

Moi (All about me)

1. Languages we speak

Prior Knowledge: It is helpful if children already know how to work with a talk partner

Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

Support

Some children will need to be encouraged to look carefully at the face/mouth of the person modelling the new language when new words are introduced.

Extension

Some children may like to present their dialogue with a partner in front of the class. Alternatively, they could record their dialogue using a digital camera or sound recorder.

Main

Introduce *Bonjour!* (Hello!) Walk around the room shaking children's hands and greet several children. Encourage children to practise these greetings with other children on their table or by walking round the room and meeting other class members. Explain that children will be learning French.

Tell the class about languages that you speak or have contact with.

Invite children to have a similar discussion with their talk partner and report back to the class.

Ask children where English is spoken in the world and show them where some of these places are.

ICT Opportunities: Use Google Earth to 'fly' to Francophone countries around the world.

Ask children where French is spoken in the world. Invite a few children to find some of these countries on a map and show them that French is spoken in many countries around the world. Highlight on the map how close France is to the UK. Ask children to discuss with partners for a couple of minutes what they know about France and feedback. Then ask them to think about any of the other countries where French is spoken – what do they know about e.g. Canada? Senegal? Martinique?

Ask the children to practise the sound [ʒ] 'j' using the commands *écoutez* and *répétez (s'il vous plaît)*. Explain that many sounds in French are made at the front of their mouth. Make the sound yourself, exaggerating the shape of your lips. Ask children to practise saying *Bonjour* again and see if they can hear a difference.

Consolidate greetings by listening to a song or watching a video clip where children are greeting one another using *Bonjour*.

ICT Opportunities: Using a DVD or video clip provides a role model for pronunciation within an authentic context.

Grammar

For teachers:

The teacher's language includes examples of commands to be used with children. These imperatives take two forms: use the first one with the whole class (*Écoutez*) and the second one to speak to an individual child (*Écoute*)

Grammar

For children:

No specific grammar

Phonics focus

For teachers:

[ʒ] j – *bonjour*

[ɔ̃] on – *bonjour*

[wa] oi – *au revoir*

Phonics focus

For children:

[ʒ] j – *bonjour*

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • understand that English is spoken in countries other than the UK • understand that French is a language spoken in France and elsewhere • respond to and say <i>Bonjour!</i> 	<p><u>New National Curriculum Links</u></p> <p>Geography – Key Stage 2</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<p><u>Throughout the week:</u></p> <p>Encourage children to answer the register in a language other than English.</p> <p>Create a class display showing flags and locations of countries where French is spoken.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Maps, globes and atlases • Flags to show on a class display where French is spoken • A song about greetings Computer/DVD player • Video clip of French speaking children greeting one another
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Use lots of praise, e.g. <i>Bravo! Super! Excellent! Très bien!</i> (Very good!) • It is a good idea to use incidental language like <i>s'il vous plaît</i> and <i>merci, oui</i> and <i>non</i> from the outset so that children are able to pick up the expressions and use them actively from an early point. • When children are moving around the room, ensure that they can do so safely and sensibly, for example, by asking a group of children to demonstrate. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Bonjour!</i> <i>Au revoir !</i> <i>Super, bravo, très bien!</i> <i>Écoutez/Écoute</i> <i>Répétez/Répète</i> <i>S'il vous plaît</i> <i>Merci</i> <i>Oui/non</i>	Hello! Goodbye! Super, great, very good! Listen (plural/singular) Repeat (plural/singular) Please Thank you Yes/no	<i>Bonjour!</i> <i>Au revoir !</i>	Hello! Goodbye!