

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

4. Sentence building

Prior Knowledge: It is helpful if children already know the words for the places in the local area.

Objectives

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

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Support

In the fifth activity, less confident children can use one symbol to make their sentence. Some may benefit from having a copy of the first part of the sentence as a prompt.

Extension

In the fifth activity, more confident children could include several symbols in their sentences, using simple connectives.

Children can then read the extended sentences to the class, who use them as models in the seventh activity.

Main

Display the question words *Quand? Qui? Quoi?* on the board. Read them aloud with gestures and ask children what they notice. Discuss their ideas and once you have established what the words mean, focus on the pronunciation. Highlight the *qu* and ask children if they can say how this is pronounced in French. Practise saying the words together with gestures. Look at the class word bank. Is there already a page to which these can be added? Invite a child to write the words into the word bank and look at some of the other words that share the *qu* sound.

Model the description of a journey to school as in Session 3. Give children word cards in random order to build a human sentence about this journey. Call out a sentence and children arrange themselves in the right order. The class read the sentence aloud.

Select one of the children to return to their place so that their text card is no longer visible. The class re-reads the sentence and fill in the missing word. Repeat the activity until all of the children are sitting down.

ICT Opportunities: On the interactive whiteboard, present a complete sentence then drag an opaque shape over one of the words to hide it and ask the children to fill in the missing word. Repeat until all the words are hidden.

Discuss with children how useful they found the above activity for memorising language. Ask them to suggest other ideas.

Play Pass the Sentence Parcel. Cut up some phrases and sentences from a text describing a school journey and put them in a bag. Ensure that one of the sentences starts with the phrase *Quand je vais à l'école, je passe devant* ... Children pass the bag around as you play some French music. When the music stops, the child holding the bag pulls out a phrase or sentence and comes to the front to stick it on the board. Children try to arrange the cards so that a meaningful text is eventually revealed. The class read the completed text aloud.

Children work in pairs with mini-flashcards of map symbols. One child chooses two symbols and the other builds a sentence, e.g. *Quand je vais à l'école, je passe devant une gare et un café.*

Repeat the last three activities from the previous session but this time, children write the sentence down and correct the written word. Ask children to read out their sentences to the class.

In groups, using these sentences as models, children write a new sentence of their own on mini-whiteboards. Invite children to read their sentences aloud.

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

4. Sentence building

Grammar <u>For teachers:</u> <p>Word order in French follows the same basic Subject-Verb-Object syntax as English. There are, of course, several differences (for example, in the placement of adjectives and object pronouns) but in the sentences used in this unit, the word order is the same as in the English equivalent:</p> <p><i>Quand je vais à l'école, je passe devant la gare.</i></p> <p>When I go to school, I pass (in front of) the station.</p> <p>(See also session 3 Grammar notes.)</p>	Grammar <u>For children:</u> <p>Understanding terminology such as verb, noun and conjunction when discussing sentence building.</p>	Phonics focus <u>For teachers:</u> <p>No specific focus.</p>	Phonics focus <u>For children:</u> <p>[k] qu – <i>quand, qui, quoi</i></p>
---	--	---	---

<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> • Create oral sentences using picture prompts • Understand language that includes unfamiliar phrases • Write words, phrases and sentences using a model 	<u>New National Curriculum Links</u> <p>No specific links</p>
<u>Throughout the week</u> Children practise saying their journey sentences, adding more symbols.	<u>Resources</u> <ul style="list-style-type: none"> • word and text cards about a journey to school • cut-up phrases from a journey for Pass the Sentence Parcel • mini-flashcards of map symbols • prompt sheets for less confident children with the first part of the sentence • mini-whiteboards and pens • digital video camera • digital audio editor / recorder • microphone
<u>Teaching Tips</u> <ul style="list-style-type: none"> • Colour-coding cards according to word type for the human sentence activity can be a useful visual support for children. • Ensure that a range of places is included in the sentences, so that children have a model for the sentence correction activity. 	

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

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

4. Sentence building

<i>un supermarché</i>	a supermarket	<i>un supermarché</i>	a supermarket
<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>Qu'est-ce que tu vois en route pour l'école ?</i>	 What do you see on the way 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>Pouvez-vous/Peux-tu...</i>	 Can you (plural/singular)...		
<i>faire une phrase ?</i>	make a sentence?		
<i>choisir une phrase ?</i>	choose a sentence?		
<i>lire le texte ?</i>	read the text?		
<i>écrire le mot ?</i>	write the word?		