

Je suis le musicien (I Am the Music Man)

5. It's a rap!

Prior Knowledge: It is helpful if children already understand the concept of tense and present and future as used in language.

<u>Objectives</u>	<u>Support</u>	<u>Main</u>
<p>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.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>When working on activities in groups, ensure groups are mixed ability.</p> <p><u>Extension</u></p> <p>Some children may be able to use the future tense confidently in the second and third person, e.g. <i>tu vas jouer, il va jouer, elle va jouer.</i></p>	<p>Tell children that at the end of this unit the class will be holding a music contest for which they will work in groups to create a song or rap. They will need to choose a name for their group and will be interviewed by the judge(s) before their performance.</p> <p>Explain that in the interview children will be asked what they are going to be playing. Introduce the structure <i>Je vais jouer + instrument</i> by holding up a picture or miming and saying, e.g. <i>Je vais jouer de la guitare.</i> (I'm going to play the guitar). Children listen and repeat. Continue with other instruments. Introduce <i>Je vais chanter</i> (I'm going to sing) and practise as a class.</p> <p>Ask children what they notice about the difference between the future and the present tense. Display the phrase <i>je vais jouer de la guitare</i> and highlight <i>vais</i>, explaining that as in English, French uses <i>going to</i> in the future, e.g. I am going to play the guitar. Show children a number of sentences in both the present and the future tense and ask children to work with a partner and translate them, e.g. <i>Je joue du piano / Je vais jouer du piano. Je joue de la batterie / Je vais jouer de la batterie. Je joue du triangle / Je vais jouer du triangle.</i> After a few minutes ask for volunteers to translate the sentences for the class.</p> <p>Play <i>Futur ou Présent?</i> Say a number of sentences using either <i>Je joue du/de la</i> or <i>Je vais jouer du/de la</i>, beginning with a sentence in the future, e.g. <i>Je vais jouer du piano.</i> Ask children to listen carefully and to step forward if the sentence is in the future and to remain where they are if it is in the present. This game works well when played in a large space.</p> <p>Invite children to offer suggestions for the interview questions, using known language. Organise these into a simple interview (see Resources) and ask each group to nominate a spokesperson, to be the interviewee. Include the question <i>Qu'est-ce que tu vas faire?</i> (What are you going to do?) to elicit the response <i>Je vais jouer + instrument</i> or <i>Je vais chanter</i>. Explain that every child in the group will need to answer this question. Discuss with children what they could do if they didn't understand one of the questions. Revise language learned in previous units with which children can ask for clarification, e.g. <i>Répétez, s'il vous plaît.</i></p> <p><u>ICT Opportunities:</u> Using self-authoring software, create a cycle of re-ordering exercises where children put together the phrases of model dialogues.</p> <p>Put children into groups and give them time to put together a short rap or song, using a variety of words and phrases from both this unit and previous units, e.g. <i>J'aime la musique pop, c'est génial! Moi, je vais chanter, moi, je vais jouer, moi je vais jouer de la guitare.</i> They can use percussion or alternatively use a keyboard, CD or music software to play a rhythmic backing track. If children are learning instruments, they could play these.</p> <p>Practise the question <i>Qu'est-ce que tu vas faire?</i> as a whole class, asking children to listen and repeat the phrase a number of times. Ask for 2 or 3 volunteers to help you interview the groups using the interview questions discussed earlier.</p> <p>Ask for volunteers to say a <i>Je vais</i> phrase. After each child has spoken, repeat what they have said, but using the name of the child and <i>va</i> instead of <i>vais</i>, e.g. <i>Jade va jouer de la guitare.</i> In groups, children play a memory game. They say what they are going to play and then go around the circle listing what the other children are going to play e.g. the first child might say <i>Je vais chanter.</i> The second child might then say <i>Je vais jouer du piano.</i> <i>Mark va chanter.</i> The third child might continue with <i>Je vais jouer de la guitare, Jasmin va jouer du piano et Mark va chanter,</i> and so on.</p> <p>If you have time, invite one or two groups to give a quick performance of their 'work in progress'.</p>

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Grammar		Grammar	Phonics focus	Phonics focus																		
<u>For teachers:</u>		<u>For children:</u>	<u>For teachers:</u>	<u>For children:</u>																		
The concept of future in French can be expressed in a number of ways. In this session the construction <i>aller</i> + infinitive is used. However, only the first and second person singular forms (<i>je vais jouer</i> , <i>tu vas jouer</i>) are used. For teachers wishing to extend their knowledge further, please see the table here:	<table><tr><td><i>je</i></td><td><i>vais</i></td><td><i>jouer</i></td></tr><tr><td><i>tu</i></td><td><i>vas</i></td><td><i>jouer</i></td></tr><tr><td><i>il / elle / on</i></td><td><i>va</i></td><td><i>jouer</i></td></tr><tr><td><i>nous</i></td><td><i>allons</i></td><td><i>jouer</i></td></tr><tr><td><i>vous</i></td><td><i>allez</i></td><td><i>jouer</i></td></tr><tr><td><i>ils / elles</i></td><td><i>vont</i></td><td><i>jouer</i></td></tr></table>	<i>je</i>	<i>vais</i>	<i>jouer</i>	<i>tu</i>	<i>vas</i>	<i>jouer</i>	<i>il / elle / on</i>	<i>va</i>	<i>jouer</i>	<i>nous</i>	<i>allons</i>	<i>jouer</i>	<i>vous</i>	<i>allez</i>	<i>jouer</i>	<i>ils / elles</i>	<i>vont</i>	<i>jouer</i>	First and second person of immediate future tense of <i>jouer</i> : <i>je vais jouer</i> <i>tu vas jouer</i> Extension : <i>il / elle va jouer</i> <i>jouer</i> + du/ de la /des (with a musical instrument)	[ɛ] ai – aime , vais [ɔ̃] on – bonjour , violon [ɔn] onne – bonne , trombone	No specific focus.
<i>je</i>	<i>vais</i>	<i>jouer</i>																				
<i>tu</i>	<i>vas</i>	<i>jouer</i>																				
<i>il / elle / on</i>	<i>va</i>	<i>jouer</i>																				
<i>nous</i>	<i>allons</i>	<i>jouer</i>																				
<i>vous</i>	<i>allez</i>	<i>jouer</i>																				
<i>ils / elles</i>	<i>vont</i>	<i>jouer</i>																				
<i>jouer</i> + du / de la / des (with a musical instrument)																						

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Use the immediate future tense to say what they are going to do • Join in a short conversation, asking and answering questions • Create a song or rap in French 	<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 plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn</p>
<p><u>Throughout the week</u></p> <p>Practise interviews as a class and in groups.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Interactive whiteboard • Backing track for song or rap • Self-authoring software • Example text for interview <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Teacher: <i>Bonjour.</i></p> <p>Child: <i>Bonjour.</i></p> <p>Teacher: <i>Comment tu t'appelles?</i></p> <p>Child: <i>Je m'appelle ...</i></p> <p>Teacher: <i>Et le groupe?</i></p> <p>Child: <i>Les ...</i></p> <p>Teacher: <i>Tu aimes la musique pop?</i></p> </div> <div style="width: 45%;"> <p>Child: <i>Oui, j'aime la musique pop. C'est super!</i></p> <p>Teacher: <i>Qu'est-ce que tu vas faire?</i></p> <p>Child: <i>Je vais jouer de la guitare.</i></p> <p>Teacher: <i>Bonne chance, au revoir!</i></p> <p>Child: <i>Merci, au revoir!</i></p> </div> </div>
<p><u>Teaching Tips:</u></p> <ul style="list-style-type: none"> • There are a number of popular music contests on French television which you can find easily using an internet search engine. You may like to show children an extract from one of these contests to compare with similar British programmes. • You may find it helpful to create a timeline in both English and French so that children have a visual representation of the past, present and future. For example, in the middle you might write 'today / aujourd'hui' and to the left, 'yesterday / hier' and to the right 'tomorrow / demain'. You can then add verb tenses and phrases to the timeline when appropriate. 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Changez de temps !</i>	Change the beat!	<i>le saxophone</i>	the saxophone
<i>le saxophone</i>	the saxophone	<i>le piano</i>	the piano
<i>le piano</i>	the piano	<i>le violon</i>	the violin
<i>le violon</i>	the violin	<i>le violoncelle</i>	the cello
<i>le violoncelle</i>	the cello	<i>le djembé</i>	the djembe
<i>le djembé</i>	the djembe	<i>le triangle</i>	the triangle
<i>le triangle</i>	the triangle	<i>la guitare</i>	the guitar
<i>la guitare</i>	the guitar	<i>la flûte</i>	the flute
<i>la flûte</i>	the flute	<i>la flûte à bec</i>	the recorder
<i>la flûte à bec</i>	the recorder	<i>la clarinette</i>	the clarinet
<i>la clarinette</i>	the clarinet	<i>la batterie</i>	drums (kit)
<i>la batterie</i>	drums (kit)	<i>la trompette</i>	the trumpet
<i>la trompette</i>	the trumpet	<i>la harpe</i>	the harp
<i>la harpe</i>	the harp	<i>Je vais jouer du/de la/des...</i>	I am going to play the...
<i>les maracas</i>	the maracas	<i>Je vais jouer des maracas.</i>	I am going to play the maracas.
<i>Je vais jouer du/de la/des...</i>	I am going to play the...	<i>Je vais chanter</i>	I am going to sing.
<i>Je vais jouer des maracas.</i>	I am going to play the maracas.		
<i>Je vais chanter</i>	I am going to sing.	<i>Qu'est-ce que tu vas faire ?</i>	What are you going to do?
		<i>Comment tu t'appelles ? Je m'appelle...</i>	What's your name? My name is...
<i>Qu'est-ce que tu vas faire ?</i>	What are you going to do?	<i>Et le groupe ?</i>	And the group?
<i>Comment tu t'appelles ? Je m'appelle...</i>	What's your name? My name is...	<i>C'est quel style de musique ? C'est ...</i>	What style of music is it? It's
<i>Et le groupe ?</i>	And the group?	<i>Tu aimes...?</i>	Do you like...?
<i>C'est quel style de musique ? C'est ...</i>	What style of music is it? It's	<i>J'aime/ Je n'aime pas/ je préfère</i>	I like/I don't like/I prefer
<i>Tu aimes...?</i>	Do you like...?		
<i>J'aime/ Je n'aime pas/ je préfère</i>	I like/I don't like/I prefer	<i>la musique jazz</i>	jazz music
		<i>la musique reggae</i>	reggae music
<i>la musique jazz</i>	jazz music	<i>la musique pop</i>	pop music

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<i>la musique reggae</i>	reggae music	<i>la musique classique</i>	classical music
<i>la musique pop</i>	pop music	<i>la musique folklorique</i>	folk music
<i>la musique classique</i>	classical music	<i>C'est super/cool/ chouette/ génial!</i>	It's super/ cool/ great/ brilliant!
<i>la musique folklorique</i>	folk music	<i>C'est nul/ affreux/ ennuyeux!</i>	It's rubbish/ awful/ boring!
<i>C'est super/cool/ chouette/ génial!</i>	It's super/ cool/ great/ brilliant!		
<i>C'est nul/ affreux/ ennuyeux!</i>	It's rubbish/ awful/ boring!	<i>Bonne chance</i>	Good luck
		<i>Répétez s'il vous plaît.</i>	<i>Repeat, please.</i>
<i>Bonne chance</i>	Good luck	<i>Parlez moins vite s'il vous plaît</i>	<i>Speak more slowly please.</i>
<i>Répétez s'il vous plaît.</i>	<i>Repeat, please.</i>	<i>Je ne comprends pas.</i>	<i>I don't understand.</i>
<i>Parlez moins vite s'il vous plaît</i>	<i>Speak more slowly please.</i>	<i>Encore une fois, s'il vous plaît.</i>	<i>One more time, please.</i>
<i>Je ne comprends pas.</i>	<i>I don't understand.</i>		
<i>Encore une fois, s'il vous plaît.</i>	<i>One more time, please.</i>		