

Can we easily teach French pronunciation... using only English words?

with Nathalie Paris

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Objectives:

- Review the way we teach French pronunciation, but in particular the relationship between words/spellings (graphemes - letter or number of letters to represent a sound) and what they sound like (phonemes - units of sound)
- Explore another way to teach French pronunciation of supporting the teaching of how French is pronounced to our children

Language World 2019

Can we easily teach French pronunciation... using only English words?

Our children already know a lot of French words... they just do not know that they know them! In this session, we will explore how we can use some English words of French origin to help our pupils get better at speaking French; it will also improve their literacy along the way!

MINIMAL SLIDES

Gut feeling: yes? No? Never asked myself before?

How do you currently teach pronunciation? Discuss in small groups. Hands up for primary/class teacher/specialist teacher/secondary/other/ad hoc/planned into scheme/own thing/bought scheme/all in one go/discrete lessons/incorporated into other lessons. There is not a right way of doing it that works for everyone, otherwise we would know about it!



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Why we are interested in this

At primary level: what I have heard repeatedly from secondary teachers: if they come to us and know nothing but how to decode the language then it will help greatly

PoS (KS2 and KS3) in mind

KS2:

- explore the **patterns and sounds** of language through songs and rhymes and **link the spelling, sound and meaning of words**
- develop **accurate pronunciation** and intonation so that others understand when they are **reading aloud** or using familiar words and phrases

KS3: Linguistic competence

- **transcribe** words and short sentences that they hear with increasing accuracy
- express and develop ideas clearly and **with increasing accuracy**, both **orally** and in writing
- speak coherently and confidently, with increasingly **accurate pronunciation** and intonation

Build on it; we have to give them the tools to do this.

See book plans in big ex book and small book



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Intro: what do you think are the most difficult sounds? <https://www.thelocal.fr/20180215/french-language-pronunciation-words--top-ten> maybe play video!

What basic rules do you tell your children right at the beginning to sound more French? Discuss in small groups.
Basic rules of French pronunciation first: we do not pronounce a consonant if it is the last letter of a word; an “e” is also silent as the last letter of a word.

So I would like to make another suggestion. A starter/finisher in a lesson which also tells a funny story. Pronunciation in context! Teaches about the French culture along the way. I am in the process of writing it!



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ONE WORD or 2 words AT A TIME? REALLY GOOD ENGLISH

Mini Miss Paris and Pablo have decided to go to France on the Eurostar train. They get to St Pancras station nice and early for it and therefore have time to go to a café before they board their carriage: they buy themselves a small black coffee rather than a large one as it is good practice for once they arrive in France!

Can you spot the French words in the story? How do you know that it is a French word?



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ONE WORD or 2 words AT A TIME? REALLY GOOD ENGLISH

Mini Miss Paris and Pablo have decided to go to France on the Eurostar train. They get to St Pancras station nice and early and therefore have time to go to a **café** before they board their carriage: they buy themselves a small black coffee rather than a large one as it is good practice for once they arrive in France!

The French word is “café”.

What does it tell you about the French language?

What does it tell you about how to pronounce certain sounds in French? (rules to be refined, eg c+a=k)

Can you think of other French words where these rules apply?

Keep a record of them!

Question: how about phonetics? Who knows the French phonetic alphabet?



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Revisit later. The words underlined are cognates; in this case they are actually identical to English words. Can you work out how we would say them in French?

HOW WILL WE SAY THEM? USE WHAT YOU KNOW ALREADY TO WORK IT OUT!



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When the Eurostar train pulls into the station, Mini Miss Paris and Pablo think that it looks a bit bizarre: it has such a pointy nose! Still, they get on and it just looks like a normal carriage inside. Bon voyage Mini Miss Paris and Pablo!

When they get off the train they are in France! Mini Miss Paris and Pablo are feeling a little peckish but luckily they spot a baker, a “boulangerie”. What should they have? Oh, they sell baguette sandwiches with pâté inside them: it sounds like something they should try!

HOW WILL WE SAY THEM? USE WHAT YOU KNOW ALREADY TO WORK IT OUT!

Can you spot the French words in the story? How do you know?

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HOW DOES THIS SUPPORT THEIR LITERACY? Literacy still hot in secondary schools?

It makes them aware of words that are difficult to spell, why they are so difficult to spell and where they come from.



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Keeping a record: **small notebook or posters on the wall when we can spot a new word with those sounds in them!**

Can we cover all the rules? Let's have a go! I will say 12 words and you deduct rules from it/ put it in the right column. We can do this but cannot cover ALL French pronunciation rules this way.

Use cognates, eg éléphant

At the end: use most common words in French too, those they may know already, eg bonjour, au revoir (signs on classroom door)

Use numbers: they are so difficult!! Use a story for them! In context, always on context. Read 1, 2, 3, 4 pattes
Used alongside teaching.

5 minutes to ask questions, discuss, fill in form and give feedback at the end

Email on sheet if want updates of my work and this work!

Presentation on website at...



This was...

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