**Year 7 French**

**Vocabulary Learning Strategies**

In your French lessons and for homework, you will be using a range of strategies for learning new words in French.

This booklet gives you some ideas of things to try. You cannot force words into your head. The trick is to do activities with the words which help you to get to know them.

This could include writing them out, repeating them, getting someone to test you, making up a song, drawing pictures, recording yourself… as long as you are spending enough time working with the words.

At different levels you will need to think about making sure you can:

- recognise a word and give its meaning

- pronounce a word correctly when you see it written down

- memorise a word and say it in French or write it correctly

-know how to use it in a sentence

As you try out the activities in this booklet, remember what works best for you, and use those same activities when your teacher gives you words to learn.

 Write it out over and over: Numbers 1-20

1. Find and highlight these sounds in the numbers :

oi eu ui un in qu on ei ou

2. Read, cover, write, check

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| un |  |  |  |  |
| deux |  |  |  |  |
| trois |  |  |  |  |
| quatre |  |  |  |  |
| cinq |  |  |  |  |
| six |  |  |  |  |
| sept |  |  |  |  |
| huit |  |  |  |  |
| neuf |  |  |  |  |
| dix |  |  |  |  |
| onze |  |  |  |  |
| douze |  |  |  |  |
| treize |  |  |  |  |
| quatorze |  |  |  |  |
| quinze |  |  |  |  |
| seize |  |  |  |  |
| dix-sept |  |  |  |  |
| dix-huit |  |  |  |  |
| dix-neuf |  |  |  |  |
| vingt |  |  |  |  |

Online : Play bopit and finger twister : <http://languagesatnorthgate.wordpress.com> 🡪 Homework and Revision

Use your brain to find how it works: Numbers 20-100

1. Match up:

|  |  |  |
| --- | --- | --- |
| 22 |  | soixante-dix-**sept** |
| 33 |  | soixante-**six** |
| 44 |  | quatre-vingt-huit |
| 55 |  | quatre-vingt-dix-neuf |
| 66 |  | vingt-**deux** |
| 77 |  | cent et un |
| 88 |  | trente-**trois** |
| 99 |  | deux cent deux |
| 101 |  | quarante-**quatre** |
| 202 |  | cinquante-**cinq** |

2. Explain how you did it:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Now write the French for these numbers:

23 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

56 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 67 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

89 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 94 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Think like a French person. Match up:

twenty and one four-twenty-ten

**21 70 80 90**

sixty-ten four-twenties

vingt et un quatre-vingt-dix

soixante-dix quatre-vingts

Online: <http://www.french-linguistics.co.uk/tutorials/numbers/>

Look for differences between French and English: Months

1. Tick the ones that look a bit like the English word. Highlight the ones that **don’t** look like the English word.

|  |  |  |
| --- | --- | --- |
| janvier | février | mars |
| avril | mai | juin |
| juillet | août | septembre |
| octobre | novembre | décembre |

2. Put an asterix \* next to the ones you need to make sure you pronounce the FRENCH way. Sometimes it’s the easy words you say wrong!

3. Copy out the French for each month and draw a picture that goes with each month:

\_\_\_janvier\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Online: <http://www.france-pub.com/french/french_months.htm>

 or <http://www.quia.com/rd/47958.html>

Pictures and labels: People and Family

1. Find a picture of a famous family and label them in French. Don’t write it on. Make labels and stick them on.

2. Now put the picture somewhere you will see it often, for example on your bedroom door.

3. If you want, put sticky labels in French on your own family.

|  |  |  |  |
| --- | --- | --- | --- |
| frère | brother | **s**œur  | **s**ister |
| **m**ère | mother (**m**a) | oncle | uncle |
| **p**ère | father (**p**a) | tante | aunt |
| grand-mère | grandma | cousin | cousin |
| grand-père | granpa | cousine | cousin (girl) |
| demi-soeur | half/step sister | demi-frère | half/step bro |
| beau-père | step dad | belle-mère | step mum |

4. Little words “My”

French has 3 words for MY:

If it is MASCULINE : **mon…**

If it is FEMININE : **ma…**

If it is PLURAL : **mes…**

Write in French:

My brother \_\_\_ \_\_\_\_\_\_\_\_ My sister \_\_\_ \_\_\_\_\_\_\_

My brothers \_\_\_ \_\_\_\_\_\_\_*s* My sisters \_\_\_\_ \_\_\_\_\_\_*s*

My uncles \_\_\_\_ \_\_\_\_\_\_\_\_ My aunts \_\_\_ \_\_\_\_\_\_\_

Online: <http://www.europschool.net/static/dico/fr/famille/famille_fr.html>

or <http://www.librosvivos.net/smtc/PagPorFormulario.asp?idIdioma=FR&TemaClave=1034&est=0>

Say it with Actions: Big and Small

You can do this at home, but doing it with a friend is even better

Learning with Actions as you say the words.

1. He is very very very very tall.

*Action: Hold your hand out to show how tall, and on every “très”, move it higher and higher and higher:*

Il est très, très, très grand!

2. He is very, very, very small.

*Action: Do the same, but this time getting shorter:*

Il est très, très, très petit

3. He is quite tall / He is quite short

*Action : On « assez », wobble your hand and make the word long.*

Il est assez…… grand Il est assez… petit

4. She is…

Now you get to bang your hand on the table.

*Actions, as above, but this time on gran****de*** *and peti****te****, you can bang on the table.*

Elle est assez… gran**de** Elle est assez… peti**te**

Elle est très, très gran**de** Elle est très, très peti**te**

5. Read these with the right actions :

Il est assez grand Elle est très très petite Il est assez petit

Elle est assez grande Il est très très grand

Il est assez grand Elle est assez grande Il est très petit

Card Games: Eyes and Hair

Using Card games to help learn.

1. Cut out 11 cards and copy the **French** onto each card:

|  |  |  |  |
| --- | --- | --- | --- |
| chauve | bald | les cheveux longs | long hair |
| les cheveux noirs | black hair | les cheveux courts | short hair |
| les cheveux roux | red hair | les cheveux frisés | curly hair |
| les yeux verts | green eyes | les cheveux blonds | blond hair |
| les yeux bleus | blue eyes | les cheveux bruns | brown hair |
| les yeux marron | brown eyes |  |  |

2. Draw the correct picture (of someone) on the other side of each card (or cut out and stick a picture).

3. Put the cards on the table with the French showing. Say what it means. Turn the card over and check. If you are right, you can keep the card. Keep going and see how many you get.

4. Play the game again with the **pictures** showing. Try to say the French. You can play this game against a partner.

5. Separate your cards into different sets to go with these words:

Il a… Elle a… Il est… Elle est…

He has She has He is She is

6. Now shuffle the cards and turn them over one by one, with the picture showing. Make a sentence starting with Il.. or Elle…

Online: <http://www.education.vic.gov.au/languagesonline/french/sect19/no_3/no_3.htm>

Choose a strategy: Animals

1. Which of these ways of learning works best for you?

*read, cover, write, check drawing pictures*

*labelling card game teach your family*

*actions focus on the words that look different*

*focus on the sounds test your friends*

2. Choose 3 of these techniques and try them out on these words:

un chat a cat un cheval a horse

un lapin a rabbit un chien a dog

un poisson a fish un serpent a snake

un oiseau a bird un hamster a hamster

une souris a mouse une tortue a tortoise

une araignée a spider

3. The ends of words.

Normally the ending for plurals is “s” like in English.

For words ending in **al** or **eau** it is an “x”.

Write in French:

two dogs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ three cats \_\_\_\_\_\_\_\_\_\_\_\_

four animals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ two birds \_\_\_\_\_\_\_\_\_\_\_\_\_

three horses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ five snakes \_\_\_\_\_\_\_\_\_\_\_\_\_

Online: <http://www.education.vic.gov.au/languagesonline/french/sect15/no_6/no_6.htm>

Make it real: Stationery items

1. Label these items neatly in French, or make a drawing and label it, or make models and label them.

|  |  |  |  |
| --- | --- | --- | --- |
| un cahier | an exercise book | un livre | a book |
| un crayon | a pencil | un portable | a mobile |
| un stylo | a pen | un sac | a bag |
| une gomme | a rubber | une calculatrice | a calculator |
| une règle | a ruler | une trousse | a pencil case |

2. Find your pencil case and take out all the objects in the list. Put all the UN ones in one pile and all the UNE ones in another pile. Now mix them up and try putting them back in the right piles.

3. Hold up each item one by one, and say UN or UNE.

Make sure your UN noise is up your nose.

Make sure your UNE noise is really oooony, like Tune without the T.

4. If you like, you can give your book, pencil, pen and bag boys’ names. And your rubber, calculator, ruler and pencil case girls’ names. But people might think you are a bit weird.

5. Test yourself (without looking if you can):

a ruler \_\_\_\_\_\_\_\_ a bag \_\_\_\_\_\_\_\_ a rubber \_\_\_\_\_\_\_\_\_\_

a pen \_\_\_\_\_\_\_\_\_ a pencil case \_\_\_\_\_\_\_\_\_

Online : <http://le-sac-des-filles.over-blog.fr/>

Make it pretty: Colours

1. Colour these in with the correct colours:

|  |  |  |  |
| --- | --- | --- | --- |
| bleu - blue | vert - green | rouge - red | noir - black |
| blanc - white | jaune - yellow | violet - purple | marron - brown |
| gris - grey | orange - orange | rose - pink |  |

2. Draw these :

un chien bleu un chat noir un éléphant rose

un serpent noir, jaune, et rouge un train violet

un oiseau jaune un hamster orange un poisson rouge

3. Add an extra e to the UNE words :

un crayon rouge une trousse bleu\_ un sac noir

une règle noir\_ une gomme vert\_ un cahier blanc

une page blanch\_ une gomme rouge

Online : <http://french.about.com/library/begin/bl_colors.htm>

Look at the detail: Little Words

**je un tu une il elle la**

**et le mais mon ma mes à**

**de ton ta tes dans avec les**

1. Find these words.

I \_\_ You \_\_ He \_\_ She \_\_\_

What sentences have you met them in?

2. a \_\_\_\_ \_\_\_\_\_ the \_\_\_\_ \_\_\_\_ \_\_\_\_

 my \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ your \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Can you explain why there is more than one possible word?

3. and \_\_\_\_ but \_\_\_\_\_

in \_\_\_\_\_ with \_\_\_\_\_ at \_\_\_\_\_ from \_\_\_\_

What sentences have you met them in?

Online: <http://www.french-linguistics.co.uk/phrase_book/en/function_words.html>

Use reference materials: Avoir and Être

1st person singular: I 1st person plural: We

2nd person singular: You 2nd person plural: You

3rd person singular: He/She/It 3rd person plural: They

1. Write in the English:

Avoir To Have

|  |  |  |  |
| --- | --- | --- | --- |
| J’ai | *I have* | Nous avons | *We \_\_\_\_\_\_* |
| Tu as | *You \_\_\_\_\_* | Vous avez | *You \_\_\_\_\_\_* |
| Il aElle a | *He \_\_\_\_\_**She \_\_\_\_\_* | Ils ontElles ont | *They\_\_\_\_\_\_* |

Être To Be

|  |  |  |  |
| --- | --- | --- | --- |
| Je suis | *I am* | Nous sommes | *We \_\_\_\_\_\_* |
| Tu es | *You \_\_\_\_\_* | Vous êtes | *You \_\_\_\_\_\_* |
| Il estElle est | *He \_\_\_\_\_**She \_\_\_\_\_* | Ils sontElles sont | *They \_\_\_\_\_\_* |

2. Put in the right verb in French:

\_\_\_\_\_ un chat (I have a cat) \_\_\_\_\_\_ un chat (I am a cat)

\_\_\_\_\_ grand (He is tall) \_\_\_\_\_\_ grande (She is tall)

\_\_\_\_\_ les yeux verts (he has green eyes)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anglais (we are English)

Online: <http://www.quia.com/jg/66066.html>