

Our Voices



Developing pupils'
linguistic
independence and
confidence in speaking

Pronunciation

- Tongue Twisters:

Cinq chiens chassent six chats

Pauvre petit pêcheur, prend patience pour pouvoir prendre plusieurs petits poissons.

- French sounds
- Tapping rhythms
- Spot the silent letters
- Words out of a hat
- Lip reading
- Reading around the room/in pairs/small groups.

Tongue Twisters

The focus group chose the following tongue twisters to teach:

Cinq chiens chassent six chats

Pauvre petit pêcheur, prend patience pour pouvoir prendre plusieurs petits poissons.

C'est trop tard pour le tram trente-trois

The pupils in the focus group learnt them so they could demonstrate to the rest of the class .

- Teacher/pupil recites tongue twister. Pupils identify the repeated sounds
- Teacher/pupil recites tongue twister one word at a time and pupils repeat . Teacher can vary intonation, loudness, speed to make repetition more interesting.
- Pupils practice individually and in pairs.
- Teacher puts up timer on smart board and pupils see how many times they can say the tongue twister within 30 seconds. Only counts if it is pronounced correctly! Can be done as whole-class activity or in pairs.

French sounds

- Teacher/native speaker reads out topic specific list of words and pupils identify the common sound e.g.

émis, pistes, avis, triste, ville	i
pollution, bon, piétonnes, avion	on
en, blanc, enfant,	an
assez dégoûtant, émis	é
tous les jours, bouteilles	ou
industrie, main, cinq, important	in
jeux, cheveux, oeuf	eu
eau minérale, chaud, cause	au
moi, moins	oi

- Pupils listen to a list of words and circle the sounds within the word (see separate file for worksheet)

Answers (French sounds)

- 1.ville i
- 2.tout ou
- 3. important in
- 4. assez é
- 5. voiture oi
- 6. cause au
- 7, jeux eu
- 8. trop au
- 9. inquiète in
- 10.sont on
- 11.poubelle ou
- 12. déchets é
- 13.aussi au
- 14. bruit i
- 15. les é
- 16. dans an

Tapping rhythms (example on pupil evaluation 2 video)

- Check pronounciation for difficult key words e.g. environnement, circulation, pollution, cyclables, inacceptable, inquiète, embouteillages, voitures, fréquents
- Teacher says a key word and taps a rhythm. Pupils repeat the key word in that rhythm.
- Pupils do the same in pairs.

Spot the silent letters

- Give pupils a text.
- Teacher or native speaker reads out the text and pupils cross off the silent sounds e.g.

A mon avis il y a beaucoup de problèmes d'environnement dans ma ville.

D'abord, il y a trop de voitures et donc trop d'embouteillages. Je trouve ça vraiment inacceptable. On va en voiture parce qu'il n'y a pas assez de pistes cyclables et les transports en commun ne sont pas assez fréquents.

- Pupil read the text to each other making sure they do not say the silent sounds.

Words out of a hat

- Teacher puts a variety of key words in a hat
- Pupils take it in turns to pick out a word and if they say it correctly they keep the word. If incorrect, goes back in the hat.
- At the end of 3 minutes, count up to find out whether the teacher or class has won i.e. if there are more words in the hat than with pupils, the teacher has won!
- Can also be done as pair work

Lip reading

- Pupils mime a key word or sentence and partner has to say it aloud with correct pronunciation. Can be done in threes with an adjudicator.

Reading around the room/in pairs/small groups.

- Teacher finds a written text and works through it with the class, focusing on pronunciation.
- Everyone in the class then takes it in turn to read the text one word at a time around the class. The aim is to get to the end of the text without any major pronunciation mistakes.
- Every time someone makes a mistake, the next person has to go back to the beginning of the text.
- If the class can get to the end of the text within the time limit, they all get a sweet or stamp etc.
- Same activity can be done in small groups with pupils taking it in turns to be the adjudicator.

Intonation

- Character cards – silly, self-confident, shy, energetic, likes to be the boss, moody, enthusiastic, thoughtful
- Shadow talk

Character cards

- Teacher displays a phrase in French and number of different characteristics on the board in French or English e.g. silly, self-confident, shy, energetic, likes to be the boss, moody, enthusiastic, thoughtful
- Pupils work in pairs. One pupil chooses (secretly) a characteristic and says the phrase in that manner. Partner guesses what characteristic.

Shadow talk (Example on pupil evaluation video 1)

- Teacher displays a number of phrases in French on the board. (Alternatively pupils can choose their own phrase)
- Pupils work in pairs. One pupil says a phrase using varied intonation and some actions.
- Partner has to copy the intonation and action exactly when repeating back the phrase.

Memorisation Strategies

- Write the first letter of every word
- Write out the sentence with words missing
- Choose key words as prompts
- Record on your phone and listen and repeat.
- Make difficult sentences into a rap/sing to a familiar tune
- Say the sentence out loud in different voices/characters
- Write the sentence on a post-it and put it where you will see it regularly.
- Make cards with sentence halves and try to match the sentences halves. Then put sentences in the right order.
- Make up a test for yourself – gap-fill, translation.
- Ask family or friends to test you (they don't need to speak French!)
- Teach a sentence to a family member or friend.

Example

Write out sentences and gradually remove words until only key words

remaining

J'habite à Newham, à Londres, à peu près à 8 km du centre de Londres. Newham est un quartier très intéressant avec une population venant du monde entier. Il y a aussi beaucoup de choses à faire et à voir.

Exemple

J'habite ____Newham, à Londres, à peu _____ à
8 km du _____ de Londres. Newham est un
_____très intéressant avec une population
_____ du monde entier. Il y a aussi
_____ de choses à faire et à voir.

Exemple

J'habite ____Newham, à Londres, à peu _____ à
8 km du _____ de_____. Newham est un
_____très intéressant avec une population
_____ du monde_____. Il y a aussi
_____ de choses à _____et à voir.

Exemple

J'habite ____Newham, à_____, à peu _____
à 8 km du _____ de_____. Newham est
un _____très intéressant avec une
population _____ du monde_____. Il y a
aussi _____ de choses à _____et
à_____.

Exemple

J'h_____ à N_____, à L_____, à p_____ p_____
à 8 km d_ c_____ d_ L_____. N_____
e_____ u_ q_____ t_____ i_____
a_____ u_____ p_____ v_____ d_____ m_____
e_____. l_ y a a_____ b_____ d_ c_____ à
f_____ e_____ à_____.

