

Lesson 2A: L'alphabet et les accents**Objectives: Students will be able to...**

- Recognize and understand letters of the French alphabet as well as accents both orally and in writing

Vocabulary:**Part 1**

L'alphabet (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z)

Part 2

accent aigu (é) ex. café, fiancée, décor, divorcée, économie, protégé, sauté

accent grave (à, è, ù) ex. à la mode, à la carte, la crème, où

accent circonflexe (â, ê, î, ô, û) ex. forêt, île, pâte, août, hôtel

tréma (ë, ï, ü) ex. Noël, naïve, ambiguë

cédille (ç) ex. français, façade, garçon

Note : Bring up « CRLF » acronyme (pronunciation)

Materials:

- All 26 letters of the alphabet to be put on board (large individual cards)
- ABC song/rap on Youtube or Adosphere demo
- Accent cards to be put on board (large individual cards)
- Activity sheets

Part 1 Procedures**1. Comprehensible Input**

I will have large, individual letters of the alphabet and will put a few on the board at a time, in order. I will start by putting up A, B, C, and D and will say each letter as I put it on the board. Then I will ask comprehensible input questions about each letter. For example, I will point to a letter and ask, "C'est lettre 'd' ou lettre 'b'?", Regardez cette lettre. C'est lettre 'a'? Oui ou non? Non? Bien. Alors, c'est quelle lettre? 'C,' oui, bravo."

I will then continue putting up letters in similar small groups (a-d, e-g, h-k, l-p, q-s, t-v, w-z) and ask questions. I will place special emphasis on letters "i" and "j" by using a fake spider as the dot on each. I will act afraid of the spider to emphasize pronunciation of each as having the "i" sound. After all letters are on the board, I will do questioning on all of the letters as a final comprehension check before moving on. (15-20 minutes)

2. Input Activity (Listening/song)

I will show students the ABC song in French using a Youtube clip or the Adosphere ABC song. We will watch the video two times. After the first time, students will be encouraged to sing along to the song. I may have the boys/girls split in teams and each says every other letter. (5 minutes)

3. Input Activity (Listening/dictée)

Students will be told that they are serving as a spy in France. While sitting at a café, they have received a cryptic, secret message from fellow agent containing instructions. Because the phone might be tapped, the message is composed of letters that make sense only when decoded with the corresponding code key. The students must take down the message as it is read letter by letter. Then students must use their key to decode the message. To save time and paper, students are asked to take out a sheet of paper and a pencil and copy down the message. The code will be posted on the board and will be distributed on strips of paper. We will go over the activity as a class. (15-20 minutes)

Teacher listening script:

In this activity, you are serving as un espion/ une espionne (a spy) conducting espionage in France. While sitting on the street outside at a café posing as a student, you receive a phone call message from a fellow agent containing instructions. Because it is likely that the phone could be tapped during transmission of the message, the agent has encrypted the message using a corresponding code that he has given you the day before on a slip of paper. Listen to the message which will be read letter by letter. You must copy down the letters as you hear them. The letters of the message will only be read one time as the message will self-destruct immediately after it has been played. Once you have copied down the message, use the secret code to decode the message. Good luck!

Agent double zéro,

1. YLMQLI.
2. OVEVA ELFH.
3. NZIXSVA VG LFEIVA OZ KLIGV.
4. ZHHVBVA ELFH Z GZYOZ MFNVIL HRC.
5. IVTZIWVA OV NVMF.
6. VXLFGVA OZ XLMEVIHZGRLM WV OZ WZNV Z GZYOZ SFRG.
7. VXIEVA OVH MLGVH VG JFVHGRLMH KLFI NLR.

1. Bonjour.
2. Levez-vous.
3. Marchez et ouvrez la porte du café.
4. Asseyez-vous à table numéro six.
5. Regardez le menu.
6. Écoutez la conversation de la dame à table huit.
7. Écrivez les notes et questions pour moi.

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Total: 35-45 minutes

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Le code secret:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Part 2 Procedures: Les accents**1. Comprehensible input**

I will then move on to the accents by asking students if in the code there was anything they noticed was “missing.” Hopefully at least one student observed that “those marks”/ “those thingies on the words”/ “the accents” were not written. I will ask that students get out their notebook to take some notes. I will present each of the 5 accents on the board one at a time. I will MICRO-LECTURE with GESTURES for each one. I will ask students to teach their neighbor using “Enseignez! OK!”

accent aigu (é) ex. café, fiancée, décor, divorcée, économie, protégé

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tréma (ë, ï, ü) ex. Noël, naïve, ambigüe

cétille (ç) ex. français, façade, garçon

For each micro lecture, I will ask students to raise their hand to tell me any words they have seen so far in French (or English) that have each accent. I will make a point to emphasize that the accent aigu and cedille change the pronunciation of the word (divorce vs. divorcée). Do a final comprehension check by asking students questions about each accent.

Finally, I will do brief micro-lecturing on French pronunciation using the CRFL acronyme. I will tell students that they usually will pronounce ONLY these sounds at the end of a word. I will then have some example words (un chat, un chien, Salut!, Levez-vous! un stylo/deux stylos). Tell them that there are plenty of exceptions but not to worry about those now. (15-20 minutes)

2. Input Activity 2 (Reading/game)

We will play a class version of the game Memory (Memoire) to practice associating the accent symbols with their correct name. I will have 10 large cards with letters A, B, C, D, E, F, G, H, I, and J written on one side. On the other side I will have either an accent symbol or the accent written out (ex. Carte A= accent aigu, Carte F= é). These will be on the board in a large square with magnet clips so that they can be reversed easily as the game is played. I will pull names randomly and students will try to match the symbol with the accent card. Students will receive 1 euro for each attempt to make all matches. If the student is unsuccessful, the game starts over with another student. The student who completes all of the matches will receive 3 euros. Any other student may volunteer at that point if he or she wants to try to make all of the correct matches. (10-15 minutes) Total Lesson: 25-35 minutes

3. Activity 3 (optional)

If time remains at the end, students will play Le pendu (Hangman) with classroom commands. One euro will be granted for giving a letter. Two euros will be given for correct answers. (10-15 minutes) Total=35-50 minutes

Lesson time total: Warm-up 10-15 minutes, Lesson 60-80 minutes, Optional activities 10-15 minutes, Wrap-up 1-3 minutes