

LESSON 1 RECOGNISING THE STORY

U: TO RECOGNISE KEY EVENTS OF THE STORY IN FRENCH

National Curriculum Links

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- appreciate stories, songs, poems and rhymes in the language

Notes:

Children need to be familiar with the story in English. Familiarity means the children can concentrate on the French words rather than the story itself.

Pair quizzing will be most effective if done at intervals during the unit, separately from the French lesson. This sequence of 3 main lessons can therefore easily be broken down into smaller lessons, with frequent repetition ensuring a better oral outcome at the end.

WARM UP:

Review the names of the main characters from the play.

For each character, show the children the picture, repeat the word in a French accent and use the action agreed on as a class.

They should repeat each action and French name back to you until they have memorised each one. Praise children who are doing this well and ask them to demonstrate to the class.

Romeo → Roméo

Juliet → Juliette

Mercutio

Tybalt

Friar Lawrence → Père Lawrence

The Prince → Prince de Vérone

MAIN ACTIVITY:

PART 1: LOOK, REPEAT, MY TURN / YOUR TURN

Look at the slides with the French story (English translations are on the slides in L1). Use My Turn / Your Turn for the children to repeat. French speaker recordings are available on each slide.

What words do they already recognise?

Remind children that many words in English come from Norman French because of the Norman invasion in 1066)

Take time to model and repeat a few times

Spend time on the expressions 'font la guerre' = fighting ...

Extension: what do they think the words in blue are in French grammar? (answer: cohesive devices)

L'histoire de Roméo et Juliette:

La **famille** Capulet et la famille Montague font la guerre **tout le temps**.

Roméo Montague et Juliette Capulet tombent amoureux **au bal**, et se marient.

Tybalt, le **cousin** de Juliette, **tue** Mercutio, **l'ami** de Roméo.

Roméo **tue** Tybalt **alors** le Prince de Vérone **l'envoie** en **exil**.

Juliette fait un plan avec le Père Lawrence de **boire** une **potion** **pour** faire semblant d'être **morte**.

Roméo **pense** que Juliette est **morte** **donc** il se **tue**, **ensuite** Juliette voit Roméo **mort** et se **tue** **aussi**.

Les deux familles sont **tellement** tristes qu'elles font **enfin** la paix.

The story of Romeo and Juliet

The Capulet **family** and the Montague **family** are **always** fighting.

Romeo Montague and Juliet Capulet fall in love **at the ball**, and get married.

Tybalt, Juliet's **cousin**, **kills** Mercutio, Romeo's **friend**.

Romeo **kills** Tybalt **therefore** the Prince of Verona **sends** him **in exile**.

Juliet makes a plan with Friar Lawrence to **drink** a **potion** **to** pretend to be **dead**.

Romeo **thinks** Juliet is **dead** **so** he **kills himself**, **then** Juliet sees Romeo **is dead** and **kills** herself **as well**.

The **two families** are **so very** **sad** that they **finally** make peace.

VOCABULARY LIST

French	English	French	English
famille(s)	family / families	potion	potion
guerre	fight (war)	boire	drink
bal	ball	Faire semblant	pretend
tombent amoureux	Fall in love	mort(e)	dead
se marient	get married	reçoit	receive
cousin	cousin	lettre	letter
tue	kill	pense	think
ami	friend	triste	sad
envoie	send	deux	two
exil	exile	paix	peace
plan	plan		
Cohesive devices		Expressions	
tout le temps	always	font la guerre	fighting
alors	therefore	au bal	at the ball
pour	to	tombent amoureux	fall in love
tellement	So very	se marient	get married
donc	so	envoie en exil	send in exile
ensuite	then	fait un plan	make a plan
aussi	as well	faire semblant	pretend
enfin	finally	font la paix	make peace

PART 2: KEY WORDS CODING AND MEMORY GAME

Dual Coding is a memory strategy designed to help children connect with the French vocabulary by drawing meaningful reminders.

Memory game: Children could be making their own memory cards this way and then test each other. Or, the dual coding cards can be used for display and a separate set of cards made for the memory game. Use the Vocabulary list provided.

Dual coding activity suitable for whole class

Memory game suitable for all- can make modifications by using fewer/easier words

LESSON 2 ORDERING THE STORY

U: TO UNDERSTAND KEY EVENTS OF THE STORY IN FRENCH

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- read carefully and show understanding of words, phrases and simple writing

WARM UP:

Review all the vocabulary through pair quizzing, this can be done using the memory cards. How much do you remember?

[Quizzing game suitable for those children working at expected or above age level](#)

[Use memory game again for SEN children and children working below the expected age level](#)

Review the story in French

What words do they remember now?

Take time to model and repeat a few times - the slides in lesson 2 are progressive: with the translation, without the translation, with missing French words.

MAIN ACTIVITY:

PART 1: ORDER THE STORY

Order the story activity with the resources provided. Some cards have pictures with key words, some don't. Key words are also provided separately so the children can match with the pictures. This can be done in pairs, groups, or as a whole class.

The story and pictures have been muddled up - can we re-order it and match the words to the pictures? [Ordering activity suitable for whole class](#)

PART 2: WORD SEARCH

Word search using the key words for better recall and spelling practice.

[Differentiated Word search activity for whole class \(A-easiest, B-middle, C-hardest\)](#)

Extension: show how the cohesive devices link sentences by taking them away.

LESSON 3 RETELLING THE STORY

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- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

WARM UP:

Review all the vocabulary through pair quizzing, this can be done using the memory cards.
How much do you remember?

[Quizzing game suitable for children working at or above expected level](#)

[Use memory game again with SEN children and/or those working below expected level](#)

Review the story in French

What words do they remember now?

Take time to model and repeat a few times - use the same slides as in lesson 2.

MAIN ACTIVITY:

PART 1: TRUE OR FALSE

Key events from the story have been rewritten - some true, some false. Using all the vocabulary learnt so far (feel free to use the Vocabulary List as a 'dictionary'). Use the statements provided for discussion. Some cards have pictures with key words, some don't. This can be done in pairs, groups, or as a whole class.

PART 2: RETELL THE STORY

Two options are suggested here (thus the lessons could be extended into a 4th lesson):

Retell the story by filling the missing words/expressions - can we fill the gaps? Different levels of gaps provided.

[Suitable for whole class](#)

Retell the story orally as a class using just the slides with pictures - use prompts as necessary.

[Suitable for whole class](#)

Extension: use fewer prompts