

## Notre école (Our school)

### 3. Tour of our school

**Prior Knowledge:** It is helpful if children already understand the difference between the definite and indefinite articles in English.

#### Objectives

Understand basic grammar appropriate to the language being studied, such as (where relevant): **feminine, masculine** and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Describe people, places, things and actions orally and in writing.

#### Support

Some children may need support in differentiating between masculine and feminine, and between the definite and indefinite articles.

Some may benefit from a word list to refer to.

#### Extension

Encourage more confident children to use a variety of sentences using both *Voici ...* and *Notre école a...*, and conjunctions when writing their description.

#### Main

Play noughts and crosses to quickly revise places around the school (See Session 2).

Draw children's attention to the fact that we would say *Voici la grande salle* but, if describing the school, *Notre école a une grande salle*. This is just the same in English, where we would say 'Here is **the** hall' but 'Our school has **a** hall'.

Show the written form of a masculine noun, e.g. *le parking* (the car park). Show how you can change this to 'a' car park (*un parking*). Repeat with other masculine nouns then feminine nouns (*la/une*). Ask children to make up a rule to explain this.

ICT Opportunities: Use presentation software to display a masculine noun in a text box with the word *un* coloured blue to reinforce its gender. 'Rub out' the *un* text box to reveal a *le* text box (also coloured blue) underneath.

Play *Masculin ou féminin?* Display word cards showing places in the school from the first activity. Label the six faces of a large die with *le* and *la*. Throw the die and invite children to suggest an appropriate place in school, e.g. *le terrain de sport* or *la cour*. Encourage children to give you both articles for each place, e.g. *la cour, une cour*.

ICT Opportunities: Create a picture slideshow using presentation software with an automatic slide transition of 5 seconds. Ask children to write *le* or *la* for each image on mini whiteboards. Use a soundtrack to add urgency. Repeat the slideshow as necessary. Check answers with the slide transition removed so you can reinforce learning at your own pace.

Revise the nasal sounds *in* [ɛ̃], *un* [œ̃] and *en* [ɑ̃]. Ask children to describe the shape of their mouths as they say the sounds in sequence. Use the shapes to practise pronouncing words with each phoneme.

Show children a variety of photos from a French (or French-speaking) school and discuss some of the differences and similarities between these and schools in England (see 'Teaching Tips').

Ask children to work in pairs. One child should 'present' a place in school using *Voici (+ le/la)* and the other child then responds with *Notre école a + un/une ...* After giving children time to practise, invite pairs of children to demonstrate.

Explain to children that they are going to take a visitor on an imaginary walk around some places in school. Ask them to stand up (*Levez-vous!*) and to listen, repeat and mime as they pretend to walk around school, e.g. *Voici la bibliothèque ... Voici la grande salle* (Here is the library ... Here is the hall).

ICT Opportunities: The children make a video guide for their class blog to help new children find their bearings.

As a class, create a short written description of the school, e.g. *Notre école a un terrain de sport et une cour. Il y a aussi une grande salle et une bibliothèque.* (Our school has a playing field and a playground. There is also a hall and a library.) Use *Voici + le/la* to make captions for photos of these places and use them in a bilingual display for the school entrance.

Grammar

Grammar

Phonics focus

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<p><u>For teachers:</u></p> <p>Consolidation of the definite and indefinite article with masculine and feminine nouns.</p> <p>Masculine nouns, e.g. <b>un parking</b> = <b>a</b> car park <b>le parking</b> = <b>the</b> car park</p> <p>Feminine nouns, e.g. <b>une cour</b> = <b>a</b> playground <b>la cour</b> = <b>the</b> playground</p> <p>Nouns that start with a vowel use <b>l'</b> for the definite article (for both masculine and feminine), e.g. <b>une entrée</b> = <b>an</b> entrance <b>l'entrée</b> = <b>the</b> entrance</p> <p>Plural nouns (both genders), e.g. <b>des toilettes</b> = <b>(some)</b> toilets <b>les toilettes</b> = <b>the</b> toilets</p>	<p><u>For children:</u></p> <p>Definite and indefinite articles:</p> <p>Remind children that, as in English, there are different words for <b>a</b> and <b>the</b>, and that in French, we also need to know whether the noun is masculine or feminine:</p> <p>Masculine nouns, e.g. <b>un parking</b> = <b>a</b> car park <b>le parking</b> = <b>the</b> car park</p> <p>Feminine nouns, e.g. <b>une cour</b> = <b>a</b> playground <b>la cour</b> = <b>the</b> playground</p> <p><b>l'</b> and <b>les</b> are used for <b>the</b> when the noun starts with a vowel, e.g. <b>l'entrée</b> or is plural, e.g. <b>les toilettes</b>.</p>	<p><u>For teachers:</u></p> <p>[wa] oi – <i>les toilettes, voici</i></p> <p>[ã] an/en – <i>l'entrée, grande</i></p> <p>[u] ou – <i>la cour, où</i></p> <p>[ɛ̃] in, ain – <i>terrain, masculin, féminin</i></p> <p>[œ] un – <b>un</b>,</p> <p>Silent final consonants – <i>c'est, sport</i></p>	<p><u>For children:</u></p> <p>[ã] an/en – <i>l'entrée, grande</i></p> <p>[œ] un – <b>un</b>,</p> <p>[ɛ̃] in, ain – <i>terrain, masculin, féminin</i></p>
<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"><li>• Write a short text to describe different areas of the school</li><li>• Recognise some similarities and differences between French and English schools</li></ul>		<p><b><u>New National Curriculum Links</u></b></p>	
<p><b>Throughout the week:</b></p> <p>Play <i>Masculin ou féminin</i> to practise vocabulary and gender.</p>		<p><b>Resources</b></p> <ul style="list-style-type: none"><li>• Word cards of places in the school</li><li>• A large die with the faces labelled <i>le</i> and <i>la</i></li><li>• Photographs of places in a French school</li><li>• Microphones</li><li>• Audio recording/ editing software</li><li>• Multimedia presentation software</li><li>• Video camera</li><li>• Access to a class blog</li></ul>	
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"><li>• Either obtain photographs of a school from your French-speaking partner, or look at primary schools' websites.</li><li>• In French schools, children are likely to sit at individual desks in rows. They do not have so many displays as in an English primary school. They have a longer break in the middle of the day because many children go home for lunch. They do not have to wear a uniform in state schools.</li><li>• Children could create digital or hard copy books entitled <i>Notre école</i> using the</li></ul>			

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<p>photographs of the school and the description. These could be sent to a partner school and could also be given to any new arrivals at the school, who are from French-speaking countries.</p>	
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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<i>Masculin ou féminin</i> <i>Levez-vous!</i>  <i>Vous allez faire visiter l'école à un visiteur.</i>  <i>le terrain de sport</i> <i>la salle de classe</i> <i>la cour</i> <i>les toilettes (f plural)</i> <i>le parking</i> <i>la grande salle</i> <i>la bibliothèque</i> <i>la cuisine</i> <i>l'entrée (f)</i>  <i>Voici le/la/les ...</i> <i>Notre école a un/une/des ...</i> <i>Il y a un/une/des ...</i> <i>Notre école a un terrain de sport et une cour. Il y a aussi une grande salle et une</i>	Masculine or feminine Stand up!  You are going to show a visitor around the school.  the sports field the classroom the playground the toilets the car park the hall the library the kitchen the entrance  Here is/are the ... Our school has a/some ... There is/are a/some ... Our school has a playing field and a playground. There is also a hall and a	<i>le terrain de sport</i> <i>la salle de classe</i> <i>la cour</i> <i>les toilettes (f plural)</i> <i>le parking</i> <i>la grande salle</i> <i>la bibliothèque</i> <i>la cuisine</i> <i>l'entrée (f)</i>  <i>Voici le/la/les ...</i> <i>Notre école a un/une/des ...</i> <i>Il y a un/une/des ...</i>	the sports field the classroom the playground the toilets the car park the hall the library the kitchen the entrance  Here is/are the ... Our school has a/some ... There is/are a/some ...

## ***Notre école* (Our school)**

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<i>bibliothèque.</i>	library.		
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