues (format of document, visuals, etc.) to predict the content. Have them focus on known words and cognates (related words in English). Consonants in words are often the same (couleur/ dictionnaire). Again, students don’t need to understand every word to understand the general meaning of the text they’re reading.

Writing in French

Don’t use google translate! Use the example of a collage, rather than a free hand drawing as an analogy for writing in L2. Students often try to write in English first & then translate (free hand drawing). This takes a lot of effort & time using a dictionary & does not always result in a well-

written paragraph. For a collage, students select individual images to express their ideas and for their paragraphs, so I encourage students to use their vocabulary list, existing worksheets & templates I've created as sources of correctly written French and then copy/paste phrases & change a few words.

Google translate – this is NOT your friend & students who try to cheat or take shortcuts will end up with incorrect French (sometimes very funny, but not accurate at all). Check out “Somewhere over the Rainbow” by Malinda Kathleen Reese for a good example.

Game Ideas

Use graph paper to have students make their own **crossword** or **wordsearch** puzzles using the words you've been learning and then exchange with a classmate to complete.

Secret Code (A=1, B=2, Z=26, etc.) – present 5 words written in secret code and have students decipher them, then use the same code (or create their own) for 5 different words.

Students can use their vocab list to play a game of **Battleship**. The instructions are on the top of the grids and it's a fun way to have students build their reading & writing skills.

I spy using colours & first letters “Je vois quelque chose qui commence avec la letter t.” (tableau) “Je vois quelque chose qui est rouge.”

Flashcard Games -

1. memory give students one minute of time before you flip the cards over & they work with a partner to recall the word/image
2. Around the World (2 students stand up & compete to identify a flashcard you reveal, the loser/slower one sits down and the winner moves on to challenge the next student
3. Group flashcards in different categories (colour, foods, alphabetical, etc.)

Bingo – with letters, numbers, vocabulary words (students match what they hear you say with a symbol or written form)

Hangman – practise alphabet letters to spell a known word

Wheel of Fortune – I'll write a phrase on the board using dashes to represent the letters and have the class compete (boys v. girls) to guess, using different colours for the letters they guess.

français - 6e et 7e année
vocabulaire de base

Comment t'appelles-tu?	
Je m'appelle ...	
Comment ça va?	
Ça va bien, merci!	
Comme ci, comme ça.	
Quel âge as-tu?	
J'ai 10/11/12 ans.	
Où habites-tu?	
J'habite à Langley.	
Je suis ...	
grand(e) / petit(e)	
Je porte des lunettes.	
J'ai les yeux ...	
bleus / bruns	
verts / noisette	
J'ai les cheveux ...	
blonds / bruns	
noirs / roux	
Je suis ...	
calme / comique / musicale	
sociable / responsable	
actif / active	
sportif / sportive	
intelligent(e)	

Je joue au soccer / baseball / basketball / hockey / golfe / etc.	
Je joue aux jeux vidéos	
Je joue du piano/ violon/ saxophone / trombone	
Je joue de la guitare / flûte / clarinette / batterie	
Je fais ...	
du vélo	
du ski	
du surf des neiges	
de la natation	
de la planche à roulettes	
de la danse / gymnastique	
de la course à pied	
de l'équitation	
J'aime lire.	
J'aime regarder la télévision.	
J'aime écouter de la musique.	
J'aime	
Je n'aime pas	
J'adore	
Je déteste	

projet - mon petit livre
6e année

Follow the demonstration of how to fold & cut a little book and create a first draft for planning the eight (8) pages.

1. title / name / AG
2. name & age & birthday
3. description physique (hair & eye colour / tall/short? / glasses?)
4. preference #1
5. preference #2
6. preference #3
7. preference #4
8. la fin - ©2016

name Je m'appelle ...
age J'ai ... ans.
birthday Mon anniversaire est le ... (date & month)
hair J'ai les cheveux ...
eyes J'ai les yeux ...
height Je suis ... petit / grand / de taille moyenne.

favourite things - pick 4 from our list _____

pref #1 Ma classe préférée est la classe de ...
or Ma couleur préférée est le ...

pref #2 Mon groupe (artiste) préféré est ...

pref #3 Mon sport (activité) préféré est ...

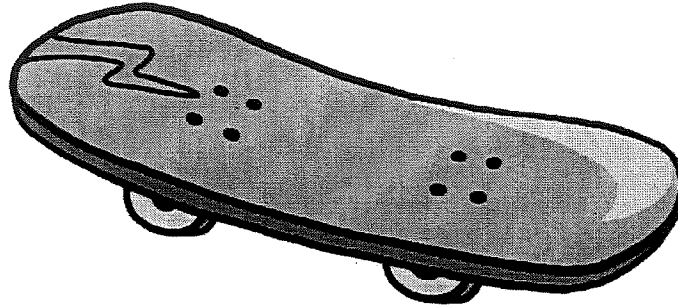
pref #4 Mon équipe préféré est les ... (don't need to translate name)

or Mon animal préféré est le ...

or Mon roman préféré est "Don't need to translate title"

*only if you wear glasses

projet - je me présente en silhouette
6e année



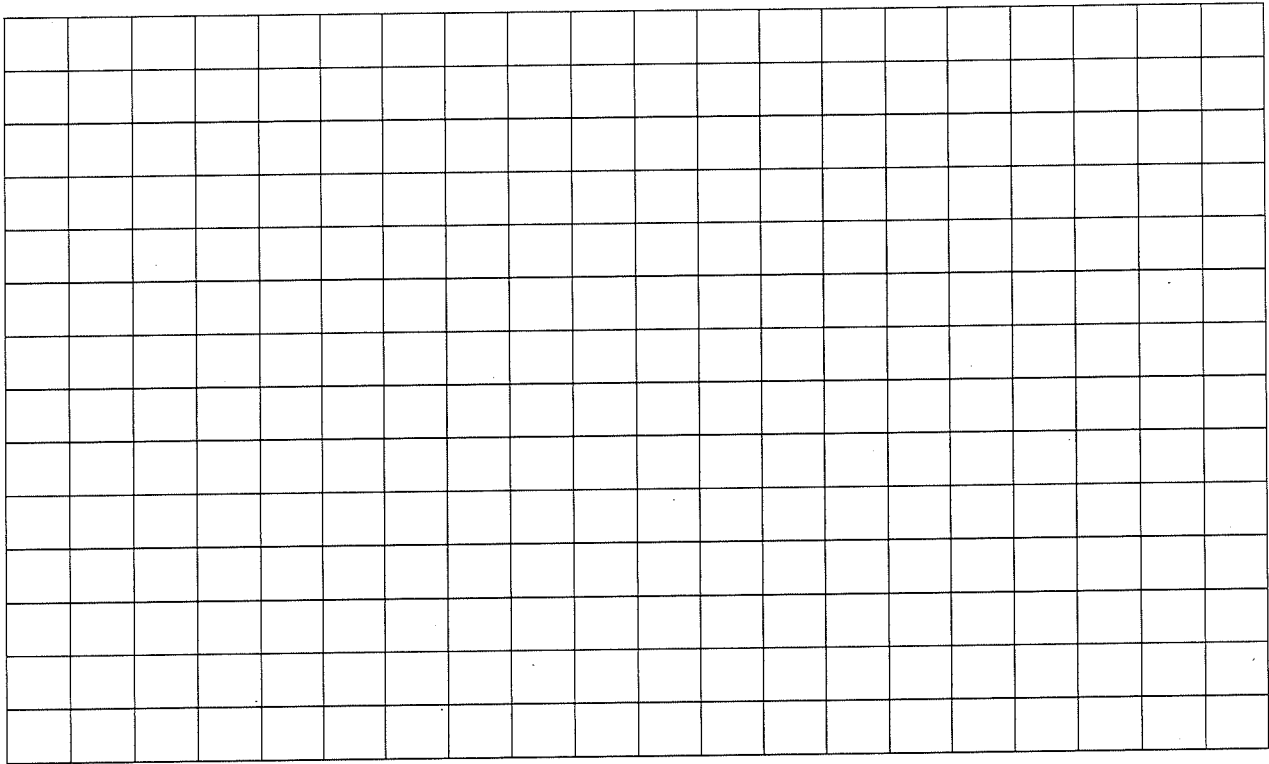
name	Je m'appelle
age	J'ai ans.
town	J'habite à
height	Je suis
glasses*	Je porte des lunettes.
eyes	J'ai les yeux
hair	J'ai les cheveux
2 adjectives	Je suis
hobby #1	Je joue / je fais
hobby #2	Je joue aussi / je fais aussi
hobby #3	J'aime (lire / écouter de la musique / regarder la télévision)
I like...	J'aime
I don't like ...	Je n'aime pas
I love/hate ...	J'adore / je deteste

*only if you wear glasses

The personal description will be written inside the outline of an article that represents one of your hobbies or activities or an item you like.

mots cachés - word search

Select 12-15 vocab words we're learning & create a puzzle for your classmate to complete. Don't forget to include clues (i.e. pictures, the words you've chosen in English, or "tricky" hints)



1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

Bonus: _____ 15. _____

Verb Tic Tac Toe / Connect Three

	faire	finir	aller	partir	avoir	être	arriver	pouvoir
je								
tu								
il/elle								
nous								
vous								
ils/elles								

Est-ce que tu....?

Nom _____

A: Est-ce que tu aimes la pizza?

.....aimes la pizza?

B: Oui, j'aime la pizza.

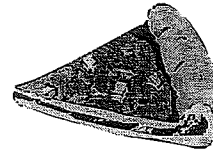
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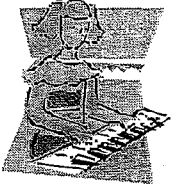

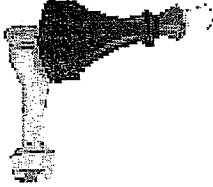



B: Non, je n'aime pas la pizza.

A: Merci.

B: De rien.

...aimes la pizza?



.... aimes le chocolat?  aimes le basketball?  aimes l'art? 
.... as une soeur? as deux frères? as un ordinateur? 
.... as un chien?  as un chat?  as un poisson? 
.... joues du piano?  fais du ski?  sais jouer aux échecs? 
.... as visité l'Europe?  es né au Canada?  es né en Chine? 

**la classe de français – 6e année
sondage (survey)**

Comment t'appelles-tu?	Aimes-tu la classe de français?	Aimes-tu le broccoli?	Aimes-tu les bonbons?

Matching:

1. Aimes-tu?
2. Comment ça va?
3. Où habites-tu?
4. J'aime ...
5. Je n'aime pas ...
6. Comment t'appelles-tu?
7. Ça va bien!
8. Je m'appelle ...
9. J'ai dix ans.
10. quatorze

- _____ I'm 10 years old
- _____ My name is ...
- _____ fourteen
- _____ Where do you live?
- _____ Do you like ...?
- _____ How are you?
- _____ I don't like ...
- _____ I'm well/fine, thanks!
- _____ I like ...
- _____ Where do you live?

Intro to French
People Search Strategy

Find someone who...

Can name two Francophone musicians	Has eaten...	Can name 3 countries where they speak French	Knows the name of the president of France (or his wife)
Can sing a verse of Frère Jacques	Has been to Quebec	Has seen a movie with French subtitles	Can think of 3 French words we use in English
Can name the two most popular sports in France	Can describe a painting by Claude Monet	Knows what special event was celebrated in Quebec City in summer 2009	Can name 3 French expressions related to cooking that we use in English
Can explain how people greet each other in France	Can describe the mascot of the Carnival of Quebec	Knows the French speaking African country named after something that was traded there	Knows the name of an French-speaking island nation

Expressions for Students

Bonjour. Salut Allo (*Hi, Hello*)

S'il vous plaît./S'il te plaît (*Please*)

Merci (*Thank you*)

Comment ça va? Ça va bien (*How is it going?*)

Viens ici, s'il te plaît. Venez ici, s'il vous plaît (*Please come here*)

Excusez-moi. (*Excuse me*)

Je comprends. Je ne comprends pas. (*I understand. I do not understand*)

Je sais. Je ne sais pas. (*I know. I do not know*)

Quelle page? (*Which page?*)

Qu'est-ce que ça veut dire? (*What does it mean?*)

Comment dit-on (english word) en français? (*How do we say _____ in French?*)

Est-ce que je peux (or) Puis-je ... (*Can I ...*)

aller aux toilettes? (*go to the bathroom?*)

aller boire de l'eau? (*have a drink of water*)

aller au bureau? (*go to the office*)

aller à la bibliothèque? (*go to the library*)

aller au gymnase? (*go to the gymnasium?*)

aller chez moi? aller à la maison (*go home?*)

tailler mon crayon? (*sharpen my pencil?*)

avoir du papier? (*have some paper?*)

sortir de la salle de classe? partir? (*leave the classroom?*)

emprunter un crayon? (*borrow a pencil?*)

distribuer les livres? (*distribute the books*)

ramasser les livres? (*pick up the books?*)

J'ai fini. (*I'm finished*)

Où est ... / Où sont ... ? (*Where are?*)

Au revoir. (*Good bye*)

J'aime...Je n'aime pas... (*I like/love.... I don't like/love....*)

Je veux savoir...(I want to know...)

J'ai besoin d'aide. (*I need help.*)

Qui veut être mon partenaire? (*Who would like to be my partner?*)

Expression for Teachers

Asseyez-vous.	Sit down.
Levez-vous.	Stand up.
Ouvrez vos livres.	Open your books.
Allumez la lumière.	Turn on the lights.
Fermez la porte.	Close the door.
Fermez la lumière.	Turn off the lights.
Éteins/Éteignez la lumière.	" " " "
Posez vos stylos.	Put down your pens.
Prenez une règle.	Get/take a ruler.
Donnez-moi vos cahiers.	Give me your notebooks.
Cherchez vos crayons.	Find/get your pencils.
Échangez les livres.	Change books.
Regardez l'image.	Look at the picture.
Tournez à la page. . .	Turn to page . . .
Écoutez.	Listen.
Écrivez la date.	Write the date.
Posez une question.	Ask a question.
Rangez-vous en ligne.	Form a line.
Venez ici.	Come here.
Dépechez-vous!	Hurry up!
Allons-y.	Let's go.
As-tu fini? Avez-vous fini?	Have you finished ?
Qui a fini ?	Who has finished ?
Où est la craie ?	Where is the chalk ?
Combien de livres avez-vous?	How many books do you have?

Questions words:

Qui Who
 Que/Quel/Quelle What
 Comment How

Quand When
 Où Where
 Combien de How many

Fifty Ways . . .

to improve the profile of Core French in your school.

1. Develop the habit of greeting students in French, even in the hallways.
2. Dismiss students from recess, lunch, and the end of the day in French. "Au revoir si tu portes du rouge." "Au revoir si tu as une pomme dans ton lunch." etc.
3. Do a calendar exercise to start the day. Great for reviewing, time, date, weather, numbers, etc. Have students conduct the routine for younger students.
4. Write the date in French on the board.
5. Plan a French Friday. Set the criteria for the whole school. (e.g. Use 5 different questions in French). Draw names to treat the winners to gift certificates. Check local fast-food restaurants for coupons.
6. Go to a French workshop. Share the ideas with your colleagues.
7. Display your class French projects on the hallway bulletin board.
8. Have your students ask permission to leave the classroom (Est-ce que je peux aller au bureau, au gymnase, aux toilettes?) in French.
9. Add two more commands for classroom routines to your repertoire.
10. Give the page numbers for other curricular text books in French.
11. Have a group of students teach a primary class a new song or a game.
12. Perform a French song for the school at an assembly. Use the student-created verses to the Matt Maxwell songs.
13. Invite a francophone guest to lead a Music, Art or Physical Education class.

14. Have bilingual announcements.
15. Ask a colleague about his/her French program. Offer to plan a mini-unit together.
16. Sign up for a French course through your community's Continuing Education Department.
17. Use a new idea from the IRP.
18. Design a test using the Assessment & Evaluation resource book and give it to your class.
19. Plan a French Night at your school. Have different classes or groups of students perform songs, skits or dances from French cultures. Invite the parents and provide refreshments. Have a former French Immersion student act as MC.
20. Show a video in French about a topic of study in your Science or Social Studies unit.
21. Do a letter exchange with another class in the district. (Core French or Immersion)
22. Plan a French field trip.
23. Plan a school-wide carnival day in February to celebrate the carnival in Québec.
24. Perform a skit for another class.
25. Add two more commands for classroom routines to your repertoire.
26. Share your slides or pictures with your class from your trip to Québec, France, Germany, Mexico, etc.
27. Teach a dance to the students in French.
28. Have your students prepare a recipe from French cuisine.

29. Sing "Bonne Fête à toi" to students with a birthday.
30. Do a French portfolio. Have your students collect 3-5 pieces of their best work.
31. Have students invent French board games. Then have a play day.
32. Give the students a TV viewing assignment (Hockey, cartoons, something familiar). Examine the program from a cultural perspective.
33. Review and/or teach imperatives (commands: e.g. Courez, sautez). Lead the P.E. class or a game in P.E. in French.
34. Visit the French section of the Library (school or public). Import a few books to your classroom for one month and allow French books during silent reading period.
35. Put a French "saying of the week" on the board each week. Teach the saying for meaning and pronunciation. Spot check students throughout the week to see who can recite it from memory.
36. Have a French sharing session at your next staff meeting. Take turns sharing an activity that the students really enjoyed.
37. Have your students conduct a survey (un sondage) related to the current theme. Sample question: "Quelle est ta couleur préférée?" or "Quelle est ton équipe de hockey favorite?" The students could go to other classrooms to gather results. Use the Math period to teach or review graphing. Talk about the results in class. Ask "Quelle équipe (couleur) est la plus populaire?" and "Combien de personnes préfère les Canucks? (le blue)?"
38. Host a French night where individual classes perform a song, a skit or a dance. Combine this with some refreshments and it will make a marvelous spring program to showcase the language talents of your students.
39. Write a new goal for next year relating to the teaching of core French.

40. Discuss the teaching of Core French at a staff meeting or intermediate team meeting. Explore Core French delivery options such as platooning or a school specialist.
41. Assign a final class project such as a treasure hunt, scavenger hunt or auction for some end of the year fun in French.
42. Have your students do a self-evaluation for their achievement in French. Ask them to reflect on which activities helped them to learn the most. Ask them what they would like to do more of or less of.
43. Attend a summer language program either locally or in Québec.
44. Host a French café for parents. Have the students greet and serve their parents in French. The students plan and prepare the menu.
45. Prepare a "Coin français" (French corner) in the classroom where you can display unit vocabulary or student projects.
46. Add two more commands to your repertoire.
47. Have the students devise a Jeopardy style game for reviewing the course content of their year(s) in French.
48. Using travel brochures, have students plan a holiday through Québec, France or any other French speaking area.
49. Speak French to a colleague in the hallway. "Bonjour! Comment ça va?"
50. Sign your students' annuals with a French message: "Passez une bonne vacance!"