

Je suis le musicien (I Am the Music Man)

3. I play, you play, we all play!

Prior Knowledge: It is helpful if children know the names of some of the parts of speech, e.g. verb, noun, adjective.

Objectives

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.

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

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Describe people, places, things and actions orally and in writing.

Support

It may be helpful to put children in mixed-ability pairs for the card sorting activity.

Some children may benefit from having a copy of the verb table for *jouer* in front of them in order to complete the gap-fill exercise.

Extension

Some children may be able to write their own sentences using the verb *jouer*.

Main

Play charades as at the end of Session 2, using the question *Tu joues...?*

Display a number of images of people playing instruments, either individually or in pairs or groups. Using speech bubbles, show how the verb *jouer* is conjugated in the present tense. (See Teacher Language.)

ICT Opportunities: Use a multimedia presentation to animate images and speech bubbles to appear one-by-one and to embed sound files for each speech bubble.

Display *jouer* in the present tense as a table on the board (see Grammar notes). Ask children what kind of word *jouer* is (noun, verb, adjective?) Explain that *jouer* means 'to play'.

Read the list aloud a few times and ask children to join in. Then discuss what children notice about the list. What stays the same? What changes? Have they noticed anything about the pronunciation? Which endings are silent?

ICT Opportunities: Use software on the interactive whiteboard to colour code the stem of the verb (*jou-*) and the endings (*-e, -es, -e, -ons, -ez, -ent*). See Teaching Tips.

Read the verb table again in a rap style, using gesture to support meaning, e.g. pointing at self for *je joue*, pointing at someone else for *tu joues*. Children can make suggestions for gestures for each person. Encourage all children to join in, repeating as often as is necessary.

Call out one of the phrases, e.g. *il joue* and ask children to make the appropriate gesture. Repeat with other persons (*je, tu, nous* etc).

Invite a group of four or five children (mixed boys and girls) to come to the front of the class. Invite them to help you create a tableau for each person, e.g. *je joue du piano, tu joues du piano, il joue du piano* etc.)

ICT Opportunities: Using a digital camera, take photos of children playing instruments or miming. Make a display for the present tense of *jouer*. Or make a slideshow of photos or a short film and record the rap to go with the images.

Ask children to look carefully at the verb table on the board for 1 minute then hide it then. Give pairs of children an envelope containing separate cards with the stem of the verb *jouer* (*jou-*), the different persons (*je, tu, il / elle, nous, vous, ils / elles*) and the endings (*-e, -es, -e, -ons, -ez, -ent*). Explain that the challenge is to arrange the cards into a verb table like the one on the board, with the correct endings for each person. Explain that this is called 'conjugating a verb'. Children have 5 minutes to arrange the cards in the right order and practise saying them with their partners.

When children have completed the task, discuss what they found easy/difficult. Display the verb table on the board and ask children to check their versions against the correct version. Were there any common mistakes?

Give children a gap-fill exercise, either on a worksheet or on the board, where they complete a number of simple sentences (e.g. *je... du piano / nous... de la guitare*) with the correct form of the verb.

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Grammar <u>For teachers:</u> Present tense conjugation of <i>jouer</i> . <i>Jouer</i> is a regular <i>–er</i> verb, which means that the pattern of conjugation is the same as for all regular verbs ending in <i>–er</i> (e.g. <i>parler</i> – to speak, <i>donner</i> – to give, <i>visiter</i> – to visit). It is helpful if you display verbs in a table and use the same format every time you look at a new verb or tense. The order of person should be as follows:	<table><tr><td><i>je</i></td></tr><tr><td><i>tu</i></td></tr><tr><td><i>il / elle</i></td></tr><tr><td><i>nous</i></td></tr><tr><td><i>vous</i></td></tr><tr><td><i>ils / elles</i></td></tr></table>	<i>je</i>	<i>tu</i>	<i>il / elle</i>	<i>nous</i>	<i>vous</i>	<i>ils / elles</i>	Grammar <u>For children:</u> Present tense conjugation of <i>jouer</i> . Introduction of grammatical concepts of ‘person’, and ‘conjugation’.	Phonics focus <u>For teachers:</u> No specific focus.	Phonics focus <u>For children:</u> No specific focus.
<i>je</i>										
<i>tu</i>										
<i>il / elle</i>										
<i>nous</i>										
<i>vous</i>										
<i>ils / elles</i>										

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Understand that verbs are conjugated Conjugate <i>jouer</i> in the present tense Make simple sentences independently in both speech and writing 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Writing</u> – Years 3 – 4</p> <p>Pupils should be taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Pupils should be taught to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</p>
<p><u>Throughout the week</u></p> <p>Chant the rap of <i>jouer</i>. Play charades with <i>jouer</i>.</p> <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> The interactive whiteboard is a useful resource for teaching grammar points, as it is easy to scaffold learning visually, e.g. by using colour coding or the ‘drag and drop’ function. In order to help children understand the concept of ‘person’ when conjugating verbs, work in a large space like the hall and call out the different people, asking children to get into the appropriate groups for each one, e.g. <i>je</i> – children stand on their own pointing to themselves, <i>tu</i> – children find a partner and point to them, <i>il</i> – find a boy and point to him, <i>elle</i> – find a girl and point to them, <i>nous</i> – stand in a group and make a ‘huddle’ as in football, <i>vous</i> – use both hands to point to two or more people, <i>ils</i> – make groups of boys, <i>elles</i> – make groups of girls. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Images of people playing instruments Interactive whiteboard Envelopes and word cards for conjugating <i>jouer</i>

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>le verbe</i>	the verb	<i>jouer</i>	to play
<i>jouer</i>	to play	<i>je joue</i>	I play
<i>je joue</i>	I play	<i>tu joues</i>	you play (singular)
<i>tu joues</i>	you play (singular)	<i>il/elle joue</i>	he/she plays
<i>il/elle joue</i>	he/she plays	<i>nous jouons</i>	we play
<i>nous jouons</i>	we play	<i>vous jouez</i>	you play (plural)
<i>vous jouez</i>	you play (plural)	<i>ils/elles jouent</i>	they play
<i>ils/elles jouent</i>	they play		
<i>...du piano</i>	the piano	<i>...du piano</i>	the piano
<i>...du violon</i>	the violin	<i>...du violon</i>	the violin
<i>...du trombone</i>	the trombone	<i>...du trombone</i>	the trombone
<i>...de la guitare</i>	the guitar	<i>...de la guitare</i>	the guitar
<i>...de la batterie</i>	the drums	<i>...de la batterie</i>	the drums
<i>...de la flûte à bec</i>	the recorder	<i>...de la flûte à bec</i>	the recorder
<i>Regardez le tableau (interactif)</i>	Look at the (interactive) whiteboard		
<i>Mettez les cartes dans le bon ordre</i>	Put the cards in the right order		
<i>Conjuguez le verbe</i>	Conjugate the verb		