

Moi (All about me)

6. This is me!

Prior Knowledge: It is helpful if children are confident with simple greeting and introductions learnt in previous sessions.

Objectives

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

Present ideas and
information orally to a range
of audiences

Explore the patterns and
sounds of language and link
the spelling, sound and
meaning of words.

Support

Some children may
respond to the
question *Quel âge as-tu?* by giving the
number only or holding
up a digit card. Some
children may prefer to
record their
presentations (using a
video camera or sound
recorder) rather than
performing in front of
the class.

Extension

Children practise and
perform a question
and answer dialogue
in pairs.

Main

Use the puppet from Session 4 to revise the question and answer *Comment tu t'appelles? Je m'appelle...* by asking a number of children their name. Practise the question by repeating it as a class to a clapping rhythm and saying it in different styles and tones of voice. Invite children to ask you the question and answer in a range of voices according to who you are, e.g. *Je m'appelle Mickey Mouse*.

Play a guessing game: one child sits with their back to the class and asks the question. Silently point to another child who disguises their voice and says the wrong name. The first child says *C'est ...?* (Is it ...?) The class respond with *Oui/Non*.

Recap the vocabulary the children have learnt so far which will help to give some information about themselves. Ask the children to recall what they can remember with a partner.

Revise and practise:

- *Bonjour! / Salut!*
- *Comment tu t'appelles? Je m'appelle...*
- *Numbers to eight*
- *Quel âge as tu? J'ai sept/huit ans*

Ask children to practise a mini-presentation with their partner to introduce themselves. Children may enjoy practising their presentation with a puppet. Invite confident pairs to perform their mini-presentation to the rest of the class. Remind children of the importance of speaking clearly and audibly.

Invite children to recall the new sounds they have learnt during the unit e.g. [ʒ] *j*, [wa] *oi*, [s] *ç* and [y] *u*. Explain that the class will create a sound bank in the form of a class book. There will be a separate page for each sound. During the year they will add words to each page. Can they recall the words they have learnt with the sound *j/oi/u/ç*? Write these in the sound bank and ask children to listen out for other words which could be added to the pages.

Ask the children what they have enjoyed and what they have found difficult. Invite suggestions for strategies which help them to remember new vocabulary. Ask children which games they have enjoyed playing during the unit and play their favourite game once more.

Finish the session by waving and saying *Au revoir les enfants*. Children respond.

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Grammar <u>For teachers:</u> (No specific focus)	Grammar <u>For children</u> Remind children of the rising intonation they have encountered in question forms and compare it to 'C'est ...?' as they try to guess the identity of who is speaking.	Phonics focus <u>For teachers:</u> (No specific focus)	Phonics focus <u>For children:</u> Revision of [y] u, [ʒ] j, [s] ç and [wa] oi.
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> hold a short conversation, introducing themselves and finding out about somebody else give a short oral presentation with a partner identify a range of different sounds used in French 	<u>New National Curriculum Links</u> English Spoken Language – Key Stage 1 and 2 Teachers should ensure the continual development of pupils' confidence and competence in spoken language.
<u>Throughout the week:</u> Practise asking and answering the questions learned in Unit 1 at different times during the day, for example when taking the register and when lining up. Encourage children to use French in other lessons e.g. by asking <i>D'accord?</i> to check understanding	<u>Resources</u> <ul style="list-style-type: none"> Puppets Sound bank class book Computer Interactive whiteboard Multimedia presentation
<u>Teaching Tips</u> <ul style="list-style-type: none"> Clapping the syllables and rhythm of a question such as <i>Comment tu t'appelles?</i> can help children remember the new structure Do a Mexican wave to practise saying ages Encourage children to use the language they have learned throughout the unit to ask for clarification and to show they understand: <i>Répétez, s'il vous plaît</i>, and <i>d'accord</i>. Children can try acting out their dialogues using funny voices, in the style of different emoticons, or in the manner of different adjectives 	

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Bonjour!</i>	Hello!	<i>Bonjour!</i>	<i>Hello!</i>
<i>Salut!</i>	Hi!	<i>Salut!</i>	<i>Hi!</i>
<i>Au revoir !</i>	Goodbye!	<i>Au revoir !</i>	<i>Goodbye!</i>
<i>Maître/Maîtresse</i>	Teacher (m./f.)	<i>Maître/Maîtresse</i>	Teacher (m./f.)
<i>Monsieur/Madame</i>	Sir/Madam, Mr/Mrs	<i>Monsieur/Madame</i>	<i>Sir/Madam, Mr/Mrs</i>
<i>oui/non</i>	yes/no	<i>oui/non</i>	yes/no
<i>Je m'appelle</i>	My name is	<i>Je m'appelle</i>	My name is
<i>Comment tu t'appelles?</i>	What's your name?	<i>Comment tu t'appelles?</i>	What's your name?
<i>C'est ... ?</i>	Is it ... ?	<i>C'est ... ?</i>	Is it ... ?
<i>Quel âge as-tu?</i>	How old are you?	<i>Quel âge as-tu?</i>	How old are you?
<i>J'ai sept/huit ans</i>	I'm seven/eight years old	<i>J'ai sept/huit ans</i>	I'm seven/eight years old
<i>Super, bravo, très bien!</i>	Super, great, very good!		
<i>Taisez-vous / Tais-toi</i>	Be quiet (plural / singular)		
<i>Écoutez / Écoute</i>	Listen (plural/singular)		
<i>Venez / Viens ici</i>	Come here (plural/singular)		
<i>Répétez / Répète</i>	Repeat (plural/singular)		

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End of Unit activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none">to apply the knowledge, skills and understanding in this unit	<p>Using a model, children write a short text based on their mini-presentation to accompany their portrait for a class display.</p> <p>If the school has a French-speaking partner school, the information can be shared through e-mail or posted.</p>	<ul style="list-style-type: none">use French for real purposes to introduce themselves in oral and written form	<p>Children can use hand-held video cameras to record each other making short presentations. These may be incorporated into a presentation or edited to make a short film. Using a learning platform, these may be saved and possibly shared with a partner school.</p> <p>The web-site <i>Global Gateway</i> provides opportunities for finding partner schools abroad: www.globalgateway.org</p>