

En route pour l'école (On the way to school)

5. Which way?

Prior Knowledge: It is helpful if children already know simple directions.

Objectives

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

Develop accurate pronunciation and **intonation** so that others understand when they are reading aloud or using familiar words and phrases.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Support

Children may benefit from visual support, such as large arrows, to help with directions.

In the reading activity, highlight the key words to support comprehension.

Extension

Some children will be able to read longer passages.

Encourage children to give more complex directions and to use time connectives such as *puis* (then), *ensuite* (next) and *après* (after).

Main

Use a simple map of the immediate locality to describe a journey to school and include directions, e.g. *Je tourne à droite et je passe devant les magasins. Je continue tout droit et je traverse la rue au passage piéton.* (I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.) Ask children what they think *je tourne à droite* and *je continue tout droit* mean.

Practise *à droite*, *tout droit* and introduce *à gauche* by inviting children to respond to instructions such as *Tournez à droite* (this can be done on the spot or in a large space). Ask them if they can spot the difference between the sound of the verb in the description of the journey, e.g. *Je tourne* and in this activity, e.g. *Tournez*. Where have they heard verb endings like this? Remind them of the instructions in the *crêpes* recipe in Unit 14.

ICT Opportunities: Using a French language version of a street finder tool, plot a journey from two points and ask the children to read the descriptions given of each stage as a comprehension activity.

Repeat the previous activity, with children playing the part of the teacher.

Focus on the [wa] *oi* sound in *droite* and *droit*. Where have children met this sound before? Ask them to brainstorm in pairs and write as many [wa] *oi* words as they can on a mini-whiteboard. Discuss suggestions.

Ask children when they might need this language and discuss the concept of asking for and giving directions. Introduce the question *Il y a ... près d'ici?* Use familiar places used in the previous sessions, e.g. *Il y a un supermarché près d'ici?* What do children think this might mean? Once you have established the meaning, focus on the difference in intonation between the sentence as a statement and the sentence as a question. Ask children to listen carefully and say a number of similar sentences as both a statement and a question. Invite children to draw a question mark in the air when they think it is a question and a full stop when they hear a statement. Model the question and then the statement for children to listen and repeat. Repeat as many times as you feel is appropriate, so that children grasp the difference in intonation.

Show children a simple map, with symbols for places at various points. Ask e.g. *Il y a une gare près d'ici?* (Is there a station near here?) and then model the answer giving simple directions in the imperative, e.g. *Oui. Tournez à gauche, continuez tout droit et puis tournez à droite. Vous voilà à la gare.* (Yes. Turn left, continue straight ahead and then turn right. There you are at the station.) Repeat with other places on the map. As you give directions, follow the route with your finger or a pen. Children may also find it useful if you turn your body in the direction that you are giving.

Ask children what they can do if they don't understand what someone is saying, e.g. ask them to speak more slowly. Revise *Je ne comprends pas* (I don't understand) and *Répétez, s'il vous plaît* (Repeat, please).

Give children, in pairs, copies of the map from the board. Ask them to take it in turns asking about different places and giving instructions. Invite children to share their exchanges with the class.

Display a simple set of instructions on the board. Ask children to read the instructions, follow them on the map and then tell you which place they lead to.

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Grammar <u>For teachers:</u> <p>The question <i>Il y a un supermarché près d'ici?</i> (Is there a supermarket near here?), could also be asked using <i>est-ce que</i>:</p> <p><i>Est-ce qu'il y a un supermarché près d'ici ?</i></p> <p>The meaning is exactly the same. The only difference is that in the first question rising intonation is used to make it a question rather than a statement, whereas the use of the interrogative <i>est-ce que</i> shows immediately that the sentence is a question.</p>	Grammar <u>For children:</u> <p>Instructions in the imperative plural (-ez ending): <i>Tournez / continuez</i></p>	Phonics focus <u>For teachers:</u> <p>[i] i – <i>ici</i> [ɛ] è – <i>près, très</i></p>	Phonics focus <u>For children:</u> <p>[wa] oi – <i>droit, droite, trois, moi</i></p>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> Ask for and give clear directions Know how to ask for repetition and clarification 	<u>New National Curriculum Links</u> Geography Key Stage 1 Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Key Stage 2 Pupils should be taught to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<u>Throughout the week</u> Children practise giving each other directions around the classroom or by moving a counter on a simple map.	<u>Resources</u> <ul style="list-style-type: none"> Simple map of the locality showing a real or imagined journey to school Internet access Copies of simple maps for pair work
<u>Teaching Tips</u> <ul style="list-style-type: none"> Another version of the second activity could be played, by setting out PE mats in a hall space and leaving 'pathways' between them. Children take turns to be a 'robot', with the rest of the class giving directions to help the 'robot' navigate its way from one end to the other. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>un magasin</i> <i>un café</i> <i>un musée</i> <i>un supermarché</i>	a shop a café a museum a supermarket	<i>un magasin</i> <i>un café</i> <i>un musée</i> <i>un supermarché</i>	a shop a café a museum a supermarket

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<i>un passage piéton</i>	a pedestrian crossing	<i>un passage piéton</i>	a pedestrian crossing
<i>une poste</i>	a post office	<i>une poste</i>	a post office
<i>une rivière</i>	a river	<i>une rivière</i>	a river
<i>une bibliothèque</i>	a library	<i>une bibliothèque</i>	a library
<i>une gare</i>	a train station	<i>une gare</i>	a train station
<i>une église</i>	a church	<i>une église</i>	a church
<i>une école</i>	a school	<i>une école</i>	a school
 <i>Comment vas-tu à l'école ?</i>	 How do you get to school?	 <i>Comment vas-tu à l'école ?</i>	 How do you get to school?
 <i>Quand je vais à l'école...</i>	 When I go to school ...	 <i>Quand je vais à l'école...</i>	 When I go to school ...
<i>Je passe devant ...</i>	I pass in front of ...	<i>Je passe devant ...</i>	I pass in front of ...
<i>cinq minutes plus tard</i>	five minutes later	<i>cinq minutes plus tard</i>	five minutes later
<i> finalement</i>	finally	<i> finalement</i>	finally
<i>puis</i>	then	<i>puis</i>	then
<i>ensuite</i>	next	<i>ensuite</i>	next
<i>Je traverse</i>	I cross	<i>Je traverse</i>	I cross
<i>après ça</i>	after that	<i>après ça</i>	after that
 <i>Tournez</i>	 Turn	 <i>Je tourne</i>	 I turn
<i>à droite</i>	(to/on the) right	<i>Je continue</i>	I continue
<i>à gauche</i>	(to/on the) left	<i>à droite</i>	(to/on the) right
<i>tout droit</i>	straight ahead	<i>à gauche</i>	(to/on the) left
<i>ex. Je tourne à droite et je passe devant les magasins. Je continue tout droit et je traverse la rue au passage piéton.</i>	e.g. I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.	<i>tout droit</i>	straight ahead
		<i>Je ne comprends pas</i>	I don't understand
		<i>Répétez, s'il vous plaît</i>	Repeat, please
 <i>Je ne comprends pas</i>	 I don't understand		
<i>Répétez, s'il vous plaît</i>	Repeat, please		