

Module 3
Lesson Plans 11-15
Niveau blanc
Spring Term First Half
Year 4



niveau blanc

Learning Objectives for module 3

Leçon 11

- find out what a cognate is
- be able to understand simple spoken or written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions.
- be able to create simple spoken sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions.

Leçon 12

- be able to create simple written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions.
- be able to apply punctuation correctly in written sentences.
- further explore English-French cognates

Leçon 13

- be introduced to some ordinary feminine nouns
- be introduced to the indefinite article *une*, that is used with feminine nouns
- be introduced to the concept of the grammatical gender of nouns
- learn that the indefinite article must match the gender of the noun it describes, e.g. *un furet, une abeille*.
- revise how to say how old I am

Leçon 14

- learn a new verb – *je vois* (I can see)
- revise what the function of a verb is in a sentence
- learn what the function of a pronoun is in a sentence

Leçon 15

- develop spelling skills, with a focus on colours
- practise sequencing groups of words alphabetically, in order to further develop dictionary skills
- identify the grapheme 'oi' in French and English words, and know its English pronunciation - [ɔɪ] – and its French pronunciation – [w]
- develop further my knowledge about Paris and its landmarks, and my ability to speak about them in French

Vocabulary

Feminine Nouns

une abeille	<i>a bee</i>
une araignée	<i>a spider</i>
une coccinelle	<i>a ladybird</i>
une souris	<i>a mouse</i>
une baleine	<i>a whale</i>
une étoile de mer	<i>a starfish</i>
une méduse	<i>a jellyfish</i>
une pieuvre	<i>an octopus</i>

Adjectives

blanc	<i>white</i>
gris	<i>grey</i>
noir	<i>black</i>
orange	<i>orange</i>
rose	<i>pink</i>

Verb

je vois	<i>I see / I can see</i>
Que vois-tu ?	<i>What can you see?</i>

Paris Landmarks

le Bois de Boulogne
le Bois de Vincennes
le Parc Montsouris
le Parc Monceau
le Parc de la Villette

Grammar and Pronunciation

① Grammar Point – a conjunction

A conjunction can be used to link together two nouns or two adjectives.

① Grammar Point – a cognate

A cognate is a word in one language that is related in origin to a word in another language

① Grammar Point – the grammatical gender of nouns in French

In French, nouns are divided into 2 categories: masculine and feminine. In French, all nouns have a gender.

① Grammar Point – the grammatical gender of nouns in English

English nouns do not have a gender.

① Grammar Point – agreement of determiner with noun

In French, the determiner must match the gender of the noun that it introduces. The indefinite article is *un* with masculine nouns, and *une* with feminine.

① Grammar Point – a verb

A verb expresses an action or a state of being. It describes what is happening. It is sometimes called a “doing word” because it can name an action that someone does.

① Grammar Point – pronoun

A pronoun can replace a noun. English subject pronouns include *I, you, he, she, it, we* and *they*. The French pronoun *je* is the equivalent of the English pronoun *I*.

① Pronunciation Point – the grapheme ‘oi’ and its phoneme [w].

In English, the grapheme ‘oi’ is pronounced [ɔɪ] as in *oil, boil* and *soil*. In French, it is pronounced [w], as in *poisson, bois, trois* and *étoile*.

① Language Learning Skills – using a speaking frame

Using a speaking frame can help to create sentences with accurate syntax.

① Language Learning Skills – using a writing frame

Using a writing frame can help to create sentences with accurate spelling, syntax and punctuation.

Using the Internet

- Le Bois de Boulogne - <http://en.parisinfo.com/paris-museum-monument/71494/Bois-de-Boulogne>
- Le Bois de Vincennes - <http://en.parisinfo.com/paris-museum-monument/71314/Bois-de-Vincenne> and www.parczoologiquedeparis.fr/
- Le Parc Montsouris - <http://www.parisinfo.com/musee-monument-paris/71218/Parc-Montsouris>
- Le Parc Monceau - <http://en.parisinfo.com/paris-museum-monument/71356/Parc-Monceau>
- Le Parc de la Villette - <http://en.parisinfo.com/paris-museum-monument/71469/Parc-de-la-Villette> and <http://lavillette.com/en/>

Resources

- cuddly toy, soft ball
- cards in colours you wish to teach
- picture cards of feminine nouns

Teacher guidance

Cultural guidance

<i>Le Bois de Boulogne</i>	<p>The Bois de Boulogne is a large public park located along the western edge of the 16th arrondissement of Paris. It was created between 1852 and 1858 during the reign of the Emperor Louis Napoleon. It covers an area of 845 hectares (2090 acres) which is two and half times the size of Central Park in New York, and comparable in size to Richmond Park in London.</p> <p>Within the boundaries of the Bois de Boulogne are an English landscape garden with several lakes and a cascade; two smaller botanical and landscape gardens, the Château de Bagatelle and the Pré-Catelan; a zoo and amusement park in the Jardin d'Acclimatation; The Jardin des Serres d'Auteuil, a complex of greenhouses holding a hundred thousand plants; two tracks for horse racing, the Hippodrome de Longchamp and the Auteuil Hippodrome; a tennis stadium where the French Open tennis tournament is held each year; and other attractions.</p>
<i>Le Bois de Vincennes</i>	<p>The Bois de Vincennes, located on the eastern edge of Paris, is the largest public park in the city. It was created between 1855 and 1866 by the Emperor Napoleon III. The park contains the Château de Vincennes, a former residence of the Kings of France; an English landscape garden with four lakes; a zoo; an arboreteum; a floral garden; a hippodrome or horse-racing track; a velodrome for bicycle races; and the campus of the French national institute of sports and physical education.</p> <p>The Bois de Vincennes has a total area of 995 hectares (2,459 acres). It occupies ten percent of the total area of Paris, and is almost as large as the first six arrondissements in the centre of the city combined. The Bois de Vincennes is about three times larger than Central Park in New York City (341 hectares/843 acres), and is similar in size to Richmond Park in London (955 hectares/2,360 acres).</p>
<i>Le Parc Montsouris</i>	<p>Parc Montsouris is a public park in the 14th arrondissement of Paris, at the southern edge of Paris directly south of the centre. Opened in 1869, Parc Montsouris is one of the four large urban public parks created by Emperor Napoleon III and his Prefect of the Seine, Baron Haussmann, at each of the cardinal points of the compass around the city, in order to provide green space and recreation for the rapidly growing population of Paris. The park is 15.5 hectares in area, and is designed as an English landscape garden. The Park contains a lake, a cascade, wide sloping lawns, and many notable varieties of trees, shrubs and flowers. It is also home to a meteorology station, a cafe and a guignol theatre. The roads of the park are extremely popular with joggers at the weekends.</p>
<i>Le Parc Monceau</i>	<p>Parc Monceau is a public park situated in the 8th arrondissement of Paris. At the main entrance is a rotunda. The park covers an area of 8.2 hectares (20.3 acres). The park is unusual in France due to its "English" style: its informal layout, curved walkways and randomly placed statues distinguish it from the more traditional, French-style garden. It includes a collection of scaled-down architectural features, or follies — including an Egyptian pyramid, a Chinese fort, a Dutch windmill, and Corinthian pillars, and statues of famous French figures including Guy de Maupassant, Frédéric Chopin, Charles Gounod, Ambroise Thomas, Alfred de Musset, and Edouard Pailleron.</p> <p>The park has play areas for children and is very popular with local residents and their families. The site is an active free Wi-Fi area, for computer users looking for Internet access.</p>
<i>Le Parc de la Villette</i>	<p>The Parc de la Villette is the third-largest park in Paris, 35.5 hectares in area, located at the northeastern edge of the 19th arrondissement. The park houses one of the largest concentration of cultural venues in Paris, including the Cité des Sciences et de l'Industrie (City of Science and Industry), Europe's largest science museum, three major concert venues and the prestigious Conservatoire de Paris. An estimated 10 million people visit the park each year to take part in an array of cultural activities. With its collection of museums, theatres, architectural follies, themed gardens, and open spaces for exploration and activity, the park has created an area that relates to both adults and children.</p>

Source - Wikipedia

Lesson 11

Language content: *rose* (pink), *gris* (grey), *orange* (orange), *blanc* (white), *noir* (black); *le Bois de Boulogne*

Learning focus	Teaching sequence
Starter activity <i>Bonne année!</i> – Happy New Year!	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Revise <i>Bonne année!</i> by greeting individual children, e.g. « <i>Bonne année, James !</i> », and inviting the children to greet you in the same way. <p style="text-align: right;">Slides 2 & 3</p>
New vocabulary: colours – <i>rose, gris, orange, blanc, noir</i>	<ul style="list-style-type: none"> ▪ Using slide 4, or A4 colour cards, identify and model the names of 5 more colours. As you model each word, and show what it means, invite the children to echo in chorus, focusing on accurate pronunciation. ▪ Play a game of Secret Signal: a child is chosen to be the <i>guesser</i>, and leaves the room briefly. A child is chosen to be the <i>secret signaller</i>, and a subtle visual signal is agreed upon (e.g. the signaller scratches his nose). The <i>guesser</i> returns as the class chant in chorus the words on the slide, chanting the next word only when the signal is given. The <i>guesser</i> guesses who the <i>signaller</i> is. <p style="text-align: right;">Slide 4 and / or colour cards to hold up</p>
Using a speaking frame to create sentences including adverbial opener, verb, nouns and adjectives, and applying a conjunction to link nouns, and to link adjectives ① Grammar Point – a conjunction ① Language Learning Skills – using a speaking frame	<ul style="list-style-type: none"> ▪ Using slide 5 as a speaking frame, model some spoken sentences to show the children how the speaking frame works. Remind the children about the rules governing the order of ideas in a sentence, if we want the sentence to make sense – this is known as syntax. Can the children remember how to apply the conjunction <i>et</i>? It can join 2 nouns, or two adjectives, from the template shown here. Slide 6 can be used to show some sample sentences. ▪ Using slide 5, invite children in silence to think of a sentence using the template, then choose individual children to share their sentence with the class. Allow others to suggest ways in which each sentence could be made more complex or more interesting. ▪ Using slide 5, allow children 2 minutes to practise with a partner, taking it in turns to create their own sentences. ▪ Play a game of “<i>I went to market</i>” using the speaking frame. You start the sentence, e.g. <i>Dans le jardin, il y a un ours rose</i>. All children repeat this, then you invite a child to add something else, e.g. <i>Dans le jardin, il y a un ours rose et un escargot orange</i>. Repeat to see how long a sentence you can all create. <p style="text-align: right;">Slides 5 & 6</p>
① Grammar Point – cognate	<ul style="list-style-type: none"> ▪ Use slide 7 to promote a discussion about cognates. A cognate is a word in one language that is related in origin to a word in another language. Children might enjoy talking about some of the words on slide 8; these are all English-French cognates. <p style="text-align: right;">Slides 7-8,</p>
Knowledge about France <i>le Bois de Boulogne</i>	<ul style="list-style-type: none"> ▪ Invite the children to see a beautiful part of Paris, a large area of woodland and parkland called the <i>Bois de Boulogne</i>. <p style="text-align: right;">Slide 9</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 10</p>

Lesson 12

Language content: *le Bois de Vincennes*

Learning focus	Teaching sequence
Starter activity Revision of classroom instructions	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Revise some basic instructions by calling out, and inviting the children to perform the appropriate action, e.g. <i>Croisez les bras ! Taisez-vous ! Asseyez-vous ! Asseyez-vous correctement ! Regardez ! Écoutez ! Levez-vous ! Levez le doigt !</i> ▪ Increase the challenge by calling out several instructions in a sequence, to see if the children can remember and perform the sequence correctly. <p style="text-align: right;">Slides 2 & 3</p>
Writing – creating written sentences using a writing frame ⓘ Language Learning Skills – using a writing frame	<ul style="list-style-type: none"> ▪ Using slide 4 as a template, invite the children to create some spoken sentences, as a preface to their written sentences. The sentences offered by some children might be simple, and others may be able to offer more complex ones. Challenge the children to think how each sentence might be made longer or more interesting. Remind them that the conjunction can be used as a tool to include more nouns in the sentence, and can also be used as a tool to include more adjectives to describe a noun. Similarly, discuss the role of punctuation in written sentences. Slide 5 can be used to show some examples of written sentences based on the writing frame. ▪ Children might enjoy creating a minibook using the sentences they have created, and providing colourful illustrations. Clare Seccombe shows how to make minibooks on her blog at http://changing-phase.blogspot.co.uk/2012/07/mini-books.html. <p style="text-align: right;">Slides 4-5</p>
Cognates ⓘ Grammar Point - cognate	<ul style="list-style-type: none"> ▪ Use slide 6 to provide a further opportunity for the children to think about cognates. A cognate is a word in one language that is related in origin to a word in another language. Children might enjoy talking about some of the words on slide 7; these are all English-French cognates. ▪ Children might be interested to know that the word <i>cosmos</i> is of Greek origin (as is the word <i>chaos</i>), whereas <i>constellation</i> is of Latin origin. <p style="text-align: right;">Slides 6-7</p>
Knowledge about France <i>le Bois de Vincennes</i>	<ul style="list-style-type: none"> ▪ Invite the children to see a beautiful part of Paris, a large area of woodland and parkland called the <i>Bois de Vincennes</i>. The <i>Parc Zoologique de Paris</i> is located within the <i>Bois de Vincennes</i>, and there is a link to the website from the slide. <p style="text-align: right;">Slide 10</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 11</p>

Lesson 13

Language content: *une abeille* (a bee), *une araignée* (a spider), *une coccinelle* (a ladybird), *une souris* (a mouse) ; *le Parc Montsouris*.

Learning focus	Teaching sequence
Starter activity Revision – saying my age	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Ask the question <i>Tu as quel âge?</i> and invite several children to respond, e.g. <i>J'ai huit ans, J'ai neuf ans</i>. Allow children to take it in turns to ask and answer the question, by passing a soft ball or cuddly toy around the class. <p style="text-align: right;">Slides 2 & 3</p>
New vocabulary – feminine nouns <i>une abeille, une araignée, une coccinelle, une souris</i>	<ul style="list-style-type: none"> ▪ Using slide 4, or picture cards, introduce 4 new nouns: <i>une abeille, une araignée, une coccinelle, une souris</i>. As this is the children's first encounter with ordinary feminine nouns, they might notice that the different determiner – the indefinite article, <i>une</i>. ▪ Note on pronunciation – as the feminine indefinite article – <i>une</i> - ends in a consonant sound, there is no pronunciation difficulty when a feminine noun starts with a vowel sound, so no need for a liaison, as with masculine nouns such as <i>un éléphant</i>. ▪ As a whole class activity, work together to memorise the sound and meaning of the 4 new words. Then allow the children one minute to look at slide 4 and try to remember the new words. They might try techniques such as mouthing the words silently. ▪ Using slides 5-12, or using picture cards, challenge the children to say the new words by playing Kim's Game, and inviting the children to say which word is missing from the group. <p style="text-align: right;">Slide 4; slides 5-12 or picture cards</p>
Feminine nouns 📌 Grammar Point – the grammatical gender of nouns 📌 Grammar Point – the determiner with a feminine noun	<ul style="list-style-type: none"> ▪ Using slides 13-15, re-establish what the function of a noun is, and establish that these 4 new words are nouns. Introduce the children to the concept of the gender of nouns, and to the terms masculine and feminine. In English nouns, there is generally no distinction between masculine and feminine, although it is possible sometimes when referring to people or animals, e.g. king / queen, prince / princess, cockerel / hen. English also has personal pronouns that distinguish by gender: he / she / it. English is unique amongst modern European languages, in that it does not have grammatical gender. ▪ Using slides 16 and 17, show the children that the determiner must also match the gender of the noun that it introduces. <p style="text-align: right;">Slides 13 - 17</p>
Knowledge about France <i>le Parc Montsouris</i>	<ul style="list-style-type: none"> ▪ Invite the children to see a beautiful part of Paris, a large area of parkland called the <i>Parc Montsouris</i>. The English <i>park</i> and the French <i>parc</i> are cognates, originally from Germanic origin, via Latin. The Park contains a lake, a cascade, wide sloping lawns, and many notable varieties of trees, shrubs and flowers. It is also home to a meteorology station, a cafe and a guignol theatre. <p style="text-align: right;">Slide 18</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 19</p>

Lesson 14

Language content: *Que vois-tu ?* (What can you see?). *je vois...* (I can see...); le Parc Monceau.

Learning focus	Teaching sequence
Starter activity Revision of 4 feminine nouns	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Revise the 4 feminine nouns using picture cards. Play a game of <i>Qu'est-ce que je vois?</i> (What can I see?). You hold all 4 picture cards in a pile, with the images facing you. In 3 guesses or less, the children try to guess which card you can see. A child might say "C'est une abeille ?" You reply <i>Oui</i>, or <i>Non</i>. The class scores a point each time they guess correctly in 3 turns or less. <p style="text-align: right;">Slides 2-3, picture cards 4 feminine nouns</p>
New vocabulary <i>je vois</i> Recalling the gender of nouns	<ul style="list-style-type: none"> ▪ Model the new language – <i>je vois</i> – by showing and talking about what you can see, e.g. <i>je vois une souris, je vois une abeille, je vois une coccinelle</i>. This can be done by holding the picture cards, and looking around until your eyes fall upon the chosen image. ▪ As you hold up the picture in turn, can any of the children tell you what they can see, e.g. <i>je vois une souris</i>. ▪ Using slides 4-11, encourage the children to say what they can see in the garden, e.g. <i>Dans le jardin, je vois une souris</i>. ▪ Using slide 12, can the children recall which nouns are masculine, and which are feminine? <p style="text-align: right;">Slides 4 -11; 12</p>
Using a speaking frame – asking and answering questions Holding short conversations	<ul style="list-style-type: none"> ▪ Display slide 13, to show a speaking frame that children can use to have a conversation about what they can see in the garden. As a whole-class activity, invite some children to ask the question <i>Que vois-tu dans le jardin ?</i> (What can you see in the garden?), and others to create a spoken response. Slide 14 can be used to show some sentences that could be created using the template. ▪ In order to practise holding short conversations, you could invite the children to move around the class. Children are designated A or B. <i>A children</i> ask the question, <i>B children</i> answer. Every 10 /15 seconds you give a signal, and all <i>A children</i> move to the next empty seat, and ask a new partner their question. Later, swap roles so that <i>B children</i> now move and ask the question. <p style="text-align: right;">Slides 13 and 14</p>
<p>🚫 Grammar Point – verb</p> <p>🚫 Grammar Point – pronoun</p>	<ul style="list-style-type: none"> ▪ What do the children know about verbs and pronouns? Slides 13 and 14 can be used to remind them of verbs they know in French. A verb describes what is happening, or describes a state of being. A pronoun replaces a noun, or noun phrase. <p style="text-align: right;">Slides 13 and 14</p>
Knowledge about France <i>le Parc Monceau</i>	<ul style="list-style-type: none"> ▪ Invite the children to see another beautiful part of Paris, a large area of parkland called the <i>Parc Monceau</i>. <p style="text-align: right;">Slide 18</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 19</p>

Lesson 15

Language content: *une baleine* (a whale), *une étoile de mer* (a starfish), *une méduse* (a jellyfish), *une pieuvre* (an octopus); *le Parc de la Villette*.

Learning focus	Teaching sequence
Starter activity Spelling known words - colours	<ul style="list-style-type: none"> Teacher, children and cuddly toys all exchange greetings. Each child has 9 Multilink cubes, in the colours shown on slide 3. Model the spelling of the colours; on slide 3, spellings can be heard by clicking on the sound icons. Allow children time to practise recognising each word by its spelling. You could blank the screen by pressing “no show”, as the children hear a word spelt out, and invite them to identify the spelling by holding up a cube. Slides 4 and 5 allow for further practice. To check each answer, click on the “show” button to reveal the word being spelt. <p style="text-align: right;">Slides 2 - 5</p>
New vocabulary <i>une baleine, une étoile de mer, une méduse, une pieuvre</i>	<ul style="list-style-type: none"> Introduce 4 new feminine nouns, using slide 6 or picture cards. Encourage the children to echo your words in chorus, focussing on accurate pronunciation. Play a game of <i>Répétez si c'est vrai</i> – if you point to a picture and name it correctly, the children must echo your words, but if you name it incorrectly the children must say “Ssh!” Slides 7 to 10 can be used to play Kim’s Game. <p style="text-align: right;">Slides 6 - 10</p>
Dictionary Skills	<ul style="list-style-type: none"> Invite children to think about words in alphabetical order, i.e. the order in which the words will appear in the dictionary. Slides 11-14 display 3 words at a time that children should sequence alphabetically. Children who struggle to remember the order of letters in the alphabet could have an alphabet placement for support. Children can work alone or with a partner, and can use a red, yellow and blue multilink cube to show their response. <p style="text-align: right;">Slides 11 - 14</p>
🗣️ Pronunciation Point – the grapheme ‘oi’ and its phoneme [w]	<ul style="list-style-type: none"> In English, the digraph ‘oi’ produces a diphthong – two vowel sounds in one syllable, as in <i>oil, boil</i> and <i>soil</i> – [ɔɪ]. Diphthongs do not exist in French. In French, the digraph ‘oi’ makes a very different sound – [w], as in <i>poisson, bois, trois</i> and <i>étoile</i>. <p style="text-align: right;">Slide 15</p>
Knowledge about France <i>le Parc de la Villette</i>	<ul style="list-style-type: none"> Invite the children to see another large area of parkland called the <i>Parc de la Villette</i>. This is the 3rd largest park in Paris, and houses one of its largest concentrations of cultural venues, including the <i>Cité des Sciences et de l’Industrie</i> (City of Science and Industry), Europe’s largest science museum, 3 major concert venues and the <i>Conservatoire de Paris</i>. Slide 17 can be used to practise speaking with a partner about what can be found in Paris. <p style="text-align: right;">Slides 16-17</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 18</p>



Assessment

Learning focus	I can...
Knowledge about France and the UK	<ul style="list-style-type: none"> I have further developed my knowledge Paris and its large parks and gardens. I can name, and pronounce correctly, five Paris monuments: <i>le Bois de Boulogne, le Bois de Vincennes, le Parc Montsouris, le Parc Monceau and le Parc de la Villette.</i> I can talk about Paris and its monuments, parks and gardens.
Vocabulary	<ul style="list-style-type: none"> I know a range of common nouns, both masculine and feminine, such as <i>un canard, un renard, une abeille</i> and <i>une baleine.</i> I can use the verb <i>je vois</i> to talk about what I can see.
Dictionary skills	<ul style="list-style-type: none"> I can place words into alphabetical order by their first letter.
Asking and answering questions	<ul style="list-style-type: none"> I can ask and answer questions using the verbs <i>il y a</i> and <i>je vois</i>, to give descriptions of different scenes and places.
Language Learning Skills	<ul style="list-style-type: none"> I can use speaking frames to help me to create simple spoken sentences using several word types. I can use writing frames to help me create simple written sentences using several word types. I can sequence words into alphabetical order.
Spelling skills	<ul style="list-style-type: none"> I can recognise colour adjectives by hearing the spelling. I can spell colour adjectives accurately. I can recognise the grapheme 'oi', and know how to pronounce it in English – [ɔɪ] – as in <i>oil, boil</i> and <i>soil</i>, and in French – [w] – as in <i>poisson, bois, trois</i> and <i>étoile.</i>
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know that a verb describes what is happening, or describes a state of being. I know that a pronoun replaces a noun, and that English pronouns include <i>I, you, he, she, it, we</i> and <i>they.</i> I know that in French, nouns are divided into 2 categories, masculine and feminine, and that this is known as the gender. I know that in French, the determiner must match the gender of the noun that it introduces. The indefinite article is <i>un</i> with masculine nouns, and <i>une</i> with feminine. I know that a cognate is a word in one language that is related in origin to a word in another language
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing a song such as <i>J'aime la galette.</i> I can recite a rhyme such as <i>Le jardin</i> from memory. I have listened to a story such as <i>Dans la cour de l'école</i>