

Notre école (Our school)

1. What's the time?

Prior Knowledge: It is helpful if children already know how to tell the time on the hour and half hour and digital times.

Objectives

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

Broaden their vocabulary
and develop their ability to
understand new words that
are introduced into familiar
written material, including
through using a dictionary;
**write phrases from
memory,** and adapt these to
create new sentences, to
express ideas clearly.

Support

Some children will
benefit from having a
model to adapt when
saying the half hour
times.

Extension

More confident
children can take on
the role of the
teacher when
practising the
question *Quelle
heure est-il?*

Main

Ask children the question *Quelle heure est-il?* to see if they can remember what this means. Remind them of what they learned in Unit 11. Revise times on the hour with a large clock face.

ICT opportunities: Using presentation software, show the children a clock face with its hands set at one o'clock. Copy the slide eleven times and rotate the hands so they display the time on the hour every hour.

Revise *Il est midi* (It is midday) and *Il est minuit* (It is midnight). Ask children to recall strategies they used to remember these. Remind them of what they learned in Unit 11. Practise saying times using the 24-hour clock.

ICT opportunities: Add a sun and a moon image to the presentation and change the background of each slide so they get progressively darker according to their time of day.

Using small clock faces, play *Montrez-moi* (Show Me). Give children a time on the hour to which they set their clocks. On the instruction *Montrez-moi* they show their clocks. In pairs, children play *Montrez-moi*.

Revise the time on the half-hour. Children repeat in chorus, e.g. *Il est cinq heures et demie* (It is half past five).

Perform a Mexican wave (see Unit 6, Session 1) where each child quickly stands up, says a time on the half-hour and sits down again. Children can either make up a time or say one that you show on the clock face.

Display in written form *Il est ...* and highlight the pronunciation of *est* [e]. Ask children to suggest times on the half-hour to make sentences, e.g. *Il est huit heures et demie* (08.30). Ask children to read the sentences aloud.

ICT opportunities: Using a self-authoring package, create an exercise where the children re-order word cards by dragging them into their correct position. Less confident children can use picture-prompts of a clock face.

Children practise asking the question *Quelle heure est-il?* in pairs.

Give children a range of times on the half-hour and ask them to write them as a digital time using mini-whiteboards, e.g. *Il est onze heures et demie* (11.30). Then swap – give children the digital time and they write the sentence.

ICT opportunities: Using a self-authoring package, create a matching activity where children pair up pictures of digital times and their text equivalent. For a listening activity, use sound files instead of text.

Ask children if they remember the times of the school day in France or other French-speaking countries and compare with England (see Unit 14, Session 1). What are the advantages / disadvantages of each system?

ICT opportunities: Find a timetable from a French school's website and use it as a stimulus for discussion.

Notre école (Our school)

1. What's the time?

<p>Grammar</p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>N.B. When talking about 'half past' the hour, e.g. <i>il est une heure et demie, il est deux heures et demie</i>, the word <i>demie</i> has an e on the end (it is feminine because it refers to <i>heure</i>). However, for half past midday or midnight, <i>demi</i> appears in the masculine form, e.g. <i>il est midi et demi. il est minuit et demi.</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking and answering questions – <i>Quelle heure est-il? Il est ...</i></p> <p>Telling the time – Note that the French form <i>il est ... heure(s)</i> literally translates as 'It is ... hour(s)', which explains why <i>heure</i> is sometimes written in the singular form, without the final –s, e.g. <i>il est une heure</i> but <i>il est deux heures</i>.</p> <p>Because <i>heure</i> is a feminine word, we use <i>une</i> rather than <i>un</i>.</p> <p>The <i>h</i> at the start of <i>heure</i> is silent, so the children will be able to hear the final sound from the preceding number which is usually not pronounced:</p> <p><i>Il est deux heures / Il est trois heures.</i></p> <p>The –s and the -x sound is pronounced as a z in the following examples:</p> <p><i>Il est trois heures / Il est six heures / Il est dix heures.</i></p> <p>The –f sound at the end of <i>neuf</i> is pronounced as a v: <i>Il est neuf heures.</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>(See Phonics focus for children)</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Silent final consonant – <i>deux, est, et, trois, vingt</i></p> <p>Note that the final <i>t</i> in <i>est</i>, which is usually silent, is sounded in the question <i>Quelle heure est-il?</i> because of the following vowel (<i>est-il</i>)</p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Tell the time on the half-hour • Use the 24-hour clock • Write times from memory 	<p><u>New National Curriculum Links</u></p>		
<p><u>Throughout the week</u></p> <p>Practise asking and answering questions about the time. Make this activity part of your daily class routines.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Large clock face • Small clock faces • Mini-whiteboards • Presentation software • Self-authoring package for creating interactive activities • Access to an internet search engine 		
<p><u>Teaching Tips</u></p> <p>You could ask children to produce a display comparing a timetable from their school with one from a French school. You might also publish the self-authoring activities on the school blog so that the children can practise re-ordering and matching analogue and digital times with text or sound files at home out of school hours to extend their learning.</p>			

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
---------------------------	------------------	-------------------------------	---------------------

Notre école (Our school)

1. What's the time?

<i>Quelle heure est-il ?</i> <i>Il est midi / minuit</i> <i>Montrez-moi</i> <i>Il est une heure et demie</i> <i>Il est deux heures et demie, etc.</i> <i>Répétez</i> <i>On va jouer au...</i>	<i>What time is it?</i> It is midday / midnight Show Me It is half past one It is half past two, etc. Repeat (pl.) We're going to play...	<i>Il est midi/minuit</i> <i>Il est une heure et demie</i> <i>Il est deux heures et demie, etc.</i>	It is midday/midnight It is half past one It is half past two, etc.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------