

Moi (All about me)

2. Greetings

Prior Knowledge: It is helpful if children know how to speak audibly and clearly.

Objectives

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

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Support

Encourage more reluctant children with plenty of eye contact. Some children may like to speak 'through' a finger puppet.

Extension

Some children may like to present their dialogue with a partner in front of the class or record it using a video camera or sound recorder.

Main

Give the children 5 minutes to work with their partner to recall the countries where French is spoken. Invite a confident child to find one or two of these countries on a world map.

Greet the class with *Bonjour les enfants* and ask children what the phrase means.

Revise the phoneme *j* for the class to practise. Read out a selection of words e.g. *bleu, jaune, rouge, vert, noir, orange*. When the children hear a sound like *j* in *bonjour*, they raise their hand.

Play a song containing the word *Bonjour*. Each time children hear the word *Bonjour*, they give a physical response.

ICT Opportunities: Some French-language websites have words/music to traditional songs and rhymes.

Introduce a discussion on how children greet their teachers in the UK. Teach the words *Maître* and *Maîtresse* and model children's response to greeting their teacher and other adults – *Bonjour Maître/Maîtresse*. Explain to the children the importance of including *Maître/Maîtresse* when greeting their teachers. Greet children in class whom you know to be confident, to elicit the response *Bonjour Maître/Maîtresse*. Talk about the conventions in France of shaking hands/kissing when greeting people. Show a video clip of children/adults greeting one another.

ICT Opportunities: Show a video clip of children greeting each other and introducing themselves.

Ask children if they know what the phrase *s'il vous plaît* might mean, which they will have heard you using. Explain that it means 'please' and ask children to practise the phrase. Tell them that if they would like to ask you a question or get your attention they can say *S'il vous plaît Maître/Maîtresse?* Practise the phrase together and encourage children to use it during the rest of the session.

Explain to the children that over the next few weeks they will be learning numbers 1 – 10 in French and introduce *un, deux, trois*. Practise calling out the numbers and ask the children to hold up the relevant number of fingers. Repeat the activity but this time children hold up the correct digit card. Put flashcards of 1, 2, 3 around the room. Ask the children to stand up and when you call out one of the numbers the children turn and point to the correct number. Model pronunciation of *un, deux, trois* and ask children to repeat.

Invite a volunteer to play 'Rock, Scissors, Paper' with you using *un, deux, trois* to start each game. Children then play this game in pairs.

At the end of the session wave goodbye and say *Au revoir les enfants*. Children respond.

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| Grammar <u>For teachers:</u> <p>The teacher's language includes a new command to be used with children: <i>taisez-vous</i> (be quiet). This imperative is different because it has –vous on the end and literally means 'quieten yourselves'. This is a reflexive verb, as it represents an action done to oneself.</p> | Grammar <u>For children:</u> <p>No specific focus</p> | Phonics focus <u>For teachers:</u> <p>[ʒ] j – <i>bonjour</i> [ɑ̃] en/an – <i>enfants</i> [ø] eu – <i>deux</i> [wa] oi – <i>trois</i></p> | Phonics focus <u>For children:</u> <p>[ʒ] j – <i>bonjour</i></p> |
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| <u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> understand that other languages may have sounds that are different from English understand the differences in social conventions when people greet each other say <i>Bonjour!</i> with good pronunciation say and respond to <i>Au revoir</i> | <u>New National Curriculum Links</u> <p>No specific links</p> |
| <u>Throughout the week:</u> <ul style="list-style-type: none"> Answer the register with <i>Bonjour Maître/Maîtresse</i> | <u>Resources</u> <ul style="list-style-type: none"> World map Song to practise greetings Digit cards Large number flashcards Computer/DVD player Video clip of French speaking children greeting one another |
| <u>Teaching Tips</u> <ul style="list-style-type: none"> Pair work provides the teacher with an opportunity to support individual children's pronunciation. Giving children an opportunity to practise with a partner enables them to develop confidence Encourage children to use <i>S'il vous plaît Maître/Maîtresse</i> when asking you a question. French children generally use the address <i>Maître/Maîtresse</i> up until the age of about 8 or 9. Once they reach this age they usually simply greet their teacher with <i>Bonjour</i>. | |

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| <i>Le langage du prof</i> | Teacher Language | <i>Le langage des enfants</i> | Children's Language |
|----------------------------------|--------------------------|--------------------------------------|----------------------------|
| <i>Super, bravo, très bien!</i> | Super, great, very good! | <i>Bonjour!</i> | Hello! |
| <i>Taisez-vous</i> | Be quiet | <i>S'il vous plaît</i> | Please |
| <i>Écoutez/Écoute</i> | Listen (plural/singular) | <i>Maître/Maîtresse</i> | Teacher (m./f.) |
| <i>Répétez/Répète</i> | Repeat (plural/singular) | <i>Au revoir!</i> | Goodbye! |
| <i>Bonjour les enfants !</i> | Hello children! | | |
| <i>Maître/Maîtresse</i> | Teacher (m./f.) | | |
| <i>S'il vous plaît</i> | Please | | |
| <i>Merci</i> | Thank you | | |
| <i>Au revoir les enfants !</i> | Goodbye children! | | |