

## **Moi (All about me)**

### **4. Names**

**Prior Knowledge:** Knowing the difference between vowels and consonants will be helpful to children in this session.

<p><b><u>Objectives</u></b></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; <b>ask and answer questions</b>; express opinions and respond to those of others; seek clarification and help</p> <p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words.</p>	<p><b><u>Support</u></b></p> <p>Some children may feel more comfortable speaking through a puppet.</p> <p>The shorter form of the question <i>et toi?</i> rather than <i>Comment tu t'appelles?</i> may be easier for some children.</p> <p><b><u>Extension</u></b></p> <p>More able and confident children could be asked to model their dialogue at the front of the class. Some could perform from memory.</p> <p>Some children could be encouraged to write their dialogue</p>	<p><b><u>Main</u></b></p> <p>Ask children how they would get your attention to ask you a question to elicit <i>S'il vous plaît Maître/Maîtresse</i> . Tell them that they can use the phrase <i>Répétez s'il vous plaît</i> (which they will have heard you using in previous sessions) if they would like you to repeat a phrase they didn't understand. Use a puppet to model this and then practise the phrase as a whole class. Encourage children to use it during the lesson.</p> <p>Prepare a dialogue on the board (see Teaching Tips). Explain to the children that this is a conversation between two children e.g. Harry and Alice and read the conversation aloud.</p> <p>Can children guess the meaning of <i>et toi?</i> Highlight <i>Salut!</i> Ask children if they notice anything about the spelling of <i>Salut</i> i.e. silent <i>t</i>. Can they spot another word with a silent <i>t</i> i.e. <i>et</i>. Revise the meaning of 'consonant' in English and give the French word – <i>une consonne</i>. Explain that if the final letter is a consonant, it is often silent in French.</p> <p>Ask children to give you the 5 vowels in the English language. Introduce the French word for vowel, <i>une voyelle</i> and point to individual letters on the board to reinforce in French whether they are vowels or consonants. Explain that French uses the same vowels but they are pronounced differently. Introduce and model the letter names of the French vowels. Children repeat. Take one of the vowels and ask for a word from the dialogue which contains that vowel. Repeat for each of the vowels.</p> <p>Remove the dialogue from the board. Give pairs of children cut-up strips of paper with the Alice/Harry dialogue. Ask children to order the strips correctly to make a simple conversation between two children and read it aloud using their own names. Invite some pairs to read their conversations aloud.</p> <p>Show a video clip of children greeting each other and introducing themselves. Can they remember any of the names that they heard? Were any of the names similar to / different from ones that they know?</p> <p>Use a puppet to model the question <i>Comment tu t'appelles?</i> and reply with your name Madame/Monsieur..... Use the puppet around the room, so that children can respond individually. Repeat the question <i>Comment tu t'appelles?</i> Model the response <i>Je m'appelle ...</i> and class repeat. Practise the pronunciation of <i>Je m'appelle</i> several times. Using the puppet again around the room to practise <i>Comment tu t'appelles?</i> and the response <i>Je m'appelle ...</i> Reinforce pronunciation by getting children to respond in different voice tones and speeds.</p> <p><b><u>ICT Opportunities:</u></b> Combine text with graphics using clip art. Children find a suitable picture to illustrate <i>Je m'appelle</i>. Alternatively they can take digital photos of each other to illustrate the text. Children can also add speech bubbles with greetings and manipulate the font and colour of the new language <i>Bonjour! Salut! Je m'appelle...</i></p> <p>Finish the session by waving and saying <i>Au revoir la classe</i>. Children respond.</p>
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<b>Grammar</b> <u>For teachers:</u> <p>The pronoun <i>toi</i> is used rather than <i>tu</i> in the question <i>et toi?</i> to add emphasis ('and you?')</p> <p><i>Je m'appelle</i> and <i>tu t'appelles</i> are further examples of a reflexive verb, one which is done to oneself (as <i>taisez-vous</i>). This literally means 'I call myself' / 'you call yourself'.</p> <p>In the written form children may notice the difference in spellings between the first person singular of the verb <i>je m'appelle</i> and the second person singular <i>tu t'appelles</i>.</p>	<b>Grammar</b> <u>For children:</u> <p>Focus on the rising intonation in the short question <i>et toi?</i> and link this to <i>ça va?</i></p>	<b>Phonics focus</b> <u>For teachers:</u> <p>[ɑ̃] en – <i>comment</i></p> <p>[s] ç – <i>ça</i></p> <p>[wa] oi – <i>toi, au revoir, trois</i></p>	<b>Phonics focus</b> <u>For children:</u> <p>Silent last consonants – <i>salut, et, comment, t'appelles, bien</i></p>
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>understand and respond to the question <i>Comment tu t'appelles?</i></li> <li>understand that some French names may look the same as in English but sound different</li> <li>read and perform aloud a short dialogue</li> </ul>	<b><u>New National Curriculum Links</u></b> <b>English</b> <u>Terminology for pupils – Year 3</u> word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause
<b><u>Throughout the week:</u></b> Try another guessing game: invite two children to leave the room. The class chooses an unusual name and one child volunteers to take this new name. The other two children return to the classroom. They have to find out who has the new name by asking <i>Comment tu t'appelles?</i> to individual children, who reply with <i>Je m'appelle</i> + their name. Continue until the new name is found.	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>Prepared dialogue on board</li> <li>Paper dialogues cut into strips for pairs of children</li> <li>Video clip on names and introductions</li> <li>Puppet</li> <li>Computer/DVD player</li> <li>Word art and graphics</li> </ul>
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>Dialogue for the second activity:             <p><i>Alice: Salut Harry!</i>  <i>Harry: Salut Alice! Ça va ?</i>  <i>Alice: Ça va bien et toi ?</i>  <i>Harry: Ça va bien/mal.</i>  <i>Alice : Au revoir ...</i>  <i>Harry : Au revoir, Alice !</i></p> </li> <li>Many of the names we have today, like Richard, Sophie and George originate from the Norman Conquest. If the French hadn't invaded, popular names today may well still be Anglo-Saxon names like Egbert and Oswald; Aedilhild and Alberta.</li> <li>To increase language awareness, names can be transcribed into non-Roman scripts, including Chinese and Arabic through search engines. This offers opportunities to investigate these scripts in other curriculum areas, i.e. literacy, art.</li> </ul>	

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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<i>Bonjour!/salut!/au revoir</i> <i>Maître/Maîtresse</i> <i>Monsieur/Madame</i> <i>oui/non</i>	Hello!/hi!/goodbye Teacher (m./f.) Sir/Madam, Mr/Mrs, yes/no	<i>Bonjour!/salut!/au revoir</i> <i>Maître/Maîtresse</i> <i>Monsieur/Madame</i> <i>oui/non</i>	Hello!/hi!/goodbye Teacher (m./f.) Sir/Madam, Mr/Mrs yes/no
<i>Ça va?</i> <i>Ça va bien/mal et toi ?</i>	How are you? I'm fine/not well and you?	<i>Ça va?</i> <i>Ça va bien/mal et toi ?</i>	How are you? I'm fine/not well and you?
<i>Une consonne/une voyelle</i> <i>On va pratiquer les voyelles en français!</i> <i>Maintenant, les voyelles ! En français</i>	A consonant/a vowel We're going to practise vowels in French. Now, vowels! In French	<i>Je m'appelle</i> <i>Répétez s'il vous plaît</i>	My name is Repeat please
<i>Comment tu t'appelles?</i> <i>Je m'appelle...</i>	What's your name? My name is		
<i>Super, bravo, très bien!</i>	Super, great, very good!		
<i>Taisez-vous</i> <i>Écoutez/Écoute</i> <i>Venez/Viens ici</i> <i>Montrez/Montre-moi</i> <i>Répétez/Répète</i>	Be quiet Listen (plural/singular) Come here (plural/singular) Show me (plural/singular) Repeat (plural/singular)		