

Moi (All about me)

3. How are you?

Prior Knowledge: It is helpful if children know numbers one to three.

<p><u>Objectives</u></p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p>	<p><u>Support</u></p> <p>Provide plenty of opportunities for choral repetition of key vocabulary.</p> <p>Accept physical responses from those children who are not confident enough to volunteer an answer.</p> <p><u>Extension</u></p> <p>Confident children can lead the game <i>Montrez-moi</i>.</p>	<p><u>Main</u></p> <p>Revise numbers <i>un, deux, trois</i>, using activities from the previous session. Introduce <i>quatre, cinq</i>. Practise counting from 1 – 5 forwards and backwards. Remind children to use <i>s'il vous plaît Maître/Maîtresse</i> when asking you a question or to get your attention.</p> <p>Give each child a number fan or digit cards 1 - 5. Play <i>Montrez-moi</i>. Call out a number between 1 and 5. Children look for the correct card and hold it to their chest to hide the number. You say <i>Montrez-moi</i>, and they show the card.</p> <p>Ask children for other words they use in English to greet each other and their teacher when they arrive at school. Model <i>Salut!</i> (Hi!) and explain that as well as using <i>Bonjour</i>, children also greet each other using <i>Salut!</i> Repeat the word slowly, emphasising the shape of your mouth at the [y] 'u' sound. Model the <i>u</i> sound and ask children to practise it too.</p> <p><u>ICT Opportunities:</u> Show a video clip of children greeting each other and introducing themselves.</p> <p>Play a greetings song which includes <i>Salut</i> and ask the children to join in with the word <i>Salut</i>. Play the song again and ask the children to walk around the room. When the music stops they greet the nearest classmate with <i>Salut</i> or <i>Bonjour</i>. Play the game several times to give children the opportunity to use both greeting words.</p> <p>Introduce the question <i>Ça va?</i> (How are you?) and hold up your thumb or draw a smiley face on the board to illustrate the reply <i>Ça va bien</i>. Ask the children how they know that <i>Ça va?</i> is a question and compare the intonation of How are you? with that of <i>Ça va?</i> Now model how they can reply using <i>Ça va bien/mal</i> and ask children to listen to how the intonation changes for the reply. Give children the opportunity to hear the two responses several times and ask children to put their thumbs up or down to show their understanding of the two phrases. Model the question to the whole class and put your thumb up or down to elicit a class response of either <i>Ça va bien</i> or <i>Ça va mal</i>. In pairs or small groups, ask children to practise the new question and responses.</p> <p>Write <i>Ça va?</i> on the board and ask children what they notice. Are they surprised by anything? Explain that the 'squiggle' under the 'c' is a cedilla and changes the sound from a [k] 'k' to an [s] 's' sound. Invite children to practise writing a C with a cedilla in the air whilst saying the [s] 's' sound. Ask a child to read the phrase from the board, being careful to use the correct intonation. Now rub off the question mark and put a full stop in its place. How does the intonation change?</p> <p>Invite a volunteer to take part in a dialogue with the teacher which practises key vocabulary (see Teaching Tips) Next, allow a few minutes for children to practise the short dialogue with a partner and then invite two or three confident pairs to perform to the class. Invite class members to comment on what they liked about the performances. Take the opportunity to practise any pronunciation which children are finding difficult.</p> <p>Finish the session by waving and saying <i>Au revoir les enfants</i>. Children respond.</p>
--	---	---

Moi (All about me)

3. How are you?

Grammar <u>For teachers:</u> The question <i>Ça va?</i> literally means <i>How goes it?</i> The teacher's language includes another example of an imperative, this time used with a pronoun: <i>Montrez-moi!</i>	Grammar <u>For children:</u> Draw attention to the French intonation when asking a question – the voice goes up at the end (<i>ça va?</i>)	Phonics focus <u>For teachers:</u> [y] u – <i>salut</i> [a] a – <i>ça, va, mal, quatre</i> [ø] eu - <i>deux</i> [wa] oi – <i>trois</i> [k] qu – <i>quatre</i>	Phonics focus <u>For children:</u> [y] u – <i>salut</i> [s] ç – <i>ça va</i>
---	---	--	--

<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> • recognise and respond to numbers 1-5 • understand that <i>Salut!</i> can be used as an alternative to <i>Bonjour!</i> • say how they feel 	<u>New National Curriculum Links</u> English <u>Punctuation</u> – Year 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
<u>Throughout the week:</u> Use <i>Ça va?</i> in the mornings and after lunch when greeting children and encourage them to use <i>ça va bien / mal</i> in response. Children could also use <i>oui</i> or <i>non</i> in response.	<u>Resources</u> <ul style="list-style-type: none"> • Digit cards 1-5 for children or number fans • Greetings song • Board • DVD/Computer • Video clip of children introducing themselves in French
<u>Teaching Tips</u> <ul style="list-style-type: none"> • Dialogue for the seventh activity: <i>Teacher: Bonjour/salut.....</i> <i>Pupil: Bonjour Maître/Maîtresse</i> <i>Teacher: Ça va?</i> <i>Pupil: Ça va bien/mal</i> <i>Teacher : Au revoir</i> <i>Pupil : Au revoir Maître/Maîtresse</i> • You might like to create a display of words using the cedilla in French, for example <i>façade, garçon, glaçon, soupçon</i> and challenge children to pronounce the words correctly. 	

Moi (All about me)

3. How are you?

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Bonjour!</i>	Hello!	<i>Bonjour!</i>	Hello!
<i>Salut!</i>	Hi!	<i>Salut!</i>	Hi!
<i>Ça va ?</i>	How are you?	<i>Ça va ?</i>	How are you?
<i>Ça va bien/mal?</i>	I'm fine/not well?	<i>Ça va bien/mal.</i>	I'm fine/not well.
<i>Au revoir les enfants!</i>	Goodbye children!	<i>Au revoir !</i>	Goodbye!
<i>Maître/Maîtresse</i>	Teacher (m./f.)	<i>Maître/Maîtresse</i>	Teacher (m./f.)
<i>oui/non</i>	yes/no	<i>S'il vous plaît</i>	Please
 <i>un</i>	one	 <i>oui/non</i>	yes/no
<i>deux</i>	two		
<i>trois</i>	three	 <i>un</i>	one
<i>quatre</i>	four	<i>deux</i>	two
<i>cinq</i>	five	<i>trois</i>	three
		<i>quatre</i>	four
		<i>cinq</i>	five
 <i>Super, bravo, très bien!</i>	Super, great, very good!		
<i>Taisez-vous</i>	Be quiet		
<i>Écoutez/Écoute</i>	Listen (plural/singular)		
<i>Venez/Viens ici</i>	Come here (plural/singular)		
<i>Montrez/Montre-moi</i>	Show me (plural/singular)		
<i>Répétez/Répète</i>	Repeat (plural/singular)		