

Notre école (Our school)

4. School times and subjects

Prior Knowledge: It is helpful if children already know how to tell the time on the quarter hour in English.

Objectives

Broaden their vocabulary and **develop their ability to understand new words that are introduced into familiar written material**, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

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

Some children will need support with the times at quarter hours and 24-hour times.

Extension

More confident children could use times at 5-minute intervals in their work.

Main

Play Time Bingo to revise telling the time (see Session 2).

Ask children what other times they need to know in order to describe their day. Elicit 'quarter to' and 'quarter past'.

Use a large clock face as you model how to say the time on the quarter-hour, e.g. *Il est cinq heures et quart / moins le quart* (It is quarter past/to five). Call out some times on the quarter-hour and children show you these on their own small clock faces. Invite an individual child to call out a time and the class race to show this on their small clock faces. The first child to show and then repeat the correct time becomes the caller for the next round.

Phonic focus: *qu*. Teach children the following tongue twister to help practise the *qu* sound. *Qu'a bu l'âne au quai ? Au quai, l'âne a bu l'eau*. (What did the donkey drink at the dock? At the dock the donkey drank water.) Revise question words with *qu*, e.g. *quel ...*, *quand ...*, *qui ...*

ICT opportunities: Using a microphone and sound-editing software, children practise say the tongue twister and compare their efforts with each other.

Display flashcards with symbols of school subjects on the board. Point to each card as you pronounce the subject. Children repeat. Ask them to close their eyes (*Fermez les yeux*) and you remove a card. Ask them to open their eyes (*Ouvrez les yeux*) and say which card is missing. Repeat, taking one card away each time until they can say all of the items from memory.

Sing 'The Timetable Song' about the school subjects (see 'Resources').

Using photocopies or the interactive whiteboard, show children a timetable (*un emploi du temps*) from a French-speaking school and ask them to look at the timings of the school day. Ask children questions, e.g. *Le français, c'est à quelle heure? Les maths, c'est à quelle heure? C'est à neuf heures ou c'est à deux heures?* When children are confident, invite a volunteer to take the teacher's role. Children could show the time on their clock faces.

Encourage children to talk about the times of lessons with full sentences, e.g. *A dix heures, c'est les maths. A quatorze heures, c'est le français*.

ICT Opportunities: Display an authentic French timetable on the interactive whiteboard and ask children to drag word cards into the correct order from a sentence bank whilst saying them out loud to practise their pronunciation. Use screen recording software and a microphone to capture the movement of the cards and their synchronised speech. The class reviews each sentence to check that all words are in the right order and pronounced correctly.

Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of these lessons. They can use real or imaginary times.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>When giving instructions to the class involving parts of the body, note that the definite article (<i>le/la/les</i>) is used rather than the possessive ‘your’ (<i>votre/vos</i>):</p> <p><i>fermez les yeux</i> = close your eyes</p> <p><i>ouvrez les yeux</i> = open your eyes</p> <p>To say that something happens on a certain day, just use the name of the day:</p> <p><i>mardi</i> = [on] Tuesday</p> <p>(as in The Timetable Song)</p> <p>N.B. Sometimes days of the week are used with <i>le</i> to denote a regular event:</p> <p><i>le mardi je joue au foot</i> = on Tuesdays I play football</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific grammar focus.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[wa] oi – <i>moins, emploi</i></p> <p>[ɑ̃] an/en/em – <i>temps, anglais, français, sciences</i></p> <p>[ɛ̃] in, ain – <i>informatique, dessin, cinq</i></p> <p>[y] u – <i>bu</i></p> <p>[u] ou – <i>ouvrez, ou</i></p> <p>[k] qu – <i>quel/le, quand, qui, quai, bibliothèque, quart, informatique</i></p> <p>[ʒ] g – <i>j’ai, géographie, technologie</i>,</p> <p>Silent final consonants – <i>c’est, quart, moins, temps</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[k] qu – <i>quel/le, quand, qui, quai, bibliothèque, quart, informatique</i></p>
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> • Tell the time on the hour, half-hour and quarter-hour • Give information about their school day using times of the day and names of subjects • Ask and answer questions about a school timetable 		<p><u>New National Curriculum Links</u></p>	

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<p>Throughout the week</p> <p>Children sing 'The Timetable Song'.</p> <p>Children say what subjects they have at what time that day. You could develop this into a routine for the start of the day that will last beyond the length of this unit.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Mini whiteboards • Example of a French school timetable • Large clock face and class set of small clock faces • Flashcards and mini-flashcards with symbols of school subjects • The Timetable Song' is sung to the tune of 'I Only Want to be With You'. <p><i>Lundi c'est l'histoire et la géographie,</i> <i>Mardi le dessin et la technologie,</i> <i>Mercredi les sciences, l'informatique,</i> <i>Jeudi c'est l'anglais, le sport et la musique,</i> <i>Vendredi, c'est vrai!</i> <i>On a les maths et le français !</i></p>
<p>Teaching Tips</p> <ul style="list-style-type: none"> • Ensure that children are in mixed-ability groups for pair and group work. • The Primary Languages website (www.primarylanguages.org.uk) has links to French schools. Some may have a timetable in their website. • The 24-hour clock will probably be used in French school timetables, so highlight the fact that time is told differently, e.g. 14.30 is <i>quatorze heures trente</i>. • If the school is linked with a French-speaking partner school, timetables could be swapped. Model an email about the timetable using the structure <i>A neuf heures, c'est l'anglais</i>, etc. If the French-speaking children use the same structure for their return messages, the children will be able to read them with greater success and enjoyment. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>On va jouer au Loto.</i></p> <p><i>Il est cinq heures et quart / moins le quart</i></p> <p><i>Fermez les yeux!</i></p> <p><i>Ouvrez les yeux!</i></p> <p><i>le dessin</i></p> <p><i>le sport</i></p> <p><i>le français</i></p> <p><i>la géographie</i></p> <p><i>la technologie</i></p>	<p>We're going to play Bingo.</p> <p>It is quarter past / to five</p> <p>Close your eyes!</p> <p>Open your eyes!</p> <p>art</p> <p>sport</p> <p>French</p> <p>geography</p> <p>design and technology</p>	<p><i>le dessin</i></p> <p><i>le sport</i></p> <p><i>le français</i></p> <p><i>la géographie</i></p> <p><i>la technologie</i></p> <p><i>l'anglais (m)</i></p> <p><i>l'informatique (f)</i></p> <p><i>l'histoire (f)</i></p> <p><i>les sciences (f plural)</i></p> <p><i>les maths (f plural)</i></p> <p><i>A dix heures, c'est les maths. A quatorze</i></p>	<p>art</p> <p>sport</p> <p>French</p> <p>geography</p> <p>design and technology</p> <p>English</p> <p>ICT</p> <p>history</p> <p>science</p> <p>maths</p> <p>At 10 o'clock it's maths. At 2pm it's</p>

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<i>l'anglais</i> (m)	English	<i>heures, c'est le français.</i>	French.
<i>l'informatique</i> (f)	ICT		
<i>l'histoire</i> (f)	history		
<i>les sciences</i> (f plural)	science		
<i>les maths</i> (f plural)	maths		
 <i>un emploi de temps</i>	 a timetable		
<i>Le français, c'est à quelle heure ?</i>	French is at what time?		
<i>Les maths – c'est à quelle heure ? C'est à neuf heures ou c'est à deux heures ?</i>	Maths is at what time? Is it at 9 or 10 o'clock?		