

Je Me Présente (1) - Teacher Support Notes

This week the children start to learn very simple, fixed phrases in French that they can use to describe how they are feeling. The language will initially be taught through pictorial representation, and the children will therefore eventually associate what they hear with what they see.

The focus of this unit is to build solid foundations for language learning in the future. We take our time, allowing the children to hear these phrases and high frequency structures as much as possible so that their confidence and enthusiasm for the language grows.

Key Language

Je Me Présente	=	Presenting Myself
Salut	=	Hello (informal)
Bonjour	=	Hello (formal)
Ça va ?	=	How are you?
Ça va bien	=	I am good
Ça va mal	=	I am bad
Comme ci, comme ça	=	So so
Et toi ?	=	And you?
Ça va <u>très</u> bien	=	I am <u>really</u> good
Ça va <u>très</u> mal	=	I am <u>really</u> bad
Au revoir	=	Goodbye
À plus tard	=	See you later

TEACHING GRAMMAR NOTE & EXPLANATION

In French, there are two different ways of saying hello. 'Bonjour' is more formal and the children would be expected to use this with their teachers or people that are older than them. Whereas 'Salut' is more informal, and they would use this with their friends.

Lesson Breakdown

<u>Slide 1</u>	Title of lesson	Read or play the voice file provided and the class repeats a few times. Explain to the children that this is the title of the lesson and unit 'Je Me Présente' and that, in this lesson, they are going to learn the very basics when it comes to presenting themselves in French. For many students this will not be their first French lesson as this is an intermediate unit. What French words can they remember off the top of their heads and which of those do they think will be useful in today's lesson?
<u>Slides 2-6</u>	Greetings	Pupils should be familiar with these greetings from their Early Learning units. As much choral repetition as possible. An effective way of embedding this vocabulary whilst highlighting the difference between 'Bonjour' and 'Salut' is for the children to go around the class saying 'Salut' to all of their classmates and then for them to say 'Bonjour' one by one to the teacher.
<u>Slides 7-8</u>	Ça va ?	The children are introduced to the target question. The majority of the class should remember how to say this in French from previous units.
<u>Slides 9-13</u>	Answers	The children are introduced to three different ways of answering this question in French. Plenty of choral repeats at this stage and no individual repeats yet. Another effective way of embedding the language is to ask them to mimic the hand gestures and facial expressions as seen in the images on the PowerPoint whenever they say these words in French.
<u>Slides 14-20</u>	Consolidation	For these slides, the children will consolidate the new language through different scenarios being acted out at an ice-skating rink. They will see the two different ways the boy says hello depending on who he is talking to. Can the children explain why he says 'Bonjour' to the woman but not to his friend? Then from slides 18-20, the children must match the picture of the boy to how he is feeling. Repeat all possible answers before revealing the correct one. Each time they get the answer right, play the voice file a few times with some choral repeats and discuss as a class why each picture is associated with each feeling.

<u>Slides 21-22</u>	Recap	Recap of the target question and answers. Ask the children to take it in turns asking and answering this question with a partner next to them.
<u>Slides 23-24</u>	Et toi ?	Instead of repeating the question again, the children can use 'et toi ?' (and you?) to make the conversation sound more natural. Ask them to repeat the role-play they just did with their partner but this time using 'et toi ?'
<u>Slides 25-28</u>	Intensifiers	The children are introduced to the intensifier 'très' (very) so that they are able to express whether they are feeling <i>very</i> happy or <i>very</i> bad. Plenty of class repeats for this and maybe think as a class an action for 'very happy' and 'very bad'. It is important to highlight that you would not add the intensifier 'très' to 'comme ci, comme ça' (so, so).
<u>Slides 29-32</u>	Consolidation	For these slides, the children will consolidate the intensifiers through different scenarios being acted out in the classroom. The children must match the picture of the girl when she receives her test result to how he is feeling. Repeat all possible answers before revealing the correct one. Each time they get the answer right, play the voice file a few times with some choral repeats and discuss as a class why each picture is associated with each feeling.
<u>Slides 33-35</u>	Saying goodbye	The children will now be reminded of the two different ways of saying goodbye. They now have learnt all of the vocabulary necessary to act out a full role-play.
<u>Slides 36-41</u>	Listening Exercises	For slides 36-39, can the children reorder the phrases on the screen to the order in which they are said? Printouts of this activity are available in your resources pack should you wish to document this. For slides 40-41, can the children fill in the gaps after listening to the voice files? Printouts of this are also available. Answers appear one by one on the click.
<u>Slides 42-47</u>	Phonics challenge	The children are given the opportunity to revise two phonemes from last year's phonics programme as well as a final phoneme from this year's focus.