



Using **web-based resources** in Primary Modern Foreign Languages

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Many useful resources to support modern foreign languages (MFL) can be accessed using the internet. These can then be bookmarked and set to be used offline. The teacher can download and adapt some resources to meet the learning and teaching of specific objectives. The examples given here describe a number of lessons in which ICT is used effectively to support the teaching and learning of modern foreign languages with children in Key Stage 2.

When planning the MFL lesson, teachers should start with the lesson objectives from the QCA scheme of work. Choose ICT as a resource only if it will support the learning and teaching of these objectives. A good guide is to consider whether the use of ICT will make the learning or teaching of MFL easier, better or different. For example, ICT can allow the teacher to give a multimedia presentation more easily to the whole class or a group of children, enabling them to focus on the ways in which descriptive language has been used within the presentation. ICT can also better allow the teacher to model different speaking and writing styles and enable children to take into account a particular audience. ICT might also be chosen because it allows children to access, select and use resources in ways that would not otherwise be possible.

All web addresses have been checked and were correct at time of printing.

BBC French Language Lab – Weather

This is an online resource which describes different weather conditions in pictures, speech and song.

URL: http://www.bbc.co.uk/schools/primaryfrench/pf2/weather/cartoon_flash.shtml

Additional site:

Logotron Image Gallery – Weather: http://www.logo.com/imagine/project_gallery/weather.HTM

Relevant to the following:

Unit 2 Je me présente – weather phrases



A Year 3 teacher used this program with the whole class as part of their French lesson. They had previously learned the days of the week and she now wanted them to describe what the weather was like on each day. As each screen appeared, the children repeated the weather phrases, first as a whole class and then to a partner.

The teacher asked questions such as:

- *Quel temps fait-il?*
- *Il fait mauvais?*
- *Il y a du soleil?*

She used the printable weather symbols and invited different children to place them on different areas of the map of France.

When the children were confident with the phrases, the teacher opened the Logotron weather project. The children took it in turns to place a weather symbol and to describe the weather in different parts of France.

Later, the children worked in groups to prepare and deliver the weather forecast, which the teacher recorded and played back to them using the school's digital video camera.

Teachers have for some time been using a range of software to develop and reinforce children's language skills such as phonic awareness, reading and spelling strategies, and for drafting, editing and refining their work. The introduction of projection technologies means that ICT can have a real impact on direct teaching in the MFL lesson, as children can now have access to a shared experience – the teacher can model speaking, reading, writing and spelling strategies, and the children can benefit from the interactive nature of the technologies to compile and present their work. The MFL lesson should not normally be used for the teaching of new ICT skills, and specific ICT skills will need to be taught outside the MFL lesson. This means that the teacher will need to be sure that the level of ICT skill required in the lesson is appropriate. If the children are struggling with a new aspect of the technology, this may have a negative effect on their learning of a new language.

The curriculum activities featured can easily be adapted for other target languages.

The role of the teacher or a teaching assistant is paramount in raising standards in MFL. As a demonstration tool, ICT allows the teacher to demonstrate speaking, reading, writing and spelling strategies, to explain and ask questions, to stimulate discussion, invite predictions and interpretations of what is displayed and to encourage individual children to give a response or explanation. Use of ICT in the plenary session will enable children to demonstrate and explain what they have learned and to showcase their work.

Living the Spanish dream – vocabulary for describing houses

This BBC site is not designed primarily for children, but the level of language used makes it equally useful for Spanish MFL classes.

URL: http://www.bbc.co.uk/languages/spanish/living_the_dream/game.shtml

then:

<http://www.bbc.co.uk/languages/spanish/lj/home/flat/index.shtml>

A French version can be found at: http://www.bbc.co.uk/languages/french/living_the_dream/game.shtml

Relevant to the following:

Unit 6 El mundo

Unit 11 El lugar donde vivo – naming different countries – descriptions of houses and towns

A Year 6 teacher had been teaching her class some Spanish vocabulary for describing houses. She had made a collection of pictures of different styles of houses and rooms into flashcards, which she used to introduce the vocabulary. She also reminded the children of other associated vocabulary relating to place, for example, in the countryside, in town, in the mountains.

Using a data projector, she showed this program to the whole class and explained that they had to match the right description to the right building. She showed them how to focus on the keywords in the descriptions that would help them make decisions about which ones matched.

Children took turns to come out and predict which description matched which building, and then to see if they were right by dragging and dropping it into the right place.

Next, the teacher demonstrated the program of showing people around a flat. The children listened to the description of each room and repeated it to a partner.

Working in small groups, the children then either used pictures of properties they had found on the internet to write, in Spanish, a short estate-agent-style description of the property, or they acted out a role play, pretending to show someone around a flat.

L'alphabet de Mathilde

This is a downloadable resource which features the letters of the French alphabet, both written and spoken, and an illustrative picture for each letter.

URL: <http://www.fortunecity.fr/stadium/3etoiles/24/alphabet/index.html>

Relevant to the following:

Unit 2 Je me présente – the alphabet

A Year 3 teacher had been revising some common French vocabulary with the children and wanted to introduce them to the French alphabet. She downloaded this program and used it with a large-screen monitor.

At first she typed in the letters in sequence and asked the children to listen and then repeat the sound of the letter. Next time round she asked children to come out and choose and say the letter sound before typing in the letter.

When the children were confident with the letter sounds, the teacher introduced the names of the objects shown with each letter and encouraged the children to repeat them after her.

You can view all of the web-based resources online at:

www.ictadvice.org.uk/webbasedresources



Hennings Haus - Directions

This website presents a range of German language opportunities, including practising vocabulary relating to giving and taking directions.

URL: <http://www.ltsotland.org.uk/5to14/c4modernlanguages/#>
(select Hennings Haus, then click on the compass for 'Town trail')

Relevant to the following:

Unit 11 Wo ich wohne – giving directions around town

A Year 4 class had been practising in the school hall, giving and following directions in German.

As a follow-up activity in the computer suite, their teacher created a map based on the town plan and displayed it on the interactive whiteboard. He marked a number of places on the map and asked children to come out and give directions to navigate between them. They used phrases such as:

- *Geh zum Zoo...*
- *Wo bin ich?*
- *Geh vorwärts...*
- *Geh links...*
- *Geh rechts...*

The teacher then introduced this program as a main part of the lesson and showed them how to operate it. He asked the children to work in pairs to navigate the town and to draw up a picture of the main roads and significant buildings, using the audio cues as required.

To finish the lesson he got them to take turns testing each other's directions between different starting and finishing points.

Caramax la tortue - animals and their sounds

This French site is designed to support native French speakers, but it contains a range of activities which can equally be used to support primary MFL lessons.

URL: <http://www.caramax.com/>

Relevant to the following:

Unit 4 Les animaux – talking about animals and the sounds they make

A Year 3 teacher had already introduced the names of animals to his class and wanted now to introduce the noises each animal made.

He used this website, firstly with the whole class and then with a smaller, less confident group, to help them to match the sounds made with the correct animals. This gave the children the opportunity to repeat the names and sounds as often as they needed in order to name the animal correctly.

At the end of the lesson, the teacher used the names of the animals and the sounds they made to teach the class to sing a French version of the song 'Old McDonald had a farm', which he had previously prepared on the whiteboard.

He divided the class into small groups and gave each the task of being a different animal. As he pointed to the different animals, the correct group had to say the animal's name and the sound it made to fit the song.



Naace Primary Big Book Maker

This is a framework program which allows the user to easily and quickly develop their own foreign language big books.

URL: <http://www.mape.org.uk/activities/BookMaker/bookmaker.htm>

Relevant to the following:

This generic resource can be used by the teacher or children to support any of the MFL units of work, for any target language.

A Year 4 teacher wanted to encourage her class to be more confident when speaking in their target language (in this case Spanish). She introduced Big Book Maker to them and showed them how to edit text and add pictures and sound.

One group decided to create a Spanish Alphabet Big Book to help the younger children in their school learn the Spanish alphabet and some simple words.

First they planned out their book and realised that they would need more than 26 pages, as the Spanish alphabet has more letters than English. Next they planned which words they would use to represent each letter, and found or drew a picture of those items. Finally, they recorded the sound of each letter and the name of the object – they recorded each several times before they were happy with the quality of their pronunciation.

They were really excited when they were ready to test out their book and couldn't wait to demonstrate it to the rest of the class. Their teacher finally let them show the book to a group of Year 3 children and even let them email it to their partner schools to try.



4Learning – Channel hopping

This Channel 4 site allows the user to practise vocabulary related to shopping within the framework of an adventure game.

URL: <http://www.channel4.com/learning/microsites/C/channelhopping/howtoplay.shtml>

Relevant to the following:

Unit 8 Qu'est-ce que tu veux? – asking for items, practising with money

Learn Spanish: At the restaurant

This site allows the user to listen to and practise vocabulary relating to eating out at a restaurant.

URL: <http://www.studyspanish.com/travel/index.htm>

(click on 'At the Restaurant')

Relevant to the following:

Unit 8 En la cafetería – ordering items in a restaurant

A Year 6 teacher worked in the computer suite with his class and divided the children into pairs to use this interactive game. He explained the purpose of the game and reminded them of the key vocabulary they would need when going into shops, changing money or asking directions.

The children worked through the challenges within the game, trying to earn sufficient euros to buy a ticket to return home to England. The teacher kept reminding them to look for messages from home or any treats the family might have given them.

At the end of the lesson, he asked the children what they had found easy and what they had found most challenging about the game. One pair said they found the multiple-choice questions were most challenging as they gave very similar choices and they had to think hard about which one was correct. Another pair said that although they didn't understand every word that was spoken to them, they could still pick out the important words to help them complete the task.

A Year 5 class had previously practised ordering simple items at a café. The teacher now wanted to introduce a more extensive vocabulary relating to eating out at a restaurant. He had set up the classroom as a role-play restaurant and at first he took on the role of waiter.

Using this website, the children researched the vocabulary and phrases they would need to book a table, enquire about certain menu items and to ask for the bill. They were able to listen to the phrases and repeat them until they were confident about what to say.

The teacher had produced a limited menu for each table, using a word processor, and the children worked in groups of five to role-play being waiters and customers in the restaurant. They took turns to order and respond in Spanish and the waiters used a prepared spreadsheet to calculate the bill for the meals that they had served.



Chez Merlin – Thermomètre

This French site is designed to support native French speakers but can equally be used to support primary MFL lessons.

URL: <http://www.chez-merlin.com/>

Relevant to the following:

Practising and extending vocabulary in:

Unit 2 Je me présente

Unit 10 Les vêtements

A Year 6 teacher was encouraging his class to give more comprehensive responses to questions. They had previously used simple sentences to describe the weather, talk about their fashion preferences and discuss what they liked and disliked at school.

He used this program with a data projector to introduce the whole class to a wider vocabulary related to temperature. They learned the names of the parts of a thermometer, and how to read and say the temperature in degrees. They talked about the boiling point and freezing point of water.

Afterwards, the teacher used the vocabulary to play a 'oui ou non' game with the children, based on the selection of clothes to wear for different temperatures.

Next, the children worked in small groups to create a range of scenarios showing what outfits they would choose for different temperatures. They recorded each scenario using the digital camera and wrote a short descriptive text to accompany each one.

In preparation for work with a partner school, one Year 5 teacher asked her children to talk about their immediate families. They scanned their drawings and/or photographs into the computer and these were displayed using a large-screen monitor. The children referred to their pictures to help them introduce the family members. They used statements such as:

- *J'ai un frère*
- *Je suis enfant unique*
- *J'ai une demi-soeur qui s'appelle Chantelle.*

The teacher used this program to help extend the conversations to include aunts, uncles, cousins and grandparents. The children were encouraged to respond to questions with complete sentences.

The children then used a prepared template to draw up their own family tree. Some of the children used a word bank and prepared writing frame to help them describe the relationships in their own family. Others were able to undertake the task by referring back to the online program.

Chez Mimi – Family ties

This website presents a range of French language opportunities, including practising vocabulary relating to family members and relationships.

URL: <http://www.Itscotland.org.uk/5to14/c4modernlanguages/#>

Relevant to the following:

Unit 3 En famille – family relationships



Où habitent-ils?

This website is designed for younger French children (four-to-six year olds), but it allows the opportunity for second-language learners to practise the vocabulary related to animals and where they live.

URL: <http://www.lescale.net/petits/>

Relevant to the following:

Unit 4 Les animaux – talking about pets and other animals

A Year 6 teacher was revising the vocabulary and phrases related to owning a pet. She asked each child in turn: "As-tu un animal?" As an extension to this work, she decided to introduce children to the vocabulary associated with where the pets and other animals might live.

She used this site with an interactive whiteboard and asked questions like:

- *Où habite le chien?*
- *Où habite l'oiseau?*

As the children correctly identified each animal and its home, the teacher noted down the name of the animal and where it lived.

The children then worked in small groups to create some resources in French to teach younger children about animals and their homes.

One group used the word processor to create the cards for a game of 'Animal Home Snap'. A second group used the clipart tools to create a 'drag and drop' game on the whiteboard.

Another group created a PowerPoint presentation which allowed the user to choose from three possible answers to a series of questions.

Hennings Haus – Dress 2 impress

This website presents a range of German language opportunities, including practising vocabulary relating to choosing appropriate clothing for different occasions.

URL: <http://www.ltscotland.org.uk/5to14/c4modernlanguages/>

(select Hennings Haus, then click on the clothes for 'Dress 2 impress')

Relevant to the following:

Unit 10 Ich und meine Kleider – discussing clothes

In preparation for a class fashion show, a Year 5 teacher had been talking to his class in German about personal preferences and 'cool' fashions.

He used some pictures of clothes previously scanned from various magazines and catalogues into the computer and displayed them using an interactive whiteboard. He asked different children to come out and match prepared labels to different garments and to give a short description of each garment in German.

Next, the teacher used this program to discuss different clothes for different occasions. He asked the children to decide whether they were going to select clothes for the boy or the girl and which occasion they would dress them for. As they took turns to select an item of clothing, he asked them to name and describe the item to the rest of the class, using phrases such as:

- *Was trägst du?*
- *Ich trage gerne Jeans and mein Lieblings T-shirt.*
- *In den Zoo gehen...*
- *Schwimmen gehen...*
- *Zur Schule gehen...*

He asked them whether they could have chosen alternative clothing and which clothes might be unsuitable for the different occasions.

As a follow-up, the children were given an electronic writing frame to complete in German using phrases such as:

- *If I was going to... I would wear... because...*
- *Wenn ich (zum Disco) gehen werde, träge ich (ein Hemd), weil ...'*



Kindergarten – Workshop

This website presents a range of music and songs in the French and German languages.

URL: <http://www.kindergarten-workshop.de/>

(select Musik-Ecke, then Noten und Melodie)

Relevant to the following:

Unit 5 Ich habe Geburtstag – This site can be used to find songs for several special occasions or festivals as a wide range of songs are provided.

As part of their German lessons, one Year 3 class had been learning the names of the days of the week, months of the year and how to count to 50. As a follow-up to this work, their teacher worked with an electronic calendar for the year using a word processor.

Using a large-screen monitor, the teacher displayed the calendar and marked certain festivals on the appropriate days. Next, she asked the children in turn to say in German when their birthday was and she added these to the calendar. One child in the class had a birthday later that week and so the teacher used this website to teach the children how to sing a birthday song. On the child's birthday, and every subsequent child's birthday, the class sang the song to wish them a happy birthday.

The teacher also taught them other songs to celebrate Christmas, Halloween, and so on. The children performed the songs in assembly, with actions where appropriate.

Sommaire Mathématiques – Géométrie

This French site is designed to support young native French speakers, but can equally be used to practise vocabulary relating to school lessons.

URL: <http://www.chez-merlin.com/>

(click on the red button, choose 6 – 7 ans, Maths then Géométrie)

Relevant to the following:

Unit 7 Moi et mon école – mathematical shapes and their properties



A Year 4 class were preparing to submit work to a collaborative project focusing on 'mon école'. The children had been interviewing and recording each other talking about school, describing the building and grounds, their favourite subjects and what they had been learning.

Their teacher used this program as part of one of their mathematics lessons on shape and space, which he delivered in French.

The children learned to identify and name a range of plane shapes and to describe some of the properties of these shapes. They took turns to identify the various plane shapes according to given criteria, sorting and describing them as appropriate.

Next, the teacher used an interactive whiteboard and asked different children to sort plane shapes into a Carroll diagram based on colour and shape.



Millburn Hill Road
Science Park
Coventry CV4 7JJ
Tel: 024 7641 6994
Fax: 024 7641 1418
Email: becta@becta.org.uk
URL: <http://www.becta.org.uk>

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