

La Francophonie

Through participation in the Tide~ Cities, people and change project, Sam Banner and colleagues at King's Norton Girls' School, Birmingham adapted an existing Year 7 French unit of work ['Chez Moi'] to focus on an investigation of Francophone cities. The objectives for the unit included:

- ☐ Introducing yourself and where you live
- ☐ Conjugating verbs and placing adjectives in a sentence
- ☐ Intercultural understanding: appreciating cultural diversity – investigate an aspect of life and compare with their own, noting similarities and differences

Sam explains her aims in developing the global learning aspects of the unit of work:

"I really wanted to highlight the fact that not all French speakers live in France. Also, many of our Year 7 pupils come to us from primary school with a decent knowledge of French, so finding a different way of teaching concepts and vocabulary could make it more interesting for them [and us!]."

Sam created a very detailed unit of work and support materials for her use with Year 7. The table below offers an outline of her planning, highlighting aspects of intercultural understanding and global learning. The language focus for the unit is French, but it could equally work with other languages.

Key questions	Activities	Linguistic objectives
Where is French spoken in the world?	Investigate where French is spoken and consider why French is spoken in these cities Pupils use map with Francophone countries and cities marked: point to city > 'Je suis + nationality; j'habite + city' (could use name and place cards as above) Match names of countries to nationalities – masculine and feminine forms (e.g. create table)	• Conjugation of 'habiter' and 'être' • Pronunciation - sound-spelling links
What is it like to live in a francophone city? What language skills and vocabulary do we need to talk about it in French?	Find out basic information about Francophone cities, such as common first names, popular foods, size of population etc either as a set of information or a structured research activity. Explore vocabulary which would help in this research – possibly in English first, then dictionary activity to find French equivalents. This is a good opportunity to share questions and ideas with schools/ students in partner schools	• Reinforcement of <i>habiter</i> and <i>être</i> • Nationalities • Adjectival agreement • Location vocabulary and phrases • Housing types and adjectives

What else can we find out about Francophone cities?	Activities in these areas could all include structured research, questioning of images, matching activities, with exploration of common aspects such as house descriptions, city shops and facilities, directions, leisure activities, weather etc. Students could then create a presentation to persuade people to visit a particular Francophone city using French as the language of communication. This would be a useful group activity making the most of pupils' prior language experiences.	e.g. • <i>places in the town</i> • <i>prepositions</i> • <i>giving and following directions</i> • <i>jouer/ faire + activities</i>
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Sam shares her reflections about using these ideas with her students, including ways to balance language acquisition requirements with an exploration of intercultural understanding:

"It was tricky trying not to make the resources seem 'bolt-on', but I also had to make sure that what needed to get taught, got taught! For example, rooms of the house can include photos of rooms in houses in Francophone cities. Activities in the town could provoke a discussion about which sports and activities are typical of different French-speaking countries or cities (e.g. football in Lomé, ice hockey in Canada)."

For the full 'La Francophonie' scheme of work contact enquiry@kingsnortongirls.bham.sch.uk

Activities developed by Sam Banner [Kings Norton Girls' School, Birmingham]

