

La Rentrée (Back to School)

6. Play scripts.

Prior Knowledge: It is helpful if children already know how to give some brief information about themselves.

<u>Objectives</u>	<u>Support</u>	<u>Main</u>
<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Some children may find it easier to read from a paper script in front of them rather than from the board.</p> <p>For the final activity some groups may.</p> <p><u>Extension</u></p> <p>Some children may be able to write sentences for the script from memory. They may be able to use additional language that they have heard the teacher use in the classroom.</p>	<p>Revise the question and vocabulary from last session by playing <i>Gendarmes</i> (see Teaching Tips). If the children ask you if you have the item, remind them to use <i>Avez-vous... s'il vous plaît?</i></p> <p>Write on the board <i>J'ai un problème, il me faut un crayon</i>. Start by looking at the word <i>faut</i>. How should it be pronounced? How did children work it out? Remind them of the words put into the [o] page of the word bank in Sessions 3 and 5 and of words e.g. <i>vert</i> and <i>court</i> from Units 4 and 5.</p> <p>Can the children work out what the sentence might mean? Remind them of the game <i>Qu'est-ce qu'il me faut?</i> (What do I need?) from session 4. Give the children some thinking time in pairs and then ask them if they can read the whole sentence. Chorus it as a class using appropriate intonation. Ask individual children to substitute the classroom item and say the new sentence aloud.</p> <p>Display the play script (see Resources). Read it to the children with appropriate voices and intonation.</p> <p><u>ICT Opportunities:</u> Use a multimedia presentation to read the script.</p> <p>Read the script again and encourage the children to join in with any of the repeated phrases. Listen carefully for pronunciation especially of the [o] phoneme.</p> <p>Read the script a third time. This time, tell the children that each time you stop reading, they must continue to the end of that line. Start reading the script and encourage the children to continue reading some of the lines without you.</p> <p>Tell the children that they are going to spend the rest of the lesson creating a similar script in group and then they will practise reading it aloud in preparation for showing it to another group.</p> <p>Distribute paper copies of the script that you have prepared for the children. Some groups may simply be asked to substitute the classroom items. Others may be asked to select missing sentences from a prompt sheet and others may be asked to write some sentences from memory.</p> <p>Groups practise reading and acting out their scripts.</p> <p><u>ICT Opportunities:</u> Take digital photos of children freeze framing the play. Use photos to create a photo story.</p>

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Grammar Focus <u>For teachers:</u> Verbs – <i>falloir</i> . This is used impersonally (<i>il faut</i>) and, when followed by a noun, means ‘to need’. <i>Il me faut</i> means ‘I need’.	Grammar Focus <u>For children:</u> Asking and answering questions – remind children of the rising intonation when asking a question.	Phonics focus <u>For teachers:</u> (See Phonics focus for children)	Phonics focus <u>For children:</u> [o] au – <i>faut</i> silent final consonants – <i>faut</i> , <i>vert</i> , <i>court</i> , <i>plaît</i> , <i>vous</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> communicate with others using phrases and short sentences recognise and understand familiar words and phrases in written form write some words from memory use correct pronunciation and intonation in spoken work 	<u>New National Curriculum Links</u> English <u>Reading</u> - Years 3 - 5 Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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<u>Throughout the week</u> <ul style="list-style-type: none"> Ensure that all children have the chance to show their role-play and receive feedback from the class. Encourage children to begin to use the language from the unit during their lessons to ask for what they need. 	<u>Resources</u> <ul style="list-style-type: none"> Picture flashcards or realia for <i>Gendarmes</i>. Display copy and paper copies of the play script: 		
<u>Teaching Tips</u> To play <i>Gendarmes</i> . Agree as a class which classroom item the <i>Gendarmes</i> are going to be looking for and practise asking for it e.g. <i>As-tu une gomme?</i> Select two children to be the <i>Gendarmes</i> and ask them to leave the room. As a class decide who will hide the item to be found. The <i>Gendarmes</i> come back into the room and wander among the children asking for the item. Each child responds <i>Désolé(e), je n'en ai pas</i> unless they are the one who has hidden the item in which instance they respond <i>Voilà!</i> Once the item is found, select a new item and two new <i>Gendarmes</i> .	Maître: <i>Bonjour les enfants.</i> Enfants: <i>Bonjour Maître.</i> Maître: <i>Asseyez-vous, s'il vous plaît !</i> Xavier : <i>Oh zut ! J'ai un problème. Il me faut un crayon. Maître, avez-vous un crayon, s'il vous plaît ?</i> Maître: <i>Désolé, je n'en ai pas.</i> Fred : <i>Oh non ! Pst! Paul, as-tu un crayon, s'il te plaît?</i> Paul : <i>Voilà.</i> Xavier: <i>Merci !</i>	Corinne : <i>Merci !</i> Thibaut: <i>Oh zut ! J'ai un problème. Il me faut un taille-crayon. Maître, avez-vous un taille-crayon, s'il vous plaît ?</i> Maître: <i>Désolé, je n'en ai pas.</i> Thibaut : <i>Oh non ! Pst! Fred, as-tu un taille-crayon, s'il te plaît?</i> Fred : <i>Voilà.</i> Thibaut: <i>Merci !</i> Maître: <i>Silence, s'il vous plaît. Je fais l'appel.</i>	

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	<p><i>Corinne :</i> Oh zut ! J'ai un problème. Il me faut une gomme. Maître, avez-vous une gomme, s'il vous plaît ?</p> <p><i>Maître:</i> Désolé, je n'en ai pas.</p> <p><i>Corinne:</i> Oh non ! Pst! Sylvie, as-tu une gomme, s'il te plaît?</p> <p><i>Sylvie:</i> Voilà.</p>	<p><i>Oh non ! J'ai un problème. Il me faut un stylo. Les enfants, avez-vous un stylo, s'il vous plaît?</i></p> <p><i>Enfants:</i> Désolé, je n'en ai pas !</p> <p><i>Maître:</i> Oh zut !</p>
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Gendarmes</i></p> <p><i>As-tu un stylo s'il te plaît ?</i></p> <p><i>Avez-vous un stylo s'il vous plaît ?</i></p> <p><i>Voilà !</i></p> <p><i>Merci</i></p> <p><i>Désolé(e)</i></p> <p><i>Je n'en ai pas</i></p> <p><i>J'ai un problème</i></p> <p><i>Il me faut ...</i></p> <p><i>Qu'est-ce qu'il me faut ?</i></p> <p><i>Maître</i></p> <p><i>Silence</i></p> <p><i>Je fais l'appel</i></p>	<p>Policemen</p> <p>Do you have a pen please? (informal)</p> <p>Do you have a pen please? (formal / plural)</p> <p>Here!</p> <p>Thank you</p> <p>Sorry</p> <p>I haven't got one / any</p> <p>I have a problem</p> <p>I need ...</p> <p>What do I need?</p> <p>Teacher (lit: Master)</p> <p>Silence</p> <p>I'm calling the register</p>	<p><i>As-tu un stylo s'il te plaît ?</i></p> <p><i>Avez-vous un stylo s'il vous plaît ?</i></p> <p><i>Voilà !</i></p> <p><i>Merci</i></p> <p><i>Désolé(e)</i></p> <p><i>Je n'en ai pas</i></p> <p><i>Il me faut ...</i></p>	<p>Do you have a pen please? (informal)</p> <p>Do you have a pen please? (formal / plural)</p> <p>Here!</p> <p>Thank you</p> <p>Sorry</p> <p>I haven't got one / any</p> <p>I need ...</p>

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End of Unit Activities			
Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none">to apply the knowledge, skills and understanding in this unit	Children perform their play to another group that comments on what they have seen especially on expression and intonation.	<ul style="list-style-type: none">perform in front of a friendly audience	<p>The performance could be recorded and watched by children on the interactive whiteboard for self-assessment. They could then pick out two positive points and discuss how the performance could be improved next time (two stars and a wish).</p> <p>Children can begin to use the language in this unit during lessons to ask for what they need or to indicate if they have a problem with their work.</p>