

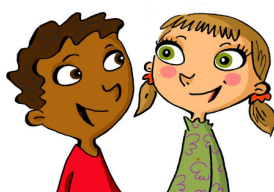
Module 1

Lesson Plans 1-5

Niveau blanc

Autumn Term First Half

Year 4



niveau blanc



Learning Objectives

Leçon 1

- revise how to greet and say good-bye to your teacher, other adults and children
- learn how to name 8 common nouns
- revise the definition of a noun, learn the differences between a proper noun and a common noun

Leçon 2

- revise names for parts of the UK
- become familiar with the spellings of 8 nouns
- learn how to read the new words
- find out about determiners and the indefinite article

Leçon 3

- identify a word when you hear it being spelt out
- understand and respond to questions that include the conjunction *ou*
- revise certain phonemes: [y], [ɛ̃] and [ɔ̃]
- be able to identify France and the UK on a blank map

Leçon 4

- revise numbers 0-12
- use a speaking frame to practise asking and answering questions with a partner
- learn about the concept of liaison in spoken language
- share knowledge about London from a map and through discussion

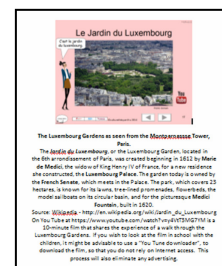
Leçon 5

- play a game to practise using the numbers 0-12
- learn about the function of an adverbial phrase of place, and how to use it as a sentence opener
- learn that a fronted adverbial is usually followed by a comma
- share knowledge about Paris from a map and through discussion

Cultural Guidance

Additional guidance notes aimed at supporting the teacher, in particular with aspects of cultural knowledge, are sometimes hidden in the notes section underneath a PowerPoint slide.

These notes sometimes contain links to external sites.



Vocabulary**Revision of greetings and forms of address**

Bonjour ! *Hello*

Au revoir ! *Good-bye*

monsieur (*to a man*) / madame (*to a woman*) / Nounours *Teddy* / les enfants *children*

Revision of question and answer forms

Comment tu t'appelles ? *What is your name?*

Je m'appelle.... *My name is...*

Qu'est-ce que c'est? *What's this?*

C'est un...ou un...? *Is it a ...or a ...?*

C'est un... *It's a...*

Common Nouns

un poussin *a chick*

un lapin *a rabbit*

un renard *a fox*

un canard *a duck*

un mouton *a sheep*

un poisson *a fish*

un furet *a ferret*

un perroquet *a parrot*

Spelling skills

poussin

lapin

renard

canard

mouton

poisson

furet

perroquet

Revision of classroom instructions

Écoutez ! *Listen!*

Regardez ! *Look!*

Taisez-vous ! *Be quiet!*

Croisez les bras ! *Fold your arms!*

Asseyez-vous ! *Sit down!*

Levez-vous ! *Stand up!*

Asseyez-vous correctement ! *Sit up straight!*

Levez le doigt ! *Put your hand up!*

Revision of numbers

0 zéro

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

8 huit

9 neuf

10 dix

11 onze

12 douze

Grammar and Pronunciation**① Pronunciation Point – silent final consonant**

When a French word ends with a consonant, it is almost always silent, e.g. the 's' in *Paris*.

① Pronunciation Point – the phoneme [y], grapheme 'u'

The phoneme [y] does not exist in standard English. It is the sound made by the alphabet letter 'u', and can be heard in *furet* and *Comment tu t'appelles ?*

① Pronunciation Point – the phoneme [ɔ̃] & grapheme 'on'

The phoneme [ɔ̃] is a nasal vowel. The letters 'on' form a digraph, so the 'n' should not be sounded out.

① Pronunciation Point – the phoneme [ɛ̃] & graphemes 'in' & 'un'

The phoneme [ɛ̃] is a nasal vowel. The letters 'un' form a digraph, so the 'n' should not be sounded out.

① Grammar Point – determiner

A determiner introduces a noun. A determiner can be a definite article such as *le, la, l', les* (the), or an indefinite article such as *un* (a, an).

① Grammar Point – conjunction

A conjunction links two words or phrases together. The conjunction *ou* can be used to connect different possibilities.

① Grammar Point – nouns

Nouns are types of words that can name people, places or things.

① Grammar Point – proper nouns

A proper noun is the name of a specific person, place or thing. In both English and French, it starts with a capital letter.

① Grammar Point – common nouns

A common noun is general rather than specific. It does not start with a capital letter unless it is the first word in the sentence.

Using the Internet

- Using a map of Europe, e.g. <https://www.google.co.uk/maps/@49.5,22,4z>, invite the children to identify the location of France the UK, and to identify the countries that are geographically closest to France.
- Explore sites such as <http://resources.woodlands-junior.kent.sch.uk/customs/questions/britain/uk.htm> to help children understand the make-up of the UK.
- Using a blank map of Europe, e.g. http://yourchildlearns.com/europe_map, invite children to identify the UK, France, and some other nearby countries.
- Display a map of London, e.g. <http://www.cityoflondon.gov.uk/maps/Pages/COMPASS.aspx>, Invite the children to share some of what they know about London.
- Display a map of Paris, e.g. <http://plan.paris.fr/>. Invite the children to share some of what they know about Paris.

Resources

- cuddly toy
- soft ball
- Picture cards to print off
- CD of French songs to use as background music during games, e.g. *Henri Dès, Anne Sylvestre*
- Word cards to print off
- Bag to hold the picture cards during a circle game

Teacher Guidance

The Primary French Project

The aim of the Primary French Project materials is to provide training and support for teachers who are teaching French to children in Key Stage 2, and to make links with the Programme of Study for Languages in Key Stage 2.

Niveau bleu

Niveau bleu is the first stage of training for teachers. Teachers should have used the niveau bleu materials to teach children for at least one year, and should feel confident that they have mastered the language teaching points and teaching methodology at this level, before starting to use the niveau blanc training materials. The children being taught with niveau bleu materials should ideally be in year 3, or in their first year of learning French in Key Stage 2. Teachers may wish to download a self-accreditation certificate from the Culturethèque website at www.culturetheque.org.uk/learn.

Niveau blanc

Niveau blanc is the second stage of training for teachers. Teachers will need to have completed a year of teaching with niveau bleu materials. Niveau blanc materials should be used to teach children who have already been taught with niveau bleu materials for one year. The materials are particularly suitable for children in year 4, or in their second year of learning French in Key Stage 2.

Mixed-age classes

Teachers working with a mixed-age year 3-4 class will be able to plan a two-year training programme for themselves, by using niveau bleu materials in year A and niveau blanc materials in year B. Further guidance is being produced by expert consultant Joan Dickie, and will be downloadable from the Culturethèque website.

Aspects of Language Teaching at Niveau blanc level

In niveau bleu, the concept of the **gender of nouns** was not made explicit to children. Children were presented with a large bank of proper nouns, and were made aware of the role of the **determiner**, in particular the **definite article** in French: *le, la, l' and les*. Children were able to use the language to create accurate spoken and written sentences, without the need at this stage to understand the concept of gender.

In **niveau blanc, module 1**, children are presented with 8 common nouns, and are made aware of another type of **determiner**, the **indefinite article**: *un*. However, they are not told at this point that the nouns are masculine, as they do not as yet have a point of comparison with feminine nouns.

The 8 nouns introduced in module 1 all begin with a consonant. This enables the children to continue using the known pronunciation of the indefinite article – *un*. Masculine nouns beginning with a vowel are introduced in module 2.

The concept of **liaison** is introduced in module 1, shown in the structure *C'est un...*

A very clear, but gradual **progression** has been planned throughout niveau blanc, as it was in niveau bleu, so that by the end of the year in which the teacher works with niveau blanc materials, children will have been presented with the idea of the gender of nouns, the reasons why there are four forms of the definite article (*le, la, l' and les*) and three forms of the indefinite article (*un, une and des*). They will also have been presented with the concept of **adjectival agreement**, in terms of gender and number, and will be aware of the concepts of **liaison** and **elision**, and how the pronunciation of words needs to be modified when they are placed next to certain other words.

Leçon 1

Language content: *un poussin* (a chick), *un lapin* (a rabbit), *un renard* (a fox), *un canard* (a duck), *un mouton* (a sheep), *un poisson* (a fish), *un furet* (a ferret) and *un perroquet* (a parrot).

Learning focus	Teaching sequence
Revision of greetings and classroom instructions	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange greetings. Greet certain children by name, eg <i>Bonjour, Natasha !</i> ▪ Revise some classroom language, inviting the children to respond with an action when you call out an instruction. <p style="text-align: right;">Slides 2 & 3</p>
Locating France and the UK on a map of Europe	<ul style="list-style-type: none"> ▪ Using a map of Europe, e.g. https://www.google.co.uk/maps/@49.5,22.4z, invite the children to identify the location of France the UK, and to identify the countries that are geographically closest to France. <p style="text-align: right;">Slide 4; Internet</p>
New vocabulary: 8 ordinary nouns: <i>un poussin, un lapin, un renard, un canard, un mouton, un poisson, un furet</i> and <i>un perroquet</i>	<ul style="list-style-type: none"> ▪ Using picture flashcards, or the images and sounds on slide 4, introduce the children to eight ordinary nouns: <i>un poussin, un lapin, un renard, un canard, un mouton, un poisson, un furet</i> and <i>un perroquet</i>. Make a feature of the fact that each noun is introduced by the word <i>un</i>. Encourage the children to listen carefully as you model each word, and to copy what you say. Focus on accurate pronunciation and clear diction. Allow the children to become familiar with the new words and their meanings by saying them aloud and associating the words with the pictures. ▪ Play a game of <i>Répétez si c'est vrai !</i> (Only repeat if it's true). If you point to a noun and say the correct name, the children must repeat what you have said. If you say the wrong name the children must keep silent. <p style="text-align: right;">Slide 5</p>
Putting the noun into a sentence. Revision of : <i>C'est un...</i>	<ul style="list-style-type: none"> ▪ Using flashcards, or slides 6 to 13, model each noun within the structure of a simple sentence, e.g. <i>C'est un poisson</i> (It's a fish), This structure has been used previously with proper nouns, e.g. <i>C'est la Tour Eiffel</i>. ▪ Invite the children to echo your words in chorus. When all children have practised this by speaking in chorus, use a soft ball to invite individual children to echo your words using the sentence structure. Offer praise for accurate pronunciation, and correct intonation. Slide 14 shows all 8 nouns together. <p style="text-align: right;">Slides 6-14</p>
① Grammar Points: <ul style="list-style-type: none"> • what is a noun? • what is a proper noun, and a common noun? 	<ul style="list-style-type: none"> ▪ Through questioning and discussion, revise with the children what a noun is. Can the children identify the new vocabulary as nouns? Can they remember that they already know many nouns, such as the names of people, e.g. <i>Nora</i> and <i>Julien</i>, and the names of places and monuments, e.g. <i>la France, Paris</i> and <i>la Tour Eiffel</i>. Invite the children to think of some proper nouns and some common nouns in English. <p style="text-align: right;">Slides 15-20</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 21</p>

Lesson 2

Language content : No new vocabulary

Learning focus	Teaching sequence
<p>Greetings</p> <p>Revision : the UK, its 4 countries and the 4 capital cities</p>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Revise the names of the UK and its four countries: <i>le Royaume-Uni, l'Angleterre, l'Écosse, l'Irlande du Nord</i> and <i>le Pays de Galles</i>. Revise the names of the capital cities: <i>Belfast, Cardiff, Édimbourg</i> and <i>Londres</i>. Use the question <i>Qu'est-ce que c'est?</i> as you indicate places on the map, or use other questions with which the children are familiar, e.g. <i>Quelle est la capitale du Pays de Galles?</i> ▪ If time permits, explore sites such as http://resources.woodlands-junior.kent.sch.uk/customs/questions/britain/uk.htm to help children understand the make-up of the UK. <p style="text-align: right;">Slides 2 & 3</p>
<p>Recall of vocabulary – spoken</p> <p>Focus on spelling – writing in the air, reading words on cards</p> <p>Revision : <i>Qu'est-ce que c'est ?</i> (What is it? / What's this?)</p>	<ul style="list-style-type: none"> ▪ Using picture cards or the images on slide 4, revise the 8 nouns introduced in <i>leçon 1</i> by inviting the children to name them. Encourage accurate pronunciation, using modelling and echoing techniques. ▪ Using slide 5 to show the written form of the words, provide an opportunity for the children to focus on the spelling of each word. Write the name of a noun in the air, and invite the children to show you that they can identify the noun by its spelling, by selecting a word card. When you say <i>"Montrez-moi !"</i> (show me), all the children show you which word card they have selected. Repeat this for all the nouns. Children can be supported in this activity by looking at slide 5 to check the spellings. When you feel that children can identify your air writing without support, repeat the activity without access to the slide. ▪ Using slides 6 to 13, or using picture cards, use question/answer format <i>Qu'est-ce que c'est? C'est un poussin</i>, in order to encourage the children to use the new vocabulary. ▪ Using slide 14 as a visual aid, challenge the children to memorise the 8 nouns. Allow a time limit, perhaps one minute, for the children to focus on this. Then, using a soft ball, challenge children individually to name the noun(s) that you show them. <p style="text-align: right;">Slides 4 – 14; text cards: 8 masculine nouns consonant</p>
<p>① Grammar Point:</p> <ul style="list-style-type: none"> • a determiner • the indefinite article (un) 	<ul style="list-style-type: none"> ▪ Using slides 14-16 as a visual aid, discuss with the children what they already know about determiners in English. A determiner introduces a noun. The definite and the indefinite article are the most common type of determiner. The children have met some proper nouns in French, introduced by the definite article: <i>le Louvre, la Tour Eiffel, l'Arc de Triomphe, les bouquinistes</i>. We are now learning to use some common nouns, such as <i>un canard, un mouton</i>, that are introduced by the indefinite article. The indefinite article in French – <i>un</i> – is also the word for number one. <p style="text-align: right;">Slides 15 - 17</p>
<p>End of lesson</p>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 18</p>

Lesson 3

Language content: No new vocabulary

Learning focus	Teaching sequence
Starter activity	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Throw a soft ball to children to practise <i>Comment tu t'appelles? Je m'appelle + name.</i> <p style="text-align: right;">Slides 2 & 3</p>
Identifying speech from a silent model (words being mouthed in silence)	<ul style="list-style-type: none"> Using slide 4, rehearse the names of the nouns and their meanings using the images. Mouth each word silently. The children look at you to try and identify the word, without hearing any sound. For a whole-class response, the children can hold up a picture card. Alternatively, invite a spoken response from individual children. <p style="text-align: right;">Slide 4</p>
Match text to images Spelling	<ul style="list-style-type: none"> Using slide 5, model the words. Invite the children to match each image to the written form of the word. Using slide 6, model the spelling of each word in French. This can be done by clicking the sound icon next to the image. Invite the children to spell some of the words aloud in chorus. Hide slide 6 from the children by blanking the projector. Spell a word out loud. Invite the children to show which word they think you are spelling by holding up a picture card or word card when you say "<i>Montrez-moi !</i>", or target individual children to respond. <p style="text-align: right;">Slides 5 & 6</p>
Responding to a question that uses a conjunction (<i>ou</i>)	<ul style="list-style-type: none"> Using slides 6-13, use the question structure: <i>C'est un lapin ou un furet?</i> This uses a conjunction (<i>ou</i> = or) to link together two nouns, and therefore offers a choice of noun in the question. Encourage the children to use a sentence, eg. <i>C'est un lapin.</i> <p style="text-align: right;">Slide 5-13</p>
<p>① Grammar Point:</p> <ul style="list-style-type: none"> the conjunction <i>ou</i> 	<ul style="list-style-type: none"> Invite the children to say what a conjunction is. Can the children remember the conjunction <i>ou</i> (or)? A conjunction links two words or phrases together. The conjunction <i>ou</i> can be used to connect different possibilities. <p style="text-align: right;">Slide 14</p>
<p>① Pronunciation Points:</p> <ul style="list-style-type: none"> the phoneme [ɛ] the phoneme [ɔ] the phoneme [y] silent final consonant 	<ul style="list-style-type: none"> Using slide 15, point out to the children the phoneme represented by the graphemes 'in' and 'un': [ɛ]. Using slide 16, allow the children to hear the phoneme represented by the grapheme 'on': [ɔ] Using slide 17, remind the children about the phoneme [y] and its grapheme 'u'. Using slide 18, remind the children that when a French word ends in a consonant letter, the consonant remains silent. <p style="text-align: right;">Slides 15-18</p>
Identify France and the UK on a blank map	<ul style="list-style-type: none"> Using a blank map of Europe, e.g. http://yourchildlearns.com/europe_map, invite children to identify the UK, France, and some other nearby countries. <p style="text-align: right;">Slide 19</p>
End of lesson	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 20</p>

Lesson 4

Language content: No new vocabulary

Learning focus	Teaching sequence
Starter activity Revision: Numbers 0-12	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Using number cards, or slide 3, invite the children to revise the numbers 0 to 12. Activities might include counting up from 0-12, counting down from 12-0, counting up or down using only even or only odd numbers, or saying individual numbers as you point to them in a random order. <p style="text-align: right;">Slides 2 & 3</p>
Recalling vocabulary, using number labels Matching pictures to text	<ul style="list-style-type: none"> To help practise recalling vocabulary, invite children in turn to choose a door, identifying it by its number label, e.g. <i>Numéro un, numéro cinq, numéro huit</i>. Revision of number labels can be given using the box at the top of slide 4. Click on a door to open it, and invite the children to name the noun. This can be done by asking individual children to give a spoken response, or by inviting the children to work in small groups, and to respond by holding up a text card to show they can identify the text that matches the image. <p style="text-align: right;">Slide 4; text cards 8 masculine nouns</p>
Creating and responding to spoken questions that include the conjunction <i>ou</i> Pairwork	<ul style="list-style-type: none"> Using picture cards, or slides 4 to 12, ask questions such as <i>Le numéro 1, c'est un canard ou un poussin ?</i> Invite children to give a spoken response, e.g. <i>C'est un poussin</i>. To check the answer, click on the question mark on the slide. Using slide 13 as a speaking frame, invite the children to work in pairs. They take turns to create spoken questions for their partner, and to answer their partner's questions. <p style="text-align: right;">Slides 4-13</p>
① Pronunciation Point: Liaison	<ul style="list-style-type: none"> Have the children noticed that when we say <i>C'est le Louvre</i> the 't' in <i>C'est</i> is silent? When a French word ends with a consonant letter, it is almost always silent. But when we say <i>C'est un poisson, c'est un renard</i>, the 't' is pronounced; this is because it is followed by a word beginning with a vowel sound. When a word ends with a vowel sound, and is followed by a word that begins with a vowel sound, we have to find a way to say the words easily – the solution here is to sound out the consonant that is usually silent. This is called a liaison. On the slide, this is shown by a red liaison mark, and the consonant is highlighted in red. This has been done to illustrate the concept for the children – no changes are necessary in written French, in order to illustrate liaison. Using slide 15, invite children to read the captions, and to think carefully about whether the 't' in <i>C'est</i> is silent or pronounced. <p style="text-align: right;">Slides 14 & 15</p>
Map of London	<ul style="list-style-type: none"> Display a map of London, e.g. http://www.cityoflondon.gov.uk/maps/Pages/COMPASS.aspx, Invite the children to share some of what they know about London. <p style="text-align: right;">Slide 16</p>
End of lesson.	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 17</p>

Lesson 5

Language content: Dans le jardin (*in the garden*)

Learning focus	Teaching sequence
Starter activity: revision of numbers 0-12 Game: Deadly Douze	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Revise the numbers from 0 to 12 by counting up from <i>zéro</i> or down from <i>douze</i>. Sometimes, start the counting from a different point, e.g. start at <i>cinq</i>, <i>sept</i> or <i>deux</i>. Show the children how to play a game of Deadly Douze, using slide 4 to illustrate. Two people compete in this counting game, by taking turns to count aloud from <i>zéro</i> to <i>douze</i>. When it is their turn, a player can say either one, 2 or 3 numbers in the sequence (but no more). The loser is the player who is tricked into saying <i>douze</i>. Challenge one or two children to play a game with you in front of the others. When you judge that the children have understood how to play, allow them to play the game in pairs. <p style="text-align: right;">Slides 2, 3, 4,</p>
New vocabulary <i>Dans le jardin</i> Revision <i>il y a</i> (there is)	<ul style="list-style-type: none"> Using slide 6, introduce the children to an adverbial phrase of place: <i>dans le jardin</i>. Use slides 7-14 to show how this adverbial can be used as a sentence opener, e.g. <i>Dans le jardin, il y a un mouton</i>. Re-use slides 7-14, inviting the children to read aloud the sentence that is shown. You might start each sentence off for them, and invite them to finish it, e.g. <i>Dans le jardin, il y a...un mouton</i>. Play a game of Pass the Parcel. Children are seated in a circle or at tables. Slide 15 shows how the sentence starts. As the music plays, the bag is passed from child to child. When the music is paused, the child holding the bag removes one of the picture cards, which will complete the sentence, e.g. <i>Dans le jardin, il y a un furet</i>. Either the whole class can give a spoken response in chorus, or the child can do so. The game can continue until all the nouns have been used to create 8 different sentences. <p style="text-align: right;">Slides 6-15; bag; small picture cards – 8 masculine nouns consonant; French music to listen to, e.g. Henri Dès</p>
ⓘ Grammar Point – adverbial phrase of place	<ul style="list-style-type: none"> Using slides 15-17 to illustrate, discuss with the children the function of an adverb or an adverbial phrase. An adverbial is a word or phrase that makes the meaning of a verb more specific. An adverbial phrase of place tells us where the action (described by the verb) is happening, e.g. <i>dans le jardin</i>. An adverbial phrase of place can be used as a sentence opener in French and in English. When it opens a sentence, it is followed by a comma, in a written sentence. When it opens a sentence, it is known as a fronted adverbial. <p style="text-align: right;">Slides 16-18</p>
Map of Paris	<ul style="list-style-type: none"> Display a map of Paris, e.g. http://plan.paris.fr/. Invite the children to share some of what they know about Paris. <p style="text-align: right;">Slide 19</p>
End of lesson.	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir</i> ! <p style="text-align: right;">Slide 20</p>



Assessment

Learning focus	I can...
Knowledge about France	<ul style="list-style-type: none"> I can identify France, the UK and neighbouring countries on a map. I can name the UK and its four countries in French. I can use the internet to learn about Paris and London.
Greetings	<ul style="list-style-type: none"> I know how to greet and say good-bye to my teacher, other adults, and other children.
Asking and answering questions	<ul style="list-style-type: none"> I can ask someone their name: <i>Comment tu t'appelles ?</i> and tell someone my name: <i>Je m'appelle...</i> I can use the structures <i>Qu'est-ce que c'est? C'est un...</i>
Numbers	<ul style="list-style-type: none"> I can use the numbers 0-12.
Understanding instructions in class	<ul style="list-style-type: none"> I can understand these instructions: <i>Écoutez ! Regardez ! Taisez-vous ! Croisez les bras ! Asseyez-vous ! Levez-vous ! Asseyez-vous correctement ! Levez le doigt !</i>
Spelling skills	<ul style="list-style-type: none"> I can recognise certain common nouns when I hear their spelling, e.g. <i>un furet, un perroquet</i>. I can spell certain common nouns, e.g. <i>un poussin, un poisson</i>.
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know that nouns are types of words that can name people, places or things. I can recognise ordinary nouns in French, and can use them in simple sentences, questions and answers. I know that a proper noun is the name of a specific person, place or thing. In both English and French, it starts with a capital letter, e.g. <i>le Louvre</i>. I know that a common noun is general rather than specific. It does not start with a capital letter unless it is the first word in the sentence, e.g. <i>un canard, un renard</i>. I understand that the role of a determiner is to introduce a noun, and that the indefinite article (<i>un</i>) is a type of determiner. I know that an adverbial is a word or phrase that makes the meaning of a verb more specific. I can open a spoken sentence with an adverbial phrase of place: <i>Dans le jardin,...</i>
Pronunciation (Phonics)	<ul style="list-style-type: none"> I know that the final consonant in a French word is usually silent, e.g. <i>furet, perroquet, canard, renard</i>. I can pronounce the phoneme [y] as in <i>furet</i> and <i>Comment tu t'appelles ?</i> I can pronounce the phoneme [ɛ] as in <i>un, lapin</i> and <i>poussin</i>, and the phoneme [ɔ̃] as in <i>mouton, cochon</i> and <i>pont</i>.
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing an action song such as <i>Il court, il court, le furet</i>. I can recite a rhyme such as <i>Petit pouce</i>. I have listened to a story such as <i>Aujourd'hui, je suis....</i>