

It's my life!



Key teaching points/vocabulary

"Je m'appelle" ("My name is")

The alphabet and accents

Nationalities

Numbers 0–20

Bonjour, je m'appelle...

Hello, my name is...

Say "Bonjour" to the whole class, and encourage the pupils to reply "Bonjour Madame/Monsieur" in chorus.

Introduce yourself by saying twice, "Bonjour, je m'appelle Madame/Monsieur/Mademoiselle (your name)". Address a single pupil asking him/her the simple question, "Et toi?" Encourage him/her to reply, "Je m'appelle Thomas", "Je m'appelle Emma" etc. Go around the classroom asking the same question to each pupil in turn.

Perform a Mexican wave where every pupil introduces himself or herself by saying his or her name, "Je m'appelle Thomas", "Je m'appelle Emma" etc.

Congratulate the pupils with an enthusiastic "Très bien" or "Bravo".

Tell the pupils that:

"Je m'appelle" literally means "I call myself." Point out that "m' " is short for "me". "M' " is used before a verb that starts with a vowel.

"Me" shows that I am introducing myself and not anybody else.

Vocabulaire

bonjour	hello
Madame	Mrs/Madam
Monsieur	Mr/Sir
Mademoiselle	Miss
je m'appelle	my name is (I am called)
Et toi?	And you?
très bien	well done
bravo	bravo

Je m'appelle
Thomas

Je m'appelle
Eloïse.

Vocabulaire

tu t'appelles	your name is (you are called)
il/elle s'appelle	his/her name is (he/she is called)
Tu t'appelles comment?	What is your name?
Il/elle s'appelle comment?	What is his/her name?
oui	yes
non	no
moi	me

Materials

- ★ Pictures cut out from papers or magazines showing famous people from different countries. You could include actors, prime ministers, presidents, sport celebrities etc.
- ★ Sheet 1a (page 19)
- ★ Tableau d'Honneur (page 314)
- ★ Stickers (optional)

Tu t'appelles..., il s'appelle...

You are called..., he is called...

Write the following on the board underlining the letters marked below:

Je m'appelle
Tu t'appelles
Il/elle s'appelle

Ask if anyone in the class would like to guess what "Tu t'appelles" means ("Your name is" or "You call yourself"). Point out that "t" stands for "te".

Ask the class if they can work out what "Il s'appelle" and "Elle s'appelle" mean ("His name is" and "Her name is"). Point out that "s" before "appelle" stands for "se".



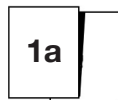
**Memory
trick**

"Te" starts with a "t", just like "tu".

In English we can find "se" in "il/elle s'appelle" in the words "himself" and in "herself".

Point at a pupil and ask his or her neighbour the question, "Il/elle s'appelle comment?" ("What is his/her name?"), waiting for the answer, "Il/elle s'appelle (pupil's name)". Continue with more pupils.

Always congratulate the pupils with an enthusiastic "Très bien" or "Bravo".



1a

Give Sheet 1a to the pupils and ask them to complete this activity in the class or at home.



One by one, hold up the pictures of various famous people and ask the class to name each one by asking, "Il/elle s'appelle comment?" waiting for the answer, "Il/elle s'appelle (name of the famous person)". Reward the pupils who answer correctly by giving them a "Tableau d'Honneur" or a sticker.

To reinforce the use of "Il/elle s'appelle", go around the class pointing at a pupil and asking, "Elle s'appelle Mary?" The class should answer, "Oui, elle s'appelle Mary" or "Non, elle s'appelle Lucy" etc.

L'alphabet

The alphabet



Sing the alphabet song in French to the tune "Twinkle, twinkle little star" (CD, Track 1) which pupils learned in Hexagonie, Part 1. Listen to it all the way through once then encourage the whole class to sing with you. An instrumental version is available on Track 2.

Note:

The last two lines of the song are as follows:

Voilà je sais mon abc *There! I know my abc*
Alors c'est à toi maintenant. *Now it's your turn*



Write on the board some letters in alphabetical order such as, "d, e, g, h" but omit one letter, for example, "f". Ask the pupils to tell you which letter is missing. Do the same with other strings of letters.



Listen to the names being spelt out on Track 3 on the CD then write down the names.

Names on Track 3: 1. Robert; 2. Jessica; 3. Maria;
 4. Thomas; 5. Ivor

Vocabulaire

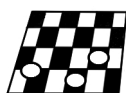
l'alphabet (m)	the alphabet
une consonne	a consonant
une voyelle	a vowel
Comment ça s'écrit?	How is that spelt?
le pendu	hangman

Materials

- ★ CD, Tracks 1–3
- ★ Sheets 1b(i)–1b(ii) (pages 20–21), photocopied on to card, one per pupil or one per group
- ★ Scissors
- ★ Tableau d'Honneur (page 314)
- ★ Stickers (optional)

Choice of activities

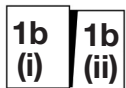
Perform a Mexican wave where every pupil introduces himself or herself by saying his/her name and surname, "Je m'appelle Thomas Hamilton" and spells his/her name and so on. You might need to prompt pupils by asking, "Comment ça s'écrit?" ("How is that spelt?").



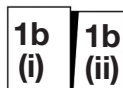
Play "le pendu" (hangman) using the names and surnames of the pupils in the class. The pupils must say the letter names in French. Use "oui" or "non" to say whether a letter is correct or not.



Give each pupil or each group of pupils a copy of Sheets 1b(i)–1b(ii) photocopied on to card. Ask them to cut the sheet up into cards. To begin with, ask them to sort the cards into two piles, one of "consonnes" ("consonants") and one of "voyelles" ("vowels"). Call out "consonne" or "voyelle" and ask the pupils to hold up a letter that belongs to the category that you asked for.



Tell the pupils to spread the letters out on their desk in front of them. Then say that you will spell out a word in French and that they will have to find the letters and line them up in front of them. When you finish spelling out the word, the pupils should be able to tell you what the word is. If you are doing this as a group activity, the groups could race each other to be the first to identify the word. When the pupils get the hang of this game, you could ask individual pupils in the class to think of a word and spell it out.



Play the television game “Countdown” (with letters only). Divide the pupils into groups of four. In each group, ask the pupils to form two opposing teams. Using Sheets 1b(i)–1b(ii) (cut into cards), put two piles on your desk, one of consonants and one of vowels. Groups take it in turn to choose nine letters, saying whether they’d like a “consonne” or “voyelle”. Write the letters chosen on the board. When you have written all nine letters on the board, the game can start. In each group, the two teams have one minute to find the longest French word they can think of, using the letters chosen. After one minute, stop the game and ask each team to say its word. The winning teams are the ones who have found the longest word in their group. Reward winning teams by giving them a “Tableau d’Honneur” or a sticker. If pupils cannot think of any French words, give them suggestions, e.g. colours, numbers, greetings etc. Alternatively, if you have enough French – English dictionaries, you could give one to each group.

Vocabulaire

un accent aigu	acute accent
un accent grave	grave accent
un accent circonflexe	circumflex accent
un père	a father
une mère	a mother
un frère	a brother
une tête	a head
à	at
la maison	the house
où	where
un dîner	a dinner
un château	a castle
un hôpital	a hospital
une règle	a ruler
un éléphant	an elephant
Noël	Christmas
une télévision	a television
un téléphone	a telephone
un bébé	a baby
une école	a school
un hélicoptère	a helicopter
une étoile	a star
une cuillère	a spoon
une église	a church

Materials

- ★ Sheet 1c (page 22)
- ★ CD, Track 4

Accents

Accents

Tell the pupils that three main types of accent can be added to the letter “e”:



Write this table on the board:

- é accent aigu
- è accent grave
- ê accent circonflexe

Explain to the pupils that “é” is “e accent aigu” (“e with an acute accent”). It is used to make the sound “ay” as in “télévision” and “téléphone”.

Explain to the pupils that “è” is “e accent grave” (“e with a grave accent”). It is used to make the sound “eh” as in “père” (father), “mère” (mother) and “frère” (brother).

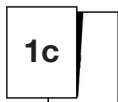
Explain to the pupils that “ê” is “e accent circonflexe” (“e with a circumflex accent”). It is used to stress the sound “eh” as in “tête” (head).

Tell the pupils that the grave accent and the circumflex accent can also be found on letters other than “e”. You could write some words on the board that contain vowels with an accent such as:

- à in “à la maison” (“at the house”)
- ù in “où” (“where”)
- â in “château” (“castle”)
- î in “dîner” (“dinner”)
- ô in “hôpital” (“hospital”)

Optional

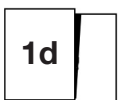
You could introduce the sign called trema (¨), found in some words like Noël to indicate that the vowel before the ë must be pronounced as well as the “e”.



Ask the pupils to listen to Track 4 on the CD. Each word is repeated twice. The pupils have to put the appropriate accent (“acute” or “grave”) on the letters highlighted in bold on Sheet 1c.



Hexagonie story



Give each pupil a copy of Sheet 1d: “Keep your hat on”. This explains a way of remembering the accents. Discuss to reinforce the points covered.

Materials

★ Sheet 1d (page 23)

De quelle nationalité es-tu?

What is your nationality?

This is a recap from Hexagonie, Part 1. Display a large map of the world. Tell the pupils that you are going to introduce different nationalities. If you have a whiteboard, you could display a map of the world with the country names written in French (search for “carte du monde” on Google images).



Point to a country and say, e.g. “L’Angleterre”. Say “il est anglais / elle est anglaise”. Repeat it twice, emphasizing the different endings. Then ask the pupils to repeat after you, “il est anglais / elle est anglaise”. Now point to “La France” on the map and say “il est français / elle est française” twice, then encourage the children to repeat after you. Then point to “L’Irlande” and do the same with “il est irlandais / elle est irlandaise”.

Continue to introduce the nationalities, grouping them by their sound endings, as shown below. You may introduce as many countries as you wish, but use at least three from each category, making sure you introduce all the nationalities of your pupils.

Nationalities ending with the sound “ai” in the masculine:

Country	Masculine	Feminine
L’Angleterre	anglais	anglaise
La France	français	française
L’Irlande	irlandais	irlandaise
L’Écosse	écossais	écossaise
Le Japon	japonais	japonaise
Le Pakistan	pakistanaï	pakistanaïse
La Pologne	polonais	polonaise
Le Portugal	portugais	portugaise

Vocabulaire

une nationalité	a nationality
allemand(e)	German
américain(e)	American
anglais(e)	English
canadien(ne)	Canadian
chinois(e)	Chinese
écossais(e)	Scottish
espagnol(e)	Spanish
français(e)	French
gallois(e)	Welsh
indien(ne)	Indian
irlandais(e)	Irish
italien(ne)	Italian
japonais(e)	Japanese
pakistanaï(e)	Pakistani
polonais(e)	Polish
portugais(e)	Portuguese
je suis...	I am
je suis désolé(e)	I am sorry
je ne sais pas	I don’t know
De quelle nationalité es-tu?	What is your nationality?
De quelle nationalité est-il/elle?	What is his/her nationality?

Materials

- ★ Large map of the world (ideally with countries labelled in French)
- ★ “Je suis désolé(e)...” (page 315)
- ★ Pictures of famous people

Nationalities ending with the sound "un" in the masculine:

<i>Country</i>	<i>Masculine</i>	<i>Feminine</i>
L'Amérique	américain	américaine
Le Canada	canadien	canadienne
L'Italie	italien	italienne
L'Inde	indien	indienne

Other nationalities:

L'Allemagne	allemand	allemande
L'Espagne	espagnol	espagnole
Le Pays de Galles	gallois	galloise
La Chine	chinois	chinoise

If you have several nationalities in your class, you could perform a Mexican wave where every pupil says his/her nationality before asking another pupil the question, "De quelle nationalité es-tu?" and so on. For example:

Thomas "Je suis anglais, et toi Prachy, de quelle nationalité es-tu?"

Prachy "Je suis indienne, et toi Emilia, de quelle nationalité es-tu?"

Emilia "Je suis italienne, et toi Michaël, de quelle nationalité es-tu?" and so on.

Always praise a correct response with "Très bien Thomas" or "Bravo Prachy" to build your pupils' confidence. If a pupil does not know what to say, hold up the sheet which says "Je suis désolé(e) Madame/Monsieur, je ne sais pas" (page 315). Explain to them that it means, "I am sorry Madam/Sir, I don't know". In the early stages, hold up this card every time a pupil gets stuck. After a while the pupils will know this useful phrase by heart and will automatically use it if needed.

One by one, hold up pictures of famous people (cut out from various papers or magazines) and ask the pupils, "Il/elle s'appelle comment? De quelle nationalité est-il/elle?" Wait for the pupils to tell you, "Il s'appelle (his name) et il est français" or "Elle s'appelle (her name) et elle est américaine" etc.

Vocabulaire

enchanté(e)	nice to meet you
je suis de...	I am from

Materials

- ★ Sheet 1e (page 24)
- ★ CD, Track 5

Bonjour, enchanté(e)

Hello, nice to meet you.

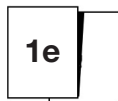
Tell the pupils that when you meet someone for the first time in a formal situation, you must say "enchanté(e)" which is the equivalent of "How do you do?" (The masculine form is "enchanté"; the feminine form is "enchantée").



Ask the pupils what the English verb "to enchant" means. Can they find a memory trick such as: "to enchant" means "to delight" in English and, when you meet a person for the first time, you are delighted.



Put the pupils in pairs and ask them to role-play greeting someone in French in a formal situation. The conversation could go something like this. You could hand out Sheet 1e as a written prompt.



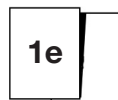
- | | |
|--|--|
| Person A: Hello, nice to meet you.
My name is... | Bonjour, enchanté(e).
je m'appelle ... |
| Person B: Answer the greeting and give your name. | Bonjour, enchanté(e),
je m'appelle... |
| Person A: What is your nationality? | De quelle nationalité es-tu? |
| Person B: Say your nationality and ask the same question. | Je suis..., et toi, de quelle nationalité es-tu? |
| Person A: Tell your nationality. Then say where you come from and ask where he/she comes from. | Je suis... . Je suis de ..., et toi? |
| Person B: Me, I am from....
Goodbye. | Moi, je suis de....
Au revoir. |
| Person A: Goodbye. | Au revoir. |

Go around the room, listening to the role-plays, correcting where necessary. Give lots of praise and encouragement.

Ask at least four pairs to perform the role-play in front of the class and reward the pupils who do well.



The dialogue on Sheet 1e can also be used as a listening/reading exercise using Track 5 on the CD.



Nombres 0–20

Numbers 0–20

Recap on numbers to 20. First count to three with your fingers "un, deux, trois". Encourage the pupils to repeat these three numbers in chorus after you. Then continue with numbers up to 20.



To help the class, you could write the numbers 0 to 20 in figures on the board. Point at them one at a time encouraging the class to say the word in French, then write it on the board, spelling out the letters in French as you write. Then ask individual pupils to count from 1 to 20 and from 20 to 1.

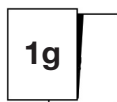
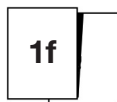
Choice of activities



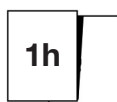
Pupils pass round a bag containing cards with the numbers 0–20 on them in figures. When it is their turn, pupils pull out a card at random and say the number in French, after which they pass the bag to the next player.



Give the pupils Sheet 1f with the song: "Un, deux, trois". Listen to this French song (CD, Track 6) and encourage the pupils to sing as it will help them to remember the numbers up to 12 in French. It is about picking cherries. An instrumental version is on Track 7.



Give the pupils Sheet 1g and ask them to match the numbers to the words by drawing a line between them. The exercise at the bottom of the sheet practises writing the numbers 11–20.



Give the pupils Sheet 1h and ask them to read and complete the activities. Encourage pupils to read the sums at the bottom of the page out loud in French.

Vocabulaire

un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty
allons dans	let's go to
les bois	the woods
cueillir des	to pick
cerises	cherries
dans mon	in my new
panier neuf	basket
elles seront	they will all
toutes rouges	be red
une comptine	a counting
	rhyme
une feuille	a leaf
une perle	a pearl

Materials

- ★ Set of cards with the numbers 1 to 20 in a bag
- ★ Sheets 1f–1h (pages 25–27)
- ★ CD, Tracks 6–7

Essential words and phrases



At the end of this unit, give the pupils Sheet 1i to help them remember some essential words and phrases.

Materials

- ★ Sheet 1i (page 28)

Au revoir!

Finish the lesson by saying "Au revoir!" and by waving or shaking every pupil's hand. Expect them to reply, "Au revoir!" in chorus or individually.

Vocabulaire

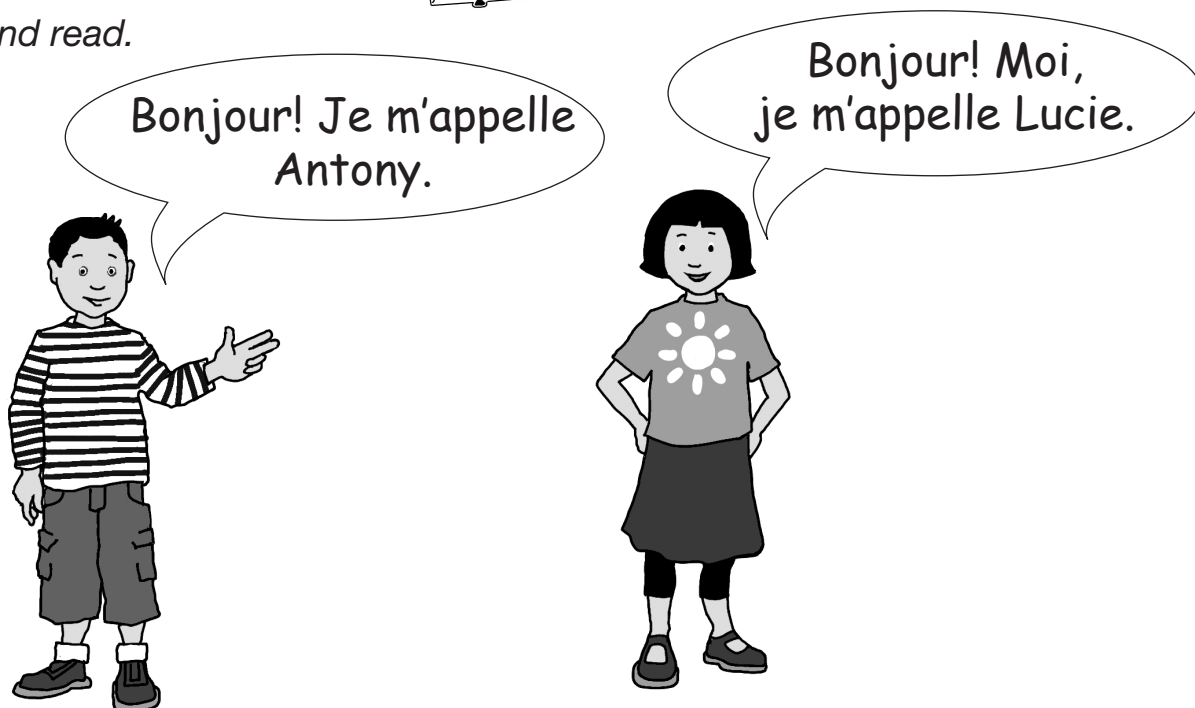
au revoir	goodbye
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Nom: _____

La date: _____

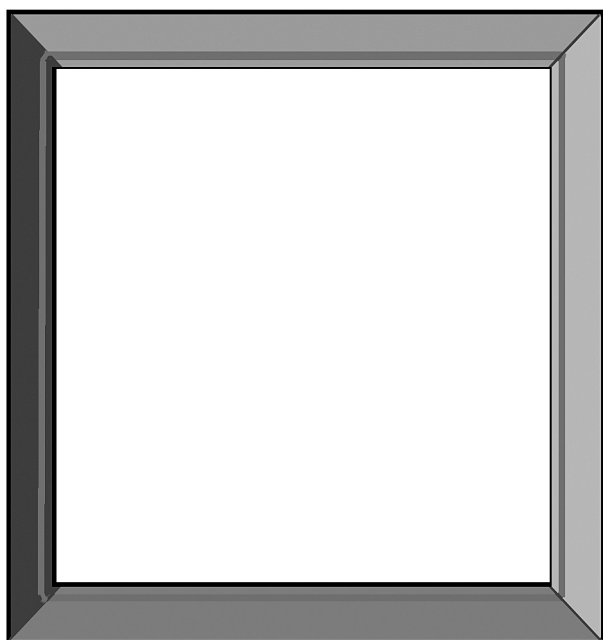
Regarde  **et lis** 

Look and read.



Dessine  **et écris** 

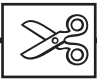
Draw a picture of yourself in the frame, and then introduce yourself in French, using "Je m'appelle... ."



.....

.....

Moi (me)



a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	y	z



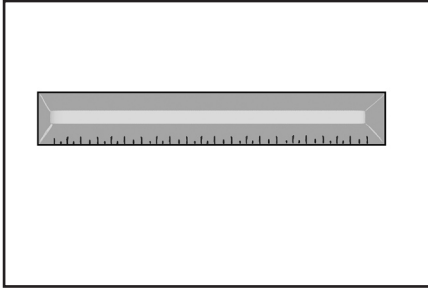
a	b	c	d	e
f	g	h	i	j
l	m	n	o	p
r	s	t	w	x
a	è	i	o	é

Nom: _____

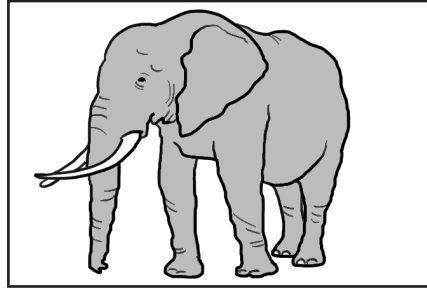
La date: _____

Écoute  **et écris** 

Listen to Track 4 on the CD. Every word is repeated twice. Decide whether an **é** or an **è** is needed on the letters in bold.



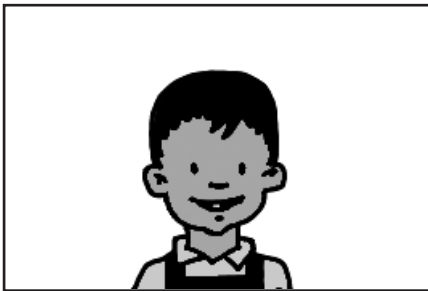
1. une **r**egle



2. un **e**lephant



3. un **b**ebe



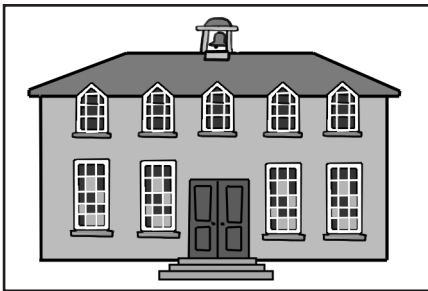
4. un **f**reere



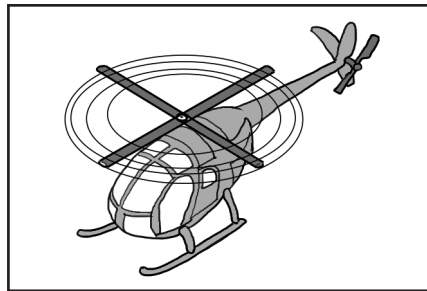
5. une **m**ere



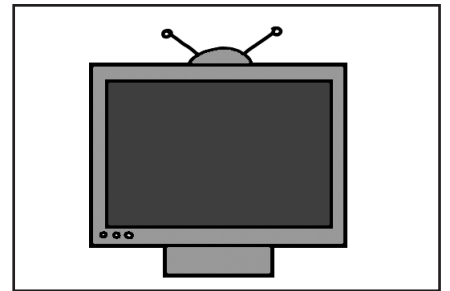
6. un **p**ere



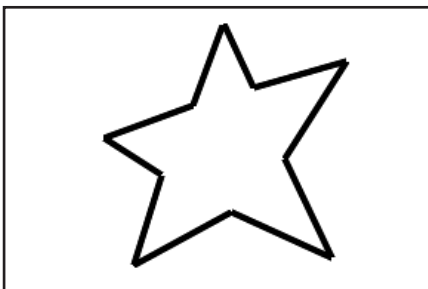
7. une **e**cole



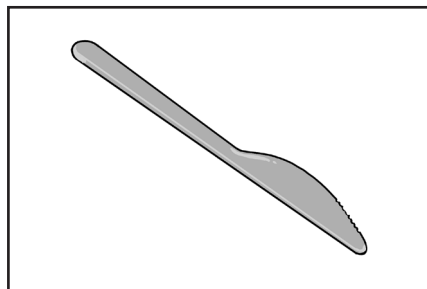
8. un **h**elicoptere



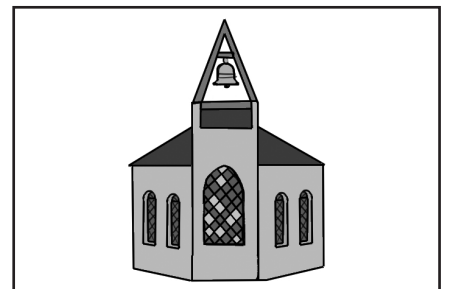
9. une **t**elevisiion



10. une **e**toile



11. une **c**uillere



12. une **e**glise

Nom: _____

La date: _____

Keep your hat on!

Hello, nice to meet you! I am the verb Voyager. As you can probably tell from my name, I love to travel and discover new places. I'd like to tell you about my visit to the country of Hexagonie.

On my first day, I saw all the letters of the alphabet parading in front of the royal family. My attention was drawn to the letter "e" who was obviously making an effort to impress them with her three different hats.

The first hat sloped upwards to the right (é) and was called an "acute".



The second hat sloped upwards to the left (è) and was called a "grave".

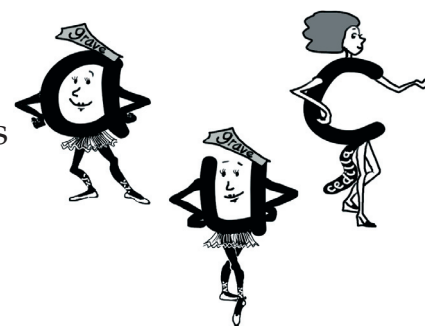


The third, which was called a "circumflex", looked as if the two sloping hats had been joined to form a cone (ê).



King Être and Queen Avoir were so impressed by the letter "e" and her hats that they asked her to come forward and introduce herself. The letter "e" showed them her hats, one by one, and each time she changed her hat, she sounded a bit different.

I quickly realized that hats were very popular in Hexagonie. The "grave" hat was also worn by the letters "a" (à) and "u" (ù). Then, all of a sudden, the letter "c" made a dramatic entrance wearing a funny dress. The dress looked a bit like a tail and was called a "cedilla" (ç). I had to stop myself from laughing out loud.



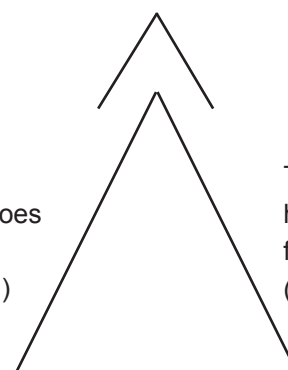
I wanted to find a way of remembering the two hats I liked the most: the "acute" and the "grave". Then the story of "a cute monkey" came to mind. It was one I had been told on an earlier trip. In the story, "a cute monkey" goes up a tree to build his house, but sadly has a grave fall.

Luckily for the monkey, he does not fall into his grave because after a while he is all right. Here is a quick sketch I have done to remind me of the story:

He builds his house on top of the tree.

A cute monkey goes up a tree (acute (´) accent).

Then he has a grave fall (grave (`) accent).



Nom: _____

La date: _____

Lis



Read this dialogue between Luc and Susan.

Track
5

Bonjour, enchanté,
je m'appelle Luc.



Bonjour, enchantée,
je m'appelle Susan.



De quelle nationalité es-tu?



Je suis anglaise, et toi, de
quelle nationalité es-tu?



Je suis français.
Je suis de Boulogne, et toi?



Moi, je suis de
Nottingham. Au revoir.



Au revoir.



Nom: _____

La date: _____

Écoute

Tracks
6 & 1

Listen to this counting rhyme called "une comptine". It is about picking cherries. It will help you remember how to count up to twelve in French.

Un, deux, trois Allons dans les bois

One, two, three
Let's go to the wood



Quatre, cinq, six Cueillir des cerises

Four, five, six
To pick up cherries



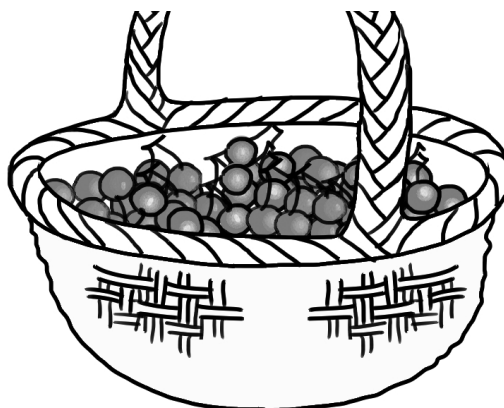
Sept, huit, neuf Dans mon panier neuf

Seven, eight, nine
In my new basket



Dix, onze, douze Elles seront toutes rouges.

Ten, eleven, twelve
They will be all red.



Nom: _____

La date: _____

Regarde  **et relie** 

Draw lines to match the numbers to the words.

1	quatre
13	dix-neuf
7	un
12	douze
10	huit
4	treize
16	cinq
8	seize
5	sept
19	dix

Écris 

Write the following numbers in letters.

11	16
12	17
13	18
14	19
15	20

un	deux	trois	quatre	cinq	six	sept	huit	neuf	dix
onze	douze	treize	quatorze	quinze	seize	dix-sept	dix-huit	dix-neuf	vingt

Nom: _____

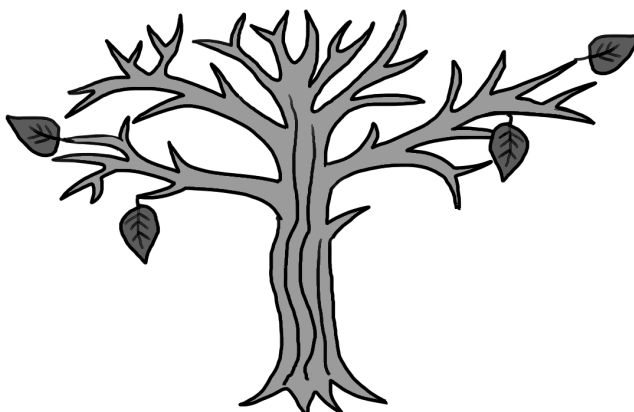
La date: _____

Dessine



Draw more leaves (feuilles) on the tree to make the correct number.

Seize feuilles

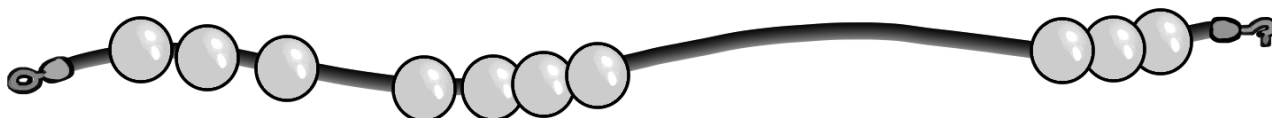


Dessine



Draw more pearls (perles) on the necklaces to make the correct number.

Dix-huit perles



Douze perles



Écris



Write the answers in words. Say the sums out loud in French.

$4 + 6 =$ _____

$10 + 10 =$ _____

$15 + 2 =$ _____

$20 - 13 =$ _____

$19 - 7 =$ _____

$4 - 4 =$ _____

$3 + 3 =$ _____

$5 + 8 =$ _____

$12 - 6 =$ _____

$20 - 2 =$ _____

Nom: _____

La date: _____

Essential words and phrases

How to greet people

Bonjour	Hello
Bonjour Madame	Hello Madam
Bonjour Monsieur	Hello Sir
Bonjour Mademoiselle	Hello Miss

Note

French people like to show who they are talking to in order to be polite (Mademoiselle, Madame, Monsieur). If you don't do it, it is often seen as rude.

How to introduce yourself

Je m'appelle ...	My name is ...
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How to say what nationality you are

Je suis anglais(e)	I am English
Je suis indien(ne)	I am Indian

How to say you don't know

Je suis désolé(e) Madame / Monsieur, je ne sais pas	I am sorry Madam / Sir, I don't know
--	--------------------------------------

Note

When a boy writes this sentence, he must write "désolé", but when a girl writes the same sentence, she must write 'désolée' with an extra "e" at the end of the word.

Saying goodbye

Au revoir	Goodbye
Au revoir Madame	Goodbye Madam
Au revoir Monsieur	Goodbye Sir
Au revoir Mademoiselle	Goodbye Miss