

Notre monde (Our world)

6. Explorers

Prior Knowledge: It is helpful if children already are confident with the geographical features of a river's journey.

Objectives

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

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.

Present ideas and information orally to a range of audiences.

Support

Support less confident children with a writing frame, gap fill text or word banks to help them construct their sentences.

Extension

Encourage more confident children to use relevant subject pronouns in their work.

Main

Play the Human Sentence game with a number of sentences, e.g. *Le Nil est en Afrique, Le Congo traverse les forêts tropicales*. Cut up each sentence into separate words and challenge groups of children to reorder the words correctly. Ask each group to read their sentence aloud before putting the sentences on the board.

ICT opportunities: Using a self-authoring package, create a cycle of re-ordering exercises to help the children practise putting the words into the correct order.

Tell children that they are going to use this lesson to plan their own exploration of an imaginary river. This can be done as a poster for display or made into an oral presentation. Remind them that, for each part of the journey, their team will need information on geographical features and what the weather is going to be like. You may wish to display the pictorial map of the Congo with labelled features as a reminder.

As a class, write the first paragraph about an imaginary river together, e.g.:

Notre exploration va commencer en août.

On va explorer le/la + name of river. Le/la ... est en + continent. Le/la ... est le plus long fleuve d' + continent.

Le/la ... est long de ... km. La source du ... est dans + geographical feature.

Le/la ... traverse + geographical feature. En août dans + geographical feature il va faire + weather.

Point out that in the class paragraph, the name of the river has been used a number of times, whereas in the text they read in Session 3 it was only used once. Can they remember which word was used in place of the name of the river? Remind them of the use of *il* or *elle* as a pronoun to refer to the river, and decide where it might be used in the paragraph.

Children work in pairs, using the model above to scaffold their writing. Remind them that their journey should:

- last several months
- include a variety of different landscapes
- include a variety of weather conditions.

ICT opportunities: Using the French version of Wikipedia and a private wiki, children work in pairs to produce a description of their imaginary exploration based on the writing frame they've been given. They can include images and video clips to illustrate their journey along the way.

Throughout the session, invite children to share their work in progress.

Write the final sentence together as a class: *Le ... se jette finalement dans l'Océan ... / la Mer...*

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>Teachers may wish to take the opportunity during this session to revisit/consolidate all or any of the grammar points from Unit 20 as they arise while children are working on their text.</p> <p>Note that a liaison should be made between the <i>t</i> of <i>est</i> and the vowel at the beginning of the word <i>en</i>, thus :</p> <p><i>Le Congo est_en Afrique</i></p> <p>Similarly, make a liaison between the <i>n</i> of <i>en</i> and the <i>a</i> of <i>août</i>, thus:</p> <p><i>en_août</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Subject pronouns:</p> <p>Remind children that instead of repeating the name of something (in this case their river) they can use <i>il</i> or <i>elle</i> (depending on whether the name of the river is masculine or feminine):</p> <p><i>Le Congo</i> traverse les marais, et <i>il</i> se jette finalement dans l'Océan Atlantique = The Congo flows through the swamps and <i>it</i> finally flows into the Atlantic Ocean.</p> <p><i>La Seine</i> est un fleuve très important en France. <i>Elle</i> est longue de 776km et <i>elle</i> traverse la ville de Paris = The Seine is a very important river in France. <i>It</i> is 776km long and <i>it</i> flows through the city of Paris.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus.</p>
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Produce a non-fiction text for display/ presentation Apply language to a new context 	<p><u>New National Curriculum Links</u></p> <p>English: Y3/4 writing composition; plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary; draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Computing: select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		
<p>Throughout the week</p> <p>Children continue their preparation of the information text.</p>		<p>Resources</p> <ul style="list-style-type: none"> Sentences about the Congo's journey cut up into separate words A pictorial map of the Congo with labelled features Differentiated writing frames or gap-fill texts. Self-authoring package Access to a class wiki Access to a search engine 	
<p>Teaching Tips</p> <ul style="list-style-type: none"> In order to differentiate the river journey activity, you might ask some children to create a journey that only lasts two or three months instead of five. Alternatively, you might prefer to provide a writing frame or gap-fill text for those children requiring extra support. Some children may prefer to base their river journey on an actual river rather than an imaginary one. Encourage them to use a long river which passes through a variety of landscapes. 			

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<ul style="list-style-type: none"> Children might like to create a video of their imaginary journey using a green screen so they can display images of each stage of their exploration behind them. This will give the impression that they are actually travelling from one place to another and will bring their presentation to life. Using the texts they have already drafted, the children can record a voiceover and include a written description too. The finished clips can be published on the class blog. 	<ul style="list-style-type: none"> Video camera Microphone Sound-editing software
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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Faites une phrase.</i>	Make (pl.) a sentence.	<i>Notre exploration va commencer en août.</i>	Our exploration is going to start in August.
<i>Notre exploration va commencer en août.</i>	Our exploration is going to start in August.	<i>On va explorer le/la + fleuve.</i>	We are going to explore the (m/f) + river.
<i>On va explorer le/la + fleuve.</i>	We are going to explore the (m/f) + river.	<i>Le/la ... est en + continent.</i>	The (m/f) ... is in + continent
<i>Le/la ... est en + continent.</i>	The (m/f) ... is in + continent	<i>Le/la ... est le plus long fleuve d' + continent.</i>	The (m/f) ... is the longest river in + continent.
<i>Le/la ... est le plus long fleuve d' + continent.</i>	The (m/f) ... is the longest river in + continent.	<i>Le/la ... est long de ... km.</i>	The (m/f) ... is ... km long.
<i>Le/la ... est long de ... km.</i>	The (m/f) ... is ... km long.	<i>La source du ... est dans ex. les montagnes.</i>	The source of the (m/f) ... is in e.g. the mountains.
<i>La source du ... est dans ex. les montagnes.</i>	The source of the (m/f) ... is in e.g. the mountains.	<i>Le/la ... traverse ex. les montagnes.</i>	The (m/f)... flows through e.g. the mountains.
<i>Le/la ... traverse ex. les montagnes.</i>	The (m/f)... flows through e.g. the mountains.	<i>En ex. août dans ex. les montagnes il va faire + temps.</i>	In e.g. August in e.g. the mountains it is going to be + weather.
<i>En ex. août dans ex. les montagnes il va faire + temps.</i>	In e.g. August in e.g. the mountains it is going to be + weather.	<i>dans...</i>	in...
<i>dans...</i>	in...	<i>en (+ mois) ex. janvier</i>	in (+ month) e.g. January
<i>en (+ mois) ex. janvier</i>	in (+ month) e.g. January	<i>la source</i>	the source
<i>la source</i>	the source	<i>un lac</i>	a lake
<i>un lac</i>	a lake	<i>un marais</i>	a swamp
<i>un marais</i>	a swamp	<i>un désert</i>	a desert
<i>un désert</i>	a desert	<i>une chute</i>	a waterfall

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<i>une chute</i>	a waterfall	<i>une ville</i>	a town
<i>une ville</i>	a town	<i>une montagne</i>	a mountain
<i>une montagne</i>	a mountain	<i>une forêt tropicale</i>	a rainforest
<i>une forêt tropicale</i>	a rainforest	<i>une vallée</i>	a valley
<i>une vallée</i>	a valley	<i>les hauts plateaux</i>	high plateaux
<i>les hauts plateaux</i>	high plateaux	<i>Il va pleuvoir</i>	It's going to rain
<i>Il va pleuvoir</i>	It's going to rain	<i>Il va neiger</i>	It's going to snow
<i>Il va neiger</i>	It's going to snow	<i>Il va faire beau / chaud / du vent / mauvais / froid.</i>	It's going to be fine / hot / windy / bad / cold (weather).
<i>Il va faire beau / chaud / du vent / mauvais / froid.</i>	It's going to be fine / hot / windy / bad / cold (weather).	<i>Le ... se jette finalement dans l'Océan ... / la Mer...</i>	Finally, the (m/f)... flows into the ...Ocean/Sea.
<i>Le ... se jette finalement dans l'Océan ... / la Mer...</i>	Finally, the (m/f)... flows into the ...Ocean/Sea.	<i>Le/La ... se jette finalement dans l'Océan ... / la Mer...</i>	Finally, the (m/f)... flows into the ...Ocean/Sea.

End of Unit Activities

Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding from this unit. 	<ul style="list-style-type: none"> Children present their river journeys to a friendly audience; to their own or another class or during a school celebration assembly. 	<ul style="list-style-type: none"> Present information in a variety of ways 	<ul style="list-style-type: none"> Follow-up: If children have made posters, make these into a classroom display. If the school has a French-speaking partner school, the class could email photos of their presentations or present their work via a videoconferencing link.

Le Congo (full text)

Notre exploration va commencer en août. On va explorer le Congo. Le Congo est le deuxième plus long fleuve d'Afrique après le Nil. Il est long de 4,700km. La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.

Le Congo traverse les vallées et les forêts tropicales en République Démocratique du Congo. En septembre dans les forêts tropicales il va pleuvoir.

Le Congo traverse les chutes Stanley dans les hauts plateaux. En octobre, dans les hauts plateaux, il va faire du vent.

The Congo (full text)

Our exploration is going to start in August. We are going to explore the Congo. The Congo is the second-longest river in Africa after the Nile. It is 4,700km long. The source of the Congo is in Zambia in the mountains. In August in the mountains it's going to be cold.

The Congo flows through the valleys and the rainforests in the Democratic Republic of Congo. In September in the rainforests it's going to rain.

The Congo flows through the Stanley Falls on the high plateaux. In October on the high plateaux it's going to be windy.

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Le Congo traverse les grandes villes de Kisangani, Kinshasa et Brazzaville. Kinshasa est la deuxième plus grande ville d'Afrique. En novembre dans les grandes villes il va faire du soleil.

Le Congo traverse les marais en République Démocratique du Congo. En décembre dans les marais il va faire chaud. Le Congo se jette finalement dans l'Océan Atlantique.

The Congo flows through the large towns of Kisangani, Kinshasa and Brazzaville. Kinshasa is the second-largest town in Africa. In November in the large towns it's going to be sunny.

The Congo flows through the swamps in the Democratic Republic of Congo. In December in the swamps it's going to be hot. Finally, the Congo flows into the Atlantic Ocean.