

# SECOND LEVEL



# REMINDERS...

- **Glow**
- **SAC Planners**
- **Vocabulary Guides**

# SAC PLANNER OVERVIEW

Nursery	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Greetings – name and how you feel	Greeting name and how you feel - extended	Greetings and where you live	Personal information, express feeling like don't like	Personal feelings – giving opinions	Personal – hobbies and weekend	Personal – physical descriptions	Opinions in school topic give reasons
Numbers to 10	Numbers to 10 ask and say age	Numbers to 31	Numbers 31-50 Revisit /consolidate	Numbers 51 - 100	Numbers 51-100 Revisit /consolidate	Ordinal numbers Telephone numbers	Telling the time
Days of the Week	Days of the week	Months, dates, my birthday	Focus - Seasons and clothes	In daily practice , consolidating and / or expanding as suits needs of class or individuals			
Weather Warm cold nice not nice	Weather- plus raining, snowing sunny windy	Weather- plus il gel, il grêle, il y a du brouillard, il y a des nuages					
Colours- rouge – red, blue, white, yellow green black orange	Colours consolidate in daily practice	Colours Consolidate plus Violet, gris, rose Marron Light and dark	Alphabet	Alphabet and Phonics	Alphabet phonics, spelling	Dictionary skills	Dictionary skills
Classroom language – snack , Instructions – hang up jacket name Parts of body	Classroom language Snack, instructions, Parts of body clothes	Classroom language- instructions clothes, parts of the body	Classroom language and objects	Consolidating prior learning in daily practice.		Parts of the body – physique and how to say if ill	Secondary school – subjects, opinions, Transition topic
		My family – keep simple but vocab added for teacher ref	Can expand on last year	My Home – rooms of house	My Family - extended	My Town Giving directions	Countries and nationalities
	La Chenille qui fait des trous - consolidates colours, counting		Food – fruit and veg.	Food – au café	Animals – pets	Texting	Ordering pizza

# SAC YEAR 2 PLANNER

## Greetings / personal information / Feelings

### Core Vocabulary

#### Greetings

Bonsoir  
Bonne nuit  
A bientôt  
Bon appétit!  
Merci  
Fais dodo  
A demain  
Bon week-end

#### Personal Information

Où habites-tu ?  
J'habite à (town/city)  
en Ecosse  
Tu habites à .... ?  
Il habite  
Elle habite

#### Feelings

Ça ne va pas  
Pas mal  
Ça va très bien

### Learning Outcomes

I am learning to say where I live

I can ask someone where they live in French.

### Learning and Teaching Activities

Throughout the week reinforce/consolidate language of hello, goodbye; my name is, through everyday activities and routines.

- Daily routines incorporating different greetings as and when appropriate
- Verbal role-play of different greetings
- Match the greetings French - English
- Where do you live game? –(children given flashcards with place name on it and others have to ask them where they are from
- Find your partner game – which other child comes from the same place as you? (place name flashcards)
- Talking telephone activities
- Circle time – ask someone where they live and tell others where you live using a ball/ teddy / puppet
- Thumb people – children draw a face on their thumb(s) and engage in conversation with themselves or each other – asking the question - Où habites-tu?
- Drama role-play / charades of different feelings
- Draw the feeling challenge
- Look at photographs of different facial expressions – how are people feeling in these?
- Create feelings poster
- Circle time – discuss different feelings – I'm good, I'm OK, I'm not good, etc.

### Resources

(reinforcement of age and name plus section on where I live)

(reinforcement of early level feelings plus some additional vocabulary)

Soft toys/character cards / Puppet

Sound recording devices/video camera to record pupil conversations.

Place name cards

Photographs / pictures of different facial expressions



French Level 1  
Greetings.ppt



Ou habites tu.ppt



French Level 1  
Feelings.ppt



French Level 1  
NameAgeWhereI live.

- KAL:
- Intonation-Question/Answer

# YEAR 2 VOCABULARY AND PRONUNCIATION GUIDES

English	French	Pronunciation
<b>GREETINGS...</b>		
Good evening	bonsoir	bon-swar
Goodnight	bonne nuit	bon-nwee
See you soon	A bientôt	Ah bee-an-toe
Enjoy your meal !	Bon appétit !	Bon-ah-pe-tee
Thank you	Merci Thank you	Mer-see
Sleep tight.	Fais dodo.	Fey-doh-doh
See you tomorrow	A demain	A de man
Have a good weekend	Bon weekend	Bong weekend
<b>PERSONAL INFORMATION...</b>		
Where do you live?	Où habites - tu ?	Oo abeet - too
I live in .....	J'habite à.....( town/city)	Jah beet a
	J'habite en ( country)	Jah beet ong
You live in	Tu habite à	Too a beet a
He /she lives in	Il/ elle habite à	Eel/ eel a beet a
<b>FEELINGS</b>		
Not good	Ça ne va pas	Sa ne va pa
Not bad	Pas mal	Pa mal
I'm doing really well	Ça va très bien	Sa va treh bee in
<b>NUMBERS...</b>		
11	onze	ongz
12	douze	dooz

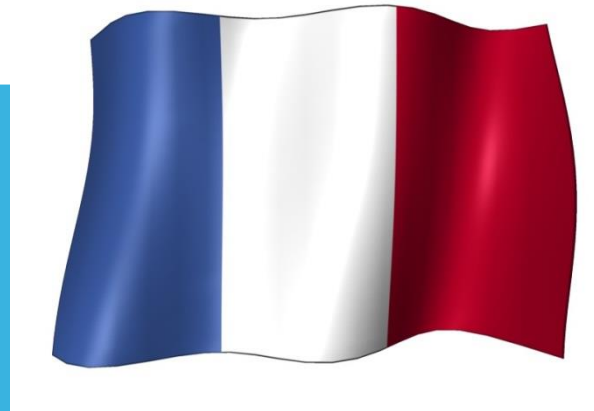
# HOW DO WE APPROACH PLL WITH OUR L2?

- Timetabled French lessons are very useful to provide direct teaching of the language.
- It is crucial that the language is also embedded within the rest of the teaching week.

*I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.*

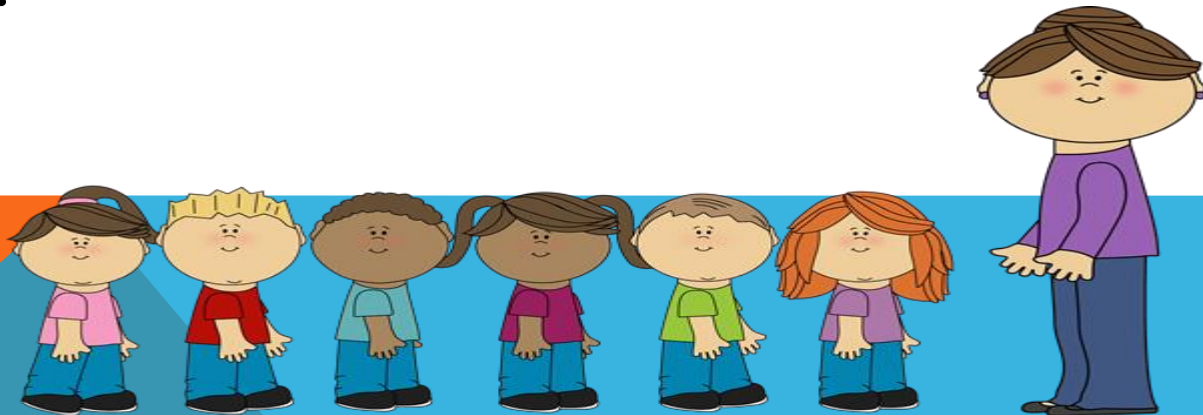
*MLAN 2-01b*

- Where possible engage all staff working in your school to use some basic French with the children: e.g. Bonjour, merci, etc.



# DAILY ROUTINES AS A CONTEXT FOR LEARNING

- Ensures that children don't just view their language learning as a 'bolt on' to the curriculum.
- Whatever our approaches, we should ensure the children get the opportunity to recognise, repeat, recall and see a real use for the language being taught.
- Improves a child's confidence in delivering a language.
- An excellent way for a teacher to learn with the children too.



# ROUTINES

As a staff, we are aiming to embed the following routines this session:

- Greetings
- **Register**
- Classroom Commands
- **Date**
- Weather
- **Numbers**
- Colours

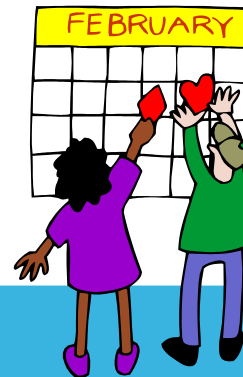
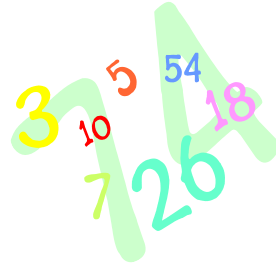




# 10 CONTEXTS FOR THE DELIVERY OF FRENCH

- Greetings
- Number
- Calendar
- Weather
- Classroom
- Colours
- Food
- Body
- Clothes
- Personal Information

Bonjour



# PERSONAL

## Year 5 Planner – hobbies and weekend – transition links

- **Qu'est-ce que tu aimes faire le weekend?**
- **J'aime... / Je n'aime pas...**
- **Qu'est-ce que tu aimes comme sport?**
- **faire/jouer**
- **Write texts about self/family members/celebrities. Share to read.**
- **Bilingual dictionary links.**



# PHYSICAL DESCRIPTIONS

## Year 6 Planner: descriptions and personalities – transition links.

- **Transition booklet for use in class.**
- **Play Guess Who Game.**
- **Children draw blank faces, listen to teacher's descriptions and fill in accordingly.**
- **Write descriptions of people in pictures, give them to others to play a matching game.**

# YEAR 7 PLANNER

Year 7 Planner Please note there is now an easier version with more consolidation

- **It is worthwhile revising basics again including classroom objects and parts of the body.**



# DAYS OF THE WEEK, MONTHS, BIRTHDAYS, SEASONS, WEATHER

- **Continue to consolidate as part of daily practice.**



# NUMBERS

## Year 5 Planner – consolidation of 51-100

- **Counting in 10s to 100. Use linguascope beginners**
- **Emphasising number patterns (T and U) (grouping numbers)**
- **Link with numeracy skills in class – e.g. rounding, buzz for times tables, target number calculations – Top Marks Spinners.**
- **Money converters (bringing in euros and costs)**
- **4 en ligne (whole class, pairs)**
- **Lotto**
- **Battleships**



# ORDINAL NUMBERS, TELEPHONE NUMBERS, TEXTING

## Year 6 Planner

**Ordinal numbers: if there is an 'e' at the end of the cardinal number, drop it and add 'ième'**

- **N.B. le premier (1<sup>st</sup>.) is the only ordinal number used for dates in French.**
- **Look at league tables: football, rugby, house points, etc.**
- **Months of the year: Use a French calendar: le troisième mois c'est mars**
- **Warm-up games – e.g. order in height, birthdays, etc. Ask who is 5<sup>th</sup>, 8<sup>th</sup>, etc. in the line?**

**(see planet lesson)**

**Telephone numbers (need to know numbers to 100)**

- **Quel est ton numéro de téléphone?**
- **Read in 2s (compare to how we read them)**
- **Area codes based on map of France – Year 6 link.**
- **Partners – one reads the telephone number, other writes it down and then check accuracy.**

**Texting – fun extension!**

# ALPHABET, PHONICS & SPELLING

## Year 5 Planner – alphabet, phonics, spelling

- Alphabet March
- Jouez au pendu (hangman)
- Letter Lotto
- Petit Pots Phoniques
- Using the question 'Comment ça s'écrit?' in other contexts - eg. QQT with French names.



ABCDE  
FGHIJK  
LMNOP  
QRSTU  
VWXYZ



oi



le poisson

in



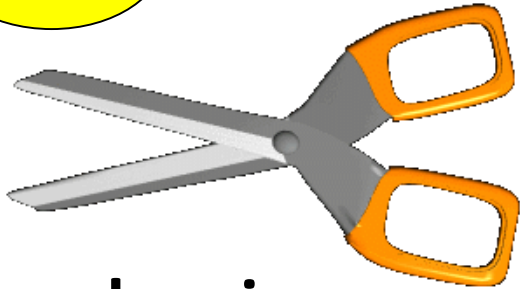
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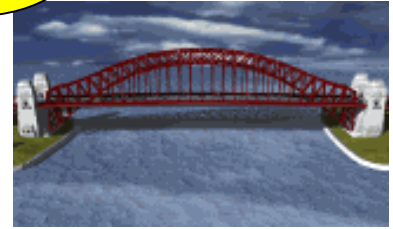
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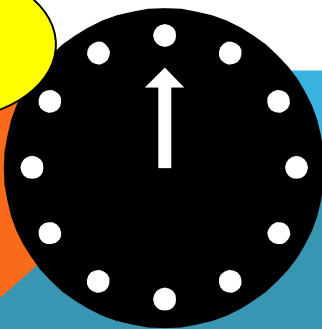
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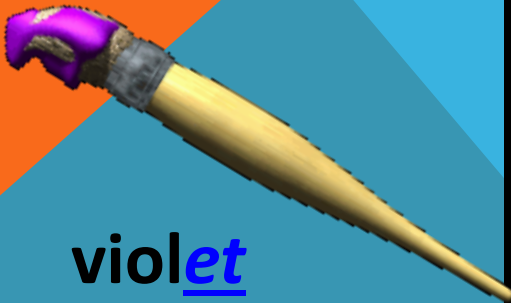
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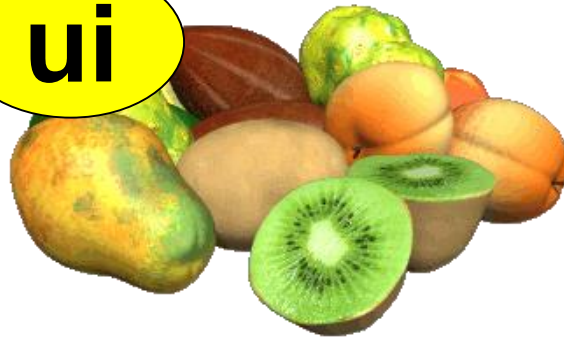
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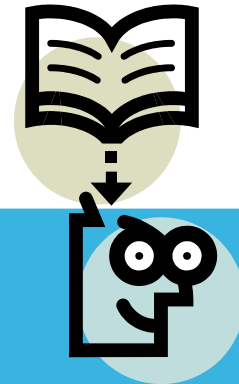


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# DICTIONARY SKILLS

## Years 6 & 7 Planners

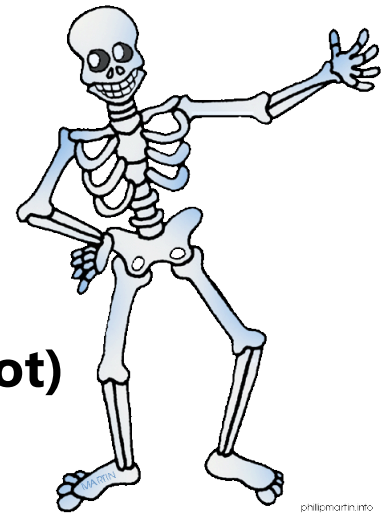
- **Confident usage of each half for translations.**
- **Understanding of feminine, masculine, plural.**
- **Difference between nouns, verbs, adjectives, adverbs.**
- **Word of the day.**
- **Time challenges.**
- **Have them on the desk to extend vocabulary – e.g. sports, foods, pets, etc.**



# CLASSROOM LANGUAGE INC. CLOTHES, PARTS OF THE BODY

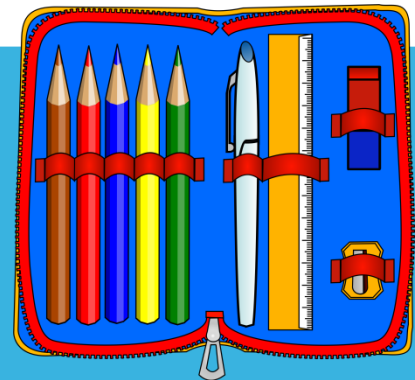
Year 5 – consolidation, Year 6 – physique & illness, Year 7  
consolidation

- Jacques a dit toucher...
- Beetle Drive
- Create 'monsters'
- Make a split-pin skeleton and name parts.
- Illness: J'ai mal au/à la/aux... (good songs atantot)
- Five a day French/ Alain le lait



# CLASSROOM OBJECTS

- **Building into daily routine.**
- **Labelling your classroom with French vocabulary.**
- **Introducing using 'Dans ma trousse...'**
- **Kim's Game using pencil case items.**
- **Pictionary drawing game against partner.**
- **Noughts and crosses – picture/words version.**



# MY FAMILY

## Year 5 Planner – extended family – transition links

- Look at Royal Family Tree.
- Create own family tree – 1<sup>st</sup>. person discussions: je...
- Present a partner's family tree – 3<sup>rd</sup>. person: il/elle...
- P7 French Transition Booklet for your information.
- Lightbulb Languages – excellent resources.



# MY TOWN

## Year 6 Planner – giving directions

- **Links to ordinal numbers**
- **Use basic maps and write directions from and to places.**
- **Swap directions and follow them to find the end point.**
- **Qu'est-ce qu'il y a dans ta ville?**
- **Tourist information leaflets – prepare own too.**
- **Beebots.**



# **COUNTRIES & NATIONALITIES**

## **Year 7 Planner – transition links.**

- **Je suis ...**
  - **Il/Elle est ...**
  - **Verb être**
  - **Add e or ne for feminine nationalities**
  - **Masculine countries – en ...**
  - **Feminine countries – au ...**
  - **Country/Nationality matching cards.**
  - **Internet Research – famous sportsperson – create a profile**
- 

# ANIMALS: PETS

## Year 5 Planner – transition links.

- Teach vocabulary and play Kim's Game.
- Class surveys.
- Pet descriptions – use pictures as stimuli.
- Read descriptions for others to draw.
- Wanted Posters.



# TIME



## Year 7 Planner


- **Quelle heure est-il?**
- **Learning o'clock, quarter past, half past and quarter to times.**
- **Past times – just the number**
- **To times – moins + the number – linguascope clock**
- **No a.m. and p.m. in French: du matin, de l'après-midi, du soir**
- **Use 24 hour clock normally**
- **Use class timetable, train timetable, etc. as basis for questions.**
- **Compare Scottish and French school times – cultural links.**

**If this is too much don't do it.**

Lightbulb languages has so many resources at all different levels e.g. numbers

# FOOD: ORDERING PIZZA

## P7 Planner – fun!

- **Links to telephone numbers, ordering in cafés, likes and dislikes.**
  - **Use pizza takeaway leaflets.**
  - **Make pizzas!**
  - **Draw and discuss your perfect pizza!**
  - **Use numeracy: bills and giving change.**
- 

If you have very able pupils encourage them to ask questions as well as answers.

By the end of Primary 7, most children will have learned the skills in the modern language necessary to:

give a short presentation about themselves or a topic of their interest in the target language

take part in conversations and transactions with confidence – including asking for and giving information from /to others.

understand and respond with increasing depth to a wide range of instructions and personal information

enjoy listening to a story, song or poem appropriate for their age and stage

read aloud a simple text with confidence, showing understanding of pronunciation rules

read ,understand and select information from a variety of texts using appropriate support eg a bilingual

dictionary or other resource, write with reasonable accuracy on topics of interest to them. This could include a wide range of texts such as blogs, emails or writing frames

