SD79 Core French In-Service 2017: Talking Tables for Core French, AKA La langue orale guidée (courtesy of Wilma Millette)

You’ll need:

* Pictures of animals and/or people on board or in word holder thingy: clear colour picture on front, name on back with the article (**le** dauphin instead of just dauphin).
* Students each have question or statement cards they hold up (on paper, mini whiteboards, etc.)
  + Activity Idea: Before you even start speaking French, have students come up with things they already know about French and things they’d like to know about French. Then, they pick a few of each. On one piece of paper, they draw a big question mark and fill it with symbols or words for the things they WANT to know and on another piece of paper, they draw a giant exclamation point and fill it with symbols or words for things they already know (they can keep adding to this one as you move along). Then, they glue the two pieces of paper together and hold up one side when they think the teacher has asked a question, and the other side when they think the teacher has made a declaration. This is a good way to practice intonation, especially in Core French 5.
* Student packages of black and white photocopies of the same pictures you have up front, with the name on the back.

1. Decide beforehand which structures you want to begin with. In TPRS, you would start with “Il y a…” (there is). You might prefer to start with “C’est…” (It is) or “Voici…” (Here is). They’re all good but “Il y a” is a higher frequency expression in French.
2. Start by just asking questions so students can work on hearing the different intonation patterns, rather than worrying about meaning. Really lay the intonation on thick and gesture lots to start.
   1. “Est-ce que c’est un giraffe?” (Students would hold up the question mark)
   2. “Oui, c’est un giraffe.” (Students would hold up the exclamation mark)
   3. you can revisit this for like 30 seconds for the next few classes
3. Now you can start practicing a bit of choral response with them where they repeat what you say back to you. It’s very important to speak slowly and clearly. You don’t have to have a perfect accent.
   1. Point at one of the pictures and say “Il y a…(un garçon, for example).” or “Voici…” Then say “Répétez” or “Répétez, s’il-vous-plaît” while doing the repeat gesture. Students will learn that that means “repeat.” Go through each picture, visit some a few times to reinforce pronunciation.

Subsequent Lessons:

1. Review the above stuff:
   1. questions vs declarations
   2. Choral response
2. Break them into their A/B or A/B/C partner groups. Give them each a set of cards. Have them put them picture side up. They work together, card by card, to look at the picture and say “Il y a…”
3. Use a French attention getter (Un deux trois...then students say “ecoutez moi!”) to get them refocused up front (easier said than done, I know).
4. Now we can return to the questions that they practiced but this time it’s not just about intonation, it’s about the meaning of the question. Go around the pictures some more and have them repeat “Il y a un garçon...Il y a une fille...etc.”). Now, throw a question in there: “Est-ce que il y a un éléphant?” You will have to model for them how to answer the question: “Oui, il y a un éléphant” or “Non, il n’y a pas d’éléphant.”
   1. They can practice this in their A/B/C groups too.
5. Later, you will be able to begin to describe the photos. Stick to describing words that are:
   1. high-frequency (grand(e), bon/bonne, seul(e), petit(e), lent, rapide, triste, heureux/se, fâché(e), beau/belle, méchant(e), gentil(le)) and/or
   2. cognates (content(e), charmant(e), différent(e), élégant(e), impatient(e), etc.)
   3. Ex: “Le garçon est content.” “Le garçon est grand.” “Répétez, s’il-vous-plaît.”
   4. “Est-ce que le garçon est…”
6. Later still, you will teach them simple, high-frequency and/or cognate verbs. You DO NOT have to teach them any grammar rules. Just model using these verbs in sentences with the pictures. “Le garçon aime la pizza.”
   1. Super 6 highest frequency verbs (in bold):
      1. **Il y a**…(There is…)
      2. Il **a…**
      3. Il **est**…
      4. Il **veut…**
      5. Il **aime…**
      6. Il **va**…
   2. So, it might look something like this: “Le garçon veut une pizza. Il va au Pizza Hut.” Il a une pizza. Il est content.”
7. You can have them work in their groups to combine the subject in the picture (Le garçon, la fille, le giraffe) with an adjective (content, grand, méchant) and now a verb.
   1. Le giraffe content aime l’éléphant.
   2. Have them share their sentences and report out. Don’t correct them per se but repeat it back to them in a corrected form, if possible.

Other Game Ideas:

1. Hangman: great for practicing pronunciation of alphabet (especially grade 5)
   1. Stick to the words they’ve been learning (garçon, fille, éléphant, etc.)
   2. Challenge them to ask: Est-ce qu’il y a un “e”? “Est-ce que c’est “giraffe”?
2. Pictionary: First team to say in a complete sentence to the teacher “C’est un…” wins
3. Vrai/Faux: Have them do thumbs up for vrai, thumbs down for faux as you say things about the pictures
   1. Point to the picture of the giraffe: “C’est le giraffe.” but then point to the picture of the camel and say, “C’est Monsieur Whittington.” and they’ll shout out “Non!”
4. Bingo: put the new vocab and structures on a bingo card and read out sentences with those words. Students have to call out BINGO! and then say: “Il y a le...il y a le…” to explain how they got bingo.
5. Go Fish: Practice “Je veux…” or “Le garçon veut…” or “Donne-moi…” with two sets of cards. If a student says “Le garçon veut le giraffe” and their partner has that card, they have to give it to them and say “Le garçon a le giraffe.”