

Notre école (Our school)

5. Break time

Prior Knowledge: It is helpful if children already know *j'ai mangé* and *j'ai bu* from Unit 14.

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.

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

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Support

In the fifth activity, accept just the name of an activity from less confident children.

Extension

Encourage more confident children to personalise the example activities by changing key words, and adding the people with whom they did the activities.

Main

Sing 'The Timetable Song' from Session 4.

Show a timetable that shows breaks and lunchtimes. Make statements about the times of these, e.g. *La récré est à onze heures. Le déjeuner est à treize heures moins le quart.* (Break is at 11.00. Lunch is at 12.45pm.) Ask the question *Qu'est-ce que tu as fait pendant la récré hier?* and tell the children *Moi, j'ai mangé une banane et j'ai bu du café. J'ai travaillé.* (I ate a banana and drank some coffee. I worked.) What do children think you said? If you have past, present and future posters (see Unit 17, Session 2) on display, ask children to use these to look for 'clue' words, e.g. *hier* that could help.

Teach the phrases *J'ai joué au football, J'ai dansé, J'ai parlé avec mes copains/copines, J'ai travaillé, J'ai aidé Madame/Monsieur ..., J'ai chanté* (I played football, I danced, I spoke to my friends (m/f), I worked, I helped Mrs/Mr ..., I sang) using mimes or pictures. Explain that these are past tenses. Practise the new structures with a variety of games.

Remind children of the phrases *J'ai mangé* (I ate) and *J'ai bu* (I drank), from Unit 14. Ask children to change the phrase *J'ai joué au football* by using other sports, from Unit 10, e.g. *J'ai joué au tennis / au pingpong*, etc.

ICT Opportunities: Using a self-authoring package, create word cards of the break time activities in the past, which the children have to drag into the correct order. Use a visual prompt for less confident children.

Remind the children of the phrases learned in Unit 7, e.g. *j'aime danser, j'aime chanter*. Ask them to compare these with the new phrases *j'ai dansé, j'ai chanté*. Highlight *danser / dansé / chanter / chanté* and read them aloud. What do children notice about the sound of the words? If children wanted to find these words in a dictionary, which would they find? Children can use dictionaries to check. Explain that these are called infinitives and translate as 'to dance, to sing' etc. Encourage children to articulate how the infinitive changes to make a past tense.

Show children a series of images on the board representing the break time activities. Each picture has a letter. Ask children to number 1–8 on mini-whiteboards. Read out eight statements corresponding to the images, e.g. *Pendant la récré, j'ai dansé avec mes copines. C'était super!* Children write the corresponding letter next to each number, e.g. '1C'.

Teach the question *Qu'est-ce que tu as fait pendant la récré?* (What did you do at break time?) Play *Cherche ton groupe* (Find Your Group): give each child a card with images of two activities, e.g. football / dancing. (At least two other children should have the same card.) Tell children to keep their cards hidden. They find their group by walking around and asking *Qu'est-ce que tu as fait (pendant la récré)?* Children should try to answer in full sentences, e.g. *J'ai joué au pingpong*.

On the interactive whiteboard, display a series of photographs of children (children in the class, if possible) doing a variety of break time activities. Underneath each picture, write – with the help of the children – a sentence in the perfect tense explaining what that child would say if asked *Qu'est-ce que tu as fait pendant la récré?*

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>The verbs introduced in the perfect tense in this session are all regular <i>-er</i> verbs. This means that they are conjugated in the same way as <i>manger</i> (see Unit 14, Session 1), with <i>avoir</i> (to have) as the auxiliary verb and with the past participle ending in <i>-é</i>.</p> <p>The <i>tu</i> form of the verb appears in the question:</p> <p><i>Qu'est-ce que tu as fait ?</i> = What did you do?</p> <p>N.B. For their own information, teachers should know that this question is sometimes phrased differently:</p> <p><i>Qu'as-tu fait?</i></p> <p>The use of <i>moi</i>, at the beginning of a statement is a way of stressing who did something:</p> <p><i>Moi</i>, <i>j'ai mangé une banane</i> = I ate a banana</p> <p>In English we would convey this idea by emphasising the word 'I'.</p> <p>To emphasise 'you', use <i>toi</i> in a similar way:</p> <p><i>Moi</i>, <i>j'ai bu du café</i>, <i>mais toi</i>, <i>tu as bu de l'eau</i> = I drank coffee, but you drank water</p> <p>(Grammatically, <i>moi</i> and <i>toi</i> are sometimes referred to as 'emphatic pronouns' because they are used to show emphasis. The full list of emphatic pronouns is: <i>moi, toi, lui, elle, soi, nous, vous, eux, elles</i>.)</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Talking about what you did (using the perfect tense):</p> <p><i>J'ai joué...</i></p> <p><i>J'ai parlé...</i></p> <p><i>J'ai dansé...</i></p> <p><i>J'ai aidé...</i></p> <p><i>J'ai travaillé</i></p> <p><i>J'ai chanté...</i></p> <p>Draw children's attention to the pattern in these verbs i.e. they all start with <i>j'ai</i> and they all have an <i>-é</i> at the end.</p> <p>Explain that this is how you talk about what you did – at break time, yesterday, last weekend etc.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[e] er/é – <i>mangé, dansé, manger, danser, récré, déjeuner</i>,</p> <p>[ɛ] ai/ait – <i>j'ai, c'était, fait, est</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus</p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Say what time certain activities happen, e.g. break time, lunchtime Understand how to change an infinitive into a past tense Say what they did at break time 	<p><u>New National Curriculum Links</u></p>
<p>Throughout the week:</p> <p>Ask children what they did at break time. Develop this into a daily routine that will last beyond the length of this unit of work.</p> <p>Children sing 'The Timetable Song'.</p>	<p>Resources</p> <ul style="list-style-type: none"> A timetable showing breaks and lunchtimes Pictures, photos or symbols showing break time activities Activity cards for Find Your Group game
<p>Teaching Tips</p> <ul style="list-style-type: none"> The question <i>Qu'est-ce que tu as fait ?</i> (What did you do?) can be used in many different contexts and as children's vocabulary increases can become part of their everyday incidental language. For example, you might ask children during morning registration <i>Qu'est-ce que tu as fait hier soir?</i> (What did you do yesterday evening?) and on a Monday, <i>Qu'est-ce que tu as fait ce weekend ?</i> (What did you do this weekend?) <i>La récré</i> is informal and will almost always be used by French children. <i>La récréation</i> on the other hand is formal and is the term that would be used by the teachers and other adults in the school. In the Find Your Group game, less confident children can be given cards showing just one activity. 	

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>On va chanter la chanson, 'L'Emploi du temps'.</i>	We're going to sing the 'Timetable' song	<i>J'ai mangé / bu</i>	I ate / drank
<i>La récré/ Le déjeuner est à</i>	Break/ Lunch is at....	<i>Qu'est-ce que tu as fait pendant la récré?</i>	What did you do at break time?
<i>Qu'est-ce que tu as fait pendant la récré</i>	What did you do at break time	<i>J'ai joué...</i>	I played...

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<p><i>hier ?</i></p> <p><i>Moi, j'ai mangé une banane et j'ai bu du café. J'ai travaillé.</i></p> <p><i>J'ai joué...</i></p> <p><i>J'ai parlé...</i></p> <p><i>J'ai dansé...</i></p> <p><i>J'ai aidé...</i></p> <p><i>J'ai travaillé</i></p> <p><i>J'ai chanté...</i></p> <p><i>au football</i></p> <p><i>au tennis</i></p> <p><i>au hockey</i></p> <p><i>au pingpong</i></p> <p><i>ex. Pendant la récré, j'ai dansé avec mes copines. C'était super!</i></p> <p><i>Cherche ton groupe.</i></p>	<p>yesterday?</p> <p>I ate a banana and drank some coffee. I worked.</p> <p>I played...</p> <p>I spoke...</p> <p>I danced...</p> <p>I helped...</p> <p>I worked</p> <p>I sang...</p> <p>football</p> <p>tennis</p> <p>hockey</p> <p>ping pong</p> <p>e.g. During break, I danced with my friends. It was super!</p> <p>Find your group.</p>	<p><i>J'ai parlé...</i></p> <p><i>J'ai dansé...</i></p> <p><i>J'ai aidé...</i></p> <p><i>J'ai travaillé</i></p> <p><i>J'ai chanté...</i></p> <p><i>au football</i></p> <p><i>au tennis</i></p> <p><i>au hockey</i></p> <p><i>au pingpong</i></p> <p><i>ex. Pendant la récré, j'ai dansé avec mes copines. C'était super!</i></p>	<p>I spoke...</p> <p>I danced...</p> <p>I helped...</p> <p>I worked</p> <p>I sang...</p> <p>football</p> <p>tennis</p> <p>hockey</p> <p>ping pong</p> <p>e.g. During break, I danced with my friends. It was super!</p>
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