

Raconte-moi une histoire! (Tell me a Story)

2. Giving instructions

Prior Knowledge: It is helpful if children already recognise some key words from *Sleeping Beauty*.

Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Read carefully and show understanding of words, phrases and simple writing.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Support

Children less confident with the phonic sound should be paired sensitively for oral practice.

Extension

Practise the [R] *r* sound further by saying the nonsense tongue twister: *Un dragon gradé dégrade un gradé dragon*.

Or try: *Trois tortues trottaient sur un trottoir très étroit*. (Three tortoises trotted along a very narrow pavement).

Children write out and illustrate or use ICT to display instructions in French. They could take photographs of each other performing the actions. They import the pictures into a word process and add a caption.

Give children some regular infinitives of verbs and ask them to create instructions e.g.

sauter – sautez! Saute!

tourner – tournez! Tourne!

jouer – jouez! Joue!

dessiner – dessinez! Dessine!

Frapper - frappe ! Frappe!

Main

Revise key words from the story of *Sleeping Beauty* and repeat the actions.

Write three sentences on the board: *La fée arrive*. / *La haie grandit*. / *Le prince charmant*. Work with the class to decipher the meaning of the words, using knowledge of English (or other languages) as a support. Point out that this can sometimes be a valuable strategy to use. What class of words are *arrive*, *grandit* and *charmant*?

Sing the *La Belle* song and children perform the actions. Some will be able to join in with the key words.

Display the words: *prince*, *prends*, *ouvre*, *grandit* and *arrive*. Say the words and ask children to comment on any sound that is different from English. Practise saying the [R] *r* sound.

Look at and listen to the playground rhyme *Am stram gram*. Highlight where the *r* sound occurs. Children join in.

Create an [R] *r* page in the class word bank and add some of the words from the song.

Return to the actions and phrases from the *La Belle* song where a command is given: *prends garde à toi*, *ouvre les yeux*. Ask children what the phrase would be in English. Who is giving the command and to whom? Discuss ways of giving instructions, and compare to English.

Revise known classroom instructions and introduce any new ones from the list: *Répétez* / *Écoutez* / *Regardez* / *Levez-vous* / *Asseyez-vous* / *Levez la main* / *Taisez-vous* / *Ouvrez les yeux* / *Frappez* / *Tapez*

Display the words on the board. Can the children see a pattern? Focus again on *Ouvre les yeux* from the song. What do the children notice? Who was giving the command and to whom? What about *Ouvrez les yeux*? Can the children hear the difference? Try the same with some of the other instructions. Is it an instruction for one person or the class? Remind children of the question *Avez-vous...?* from Unit 7.

Highlight the fact that the [e] *ez* sound is the same as the *é* sound met in the previous unit (*je préfère*, *je déteste*). Remind children that they also met both these sounds in Year 3, Unit 2 (*pré*, *fermier*, *écoutez*, *répétez*).

ICT Opportunities: Use a puppet (with moveable limbs) to show different actions – record with video.

Play a version of *Jacques a dit* with classroom instructions. If you say a singular instruction, one child on each table must follow the command but if you say a plural, everyone must follow it.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Imperative or command form in the plural (<i>vous</i>) and the singular (<i>tu</i>) form e.g. <i>ouvrez / ouvre</i>.</p> <p>When comparing commands with English, note that the French uses a definite article when referring to a body part within the command e.g. in English we say 'Open your eyes', whereas in French this is <i>Ouvrez les yeux / Ouvre les yeux</i> and 'Put your hand up' is <i>Levez / Lève la main</i>.</p> <p>Also, be aware that a regular verb ending in <i>-er</i> usually changes its ending to <i>-es</i> in the 2nd person singular (<i>Comment t'appelles-tu? Où habites-tu?</i>). However, in the imperative, the final <i>s</i> is dropped – <i>Joue! Dessine! Frappe!</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Imperative or command form in the plural (<i>vous</i>) and the singular (<i>tu</i>) form e.g. <i>ouvrez / ouvre</i>.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[e] é – <i>répétez, écoutez</i>,</p> <p>[z] s – <i>aisez-vous</i> (NB: the single <i>s</i> is pronounced as a <i>z</i>)</p> <p>[s] ss – <i>asseyez-vous, dessinez, dessine</i> (NB: the double <i>s</i> is pronounced as an <i>s</i>)</p> <p>[u] ou – <i>ouvrez, ouvre, jouez, joue, tournez, tourne, vous</i></p> <p>[a] a – <i>frappez, frappe, tapez, tape</i></p> <p>[o] au – <i>sautiez, saute</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ʀ] – <i>prend, prince, arrive, frappe, ouvre, grandit, stram, gram, colégram, bourre, ratatam, dragon, gradé, dégrade, trois, tortues, trottaient, trottoir, étroit, très</i></p> <p>[e] ez – <i>répétez, écoutez, regardez, levez-vous, asseyez-vous, levez la main, aisez-vous, ouvrez les yeux, frappez, tapez</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> hear the <i>r</i> sound in French words and phrases understand and respond to classroom instructions in French understand that verbs change when giving an order in French 		<p><u>New National Curriculum Links</u></p> <p>No specific links</p>	
<p><u>Throughout the week:</u></p> <p>Play <i>Jacques a dit</i> when class are lining up, on the stairs, in the playground etc.</p> <p>Build up a collection of tongue twisters with the <i>r</i> sound.</p> <p>Investigate tongue twisters in English or other languages spoken in the class.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> Three sentences on board La belle 'There was a princess long ago' see Session 1 Text for playground rhyme <i>Am Stram Gram</i> <p><i>Am stram gram</i> <i>Pic et pic et colégram</i> <i>Bourre et bourre et ratatam</i> <i>Am stram gram.</i></p> <p>This is used as a rhyme to choose players. Children stand in a circle and as the rhyme is being said, one player points to each child in turn. The player who is pointed to on the last syllable is out.</p> <ul style="list-style-type: none"> Puppet 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Grammar point: Note that the classroom commands given in the <i>La Belle</i> song are in the familiar/singular (<i>tu</i>) form. The commands that are introduced in this session are all in the plural (<i>vous</i>) form because they address the whole class. If any children ask you about this, then give this simple explanation and remind them of <i>Avez-vous...?</i> from Unit 7. Use puppets with movable mouth (specifically for teaching phonics). You can find spoken and sung versions of French rhyme <i>Am Stram Gram</i> 			

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by using an internet search engine.	
	<ul style="list-style-type: none"> Tongue twisters: <i>Un dragon gradé dégrade un gradé dragon.</i> (a graded dragon degrades a graded dragon (nonsense phrase) <i>Trois tortues trottaient sur un trottoir très étroit.</i> (Three tortoises trotted along a very narrow pavement).

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez et répétez</i> <i>la Belle</i> <i>ma belle</i> <i>le bois dormant</i> <i>le prince</i> <i>la méchante fée</i> <i>la haie d'épines</i> <i>ouvre les yeux</i> <i>dors cent ans !</i> <i>prends garde à toi</i> <i>Regardez</i> <i>Levez-vous</i> <i>Asseyez-vous</i> <i>Levez la main</i>	Listen and repeat Sleeping Beauty My beauty the sleeping wood the prince the wicked fairy the hedge of thorns open your eyes sleep for 100 years! take care (of yourself) Look Stand up Sit down Hands up	<i>la Belle</i> <i>ma belle</i> <i>le prince</i> <i>la méchante fée</i> <i>la haie d'épines</i> <i>ouvre les yeux</i> <i>dors cent ans !</i> <i>Répétez</i> <i>Écoutez</i> <i>Regardez</i> <i>Levez-vous</i> <i>Asseyez-vous</i> <i>Levez la main</i> <i>Taisez-vous!</i>	Sleeping Beauty My beauty the prince the wicked fairy the hedge of thorns open your eyes sleep for 100 years! Repeat Listen Look Stand up Sit down Hands up Be quiet

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<i>Taisez-vous!</i>	Be quiet	<i>Extension:</i>	Extension:
<i>La fée arrive</i>	the fairy arrives	<i>aller – allez!</i>	Go!
<i>La haie grandit</i>	the hedge grows	<i>sauter – sautez!</i>	Jump!
<i>Le prince charmant</i>	the charming prince	<i>tourner – tournez!</i>	Turn!
		<i>jouer – jouez !</i>	Play!
		<i>dessiner – dessinez !</i>	Draw!