

## Notre monde (Our world)

### 3. Language detectives

**Prior Knowledge:** It is helpful if children already know that nouns are masculine or feminine and how to substitute pronouns for nouns.

#### Objectives

Read carefully and show understanding of words, phrases and simple 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.

#### Support

Less confident children may need support with the idea of substituting pronouns for rivers, and that in French they could be masculine or feminine.

#### Extension

As part of the fifth activity, more confident children complete an additional facts table, using information about *La Seine* (see below).

#### Main

Explain to children that they are going to be looking at a text about rivers. Display the text (see 'Teaching Tips') and read it aloud. Stop at various points and ask them to point out where you are in the text.

Ask children to name the main river featured in the text. Invite a child to underline the name (note that the name of the river only occurs twice in the text). Children discuss in pairs which word is used to substitute the river name. Remind them of the planet sentences they made in Unit 18. Ask a volunteer to underline *il*. Give an example in English, e.g. 'The Thames is a famous river in Europe. It flows through the cities of Oxford and London in England'.

Look again at the list of rivers given in Session 1. Which rivers have masculine names? Which have feminine names? Show children the text for *La Seine*. Ask them to underline the pronoun *elle*, which refers to that river.

Show children the headings for the facts table (See Resources) and ask if they can work out their meaning (the English is given here for your information). You may prefer to substitute these headings with extracts from the text, e.g. *est long de* (length), *se jette dans* (flows into).

Children work in pairs to complete the facts table about the Congo. They feed back their answers and check them as a class. Discuss which strategies children used to locate the information.

ICT opportunities: Using a private wiki and the French Wikipedia, children work in pairs filling in the table.

Display and read the sentence *Le Congo est le deuxième plus grand fleuve d'Afrique*. In pairs, children discuss its meaning. Show the sentence *Berlin est la plus grande ville d'Europe*. Ask children to read it aloud and work out its meaning. Display a world map with the continents outlined and ask *Quel est le plus grand continent?* to elicit *l'Asie*. Write *L'Asie est le plus grand continent* on the board and ask the class to join in as you read it aloud.

Compare the two sentences *Le Nil est le plus grand fleuve d'Afrique* and *Tokyo est la plus grande ville d'Asie* (Tokyo is the biggest city in Asia). Invite another volunteer to underline which phrase means 'the biggest' in both sentences. Compare the two underlined phrases. What do children notice when they see the sentences? What do they notice when they listen to the sentences? Can they explain why there are these differences?

ICT Opportunities: Use the screen recording function of the interactive whiteboard and a microphone to capture everything that is spoken or written on the board. Write the two sentences and change the font colour to highlight the phrase 'the biggest', e.g. blue for masculine *le plus grand* and red for feminine *la plus grande*. Ask the children to explain what is different about the two sentences highlighting the change in spelling, sound and colour. Use the microphone to record their thoughts and then publish the clip on the class blog so they can reflect further at home.

Having established that when the noun is feminine *le plus grand* becomes *la plus grande*, give groups of children some additional sentences to reinforce their understanding, e.g. *L'Amazone est le plus grand fleuve d'Amérique du Sud*. *New York est la plus grande ville d'Amérique du Nord*.

Give children some key words, e.g. Mississippi, *l'Amérique du Nord*, *le fleuve* and ask them to build sentences, which they read aloud to a partner.

ICT Opportunities: Using a word-processing package, write a model sentence containing dropdown menus which include a range of keywords needed to form a variety of examples. Create text boxes underneath the model so that the children can use the dropdown menus to scaffold their writing and produce their own sentences independently.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Superlatives – ‘the biggest’</p> <p>To express the fact that something is the biggest, <i>le plus grand</i> or <i>la plus grande</i> is used, depending on whether the noun being described is masculine or feminine:</p> <p><b><i>le plus grand</i></b> fleuve = the biggest river</p> <p><b><i>la plus grande</i></b> ville = the biggest town/city</p> <p>Teachers may wish to be aware that plurals of the superlative are formed as follows:</p> <p><b><i>les plus grands</i></b> continents = the biggest continents</p> <p><b><i>les plus grandes</i></b> villes = the biggest towns/cities</p> <p>Pronunciation - In the text for the first activity, the word <i>est-africain</i> appears. Because <i>est</i> means ‘East’ in this context, the <i>-st</i> is pronounced, whereas when the word <i>est</i> appears as part of the verb <i>être</i>, the <i>-st</i> is silent.</p> <p>Teachers should also note that when reading aloud the text for the extension activity, a liaison should be made between the <i>s</i> of <i>très</i> and the vowel at the beginning of the word <i>important</i> :</p> <p>thus - <i>très_important</i></p> <p>The <i>s_</i> should make a ‘z’ sound.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>To say that something is ‘the biggest’, you need to know whether that noun is masculine or feminine.</p> <p>If it is masculine, say <i>le plus grand</i>... e.g. <b><i>le plus grand</i></b> fleuve = the biggest river</p> <p>If it is feminine, say <i>la plus grande</i>... e.g. <b><i>la plus grande</i></b> ville = the biggest town/city</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[u] ou – <b><i>source</i></b>, <b><i>embouchure</i></b></p> <p>[l] <b><i>ville</i></b> – As a general rule, the double L after A, E, O, U, and Y is pronounced like an L: <i>une balle</i>, <i>elle</i>, <i>mollement</i>, <i>une idylle</i>, etc.</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No specific focus.</p>
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<div>Learning Outcomes</div> <div>Children can:<ul style="list-style-type: none"><li>Read and understand the main points in a non-fiction text</li><li>Use detail from a text to complete a chart</li><li>Use a simple superlative to describe a river</li></ul></div>	<div>New National Curriculum Links</div> <div>English: Y3/4 Grammar and punctuation; choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition; Y5/6 comprehension: understand what they read by checking that the [book] makes sense to them, discussing their understanding and exploring the meaning of words in context</div> <div>Geography: locate the world’s countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities</div>												
<div>Throughout the week</div> <div>Play <i>Répétez si c’est vrai</i> (Repeat if it’s True) with key facts about the continents and/or rivers, e.g. <i>En Afrique il y a le Danube. L’Europe est le plus grand continent du monde. La Loire traverse l’Angleterre.</i></div>	<div>Resources</div> <div><ul style="list-style-type: none"><li>Text about rivers (see below)</li><li>The list of rivers from Session 1</li><li>A large copy and a class set of small copies of the facts table</li></ul></div> <table><tr><td>Nom du fleuve (Name of the river)</td><td></td></tr><tr><td>La longueur (Length)</td><td></td></tr><tr><td>La source (Source)</td><td></td></tr><tr><td>L’embouchure (Mouth of river)</td><td></td></tr><tr><td>Villes principales (Main towns)</td><td></td></tr><tr><td>Autres informations (Other information)</td><td></td></tr></table>	Nom du fleuve (Name of the river)		La longueur (Length)		La source (Source)		L’embouchure (Mouth of river)		Villes principales (Main towns)		Autres informations (Other information)	
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<div>Teaching Tips</div> <div><ul style="list-style-type: none"><li>You may wish to ask a native speaker to provide a recording of the two texts.</li></ul></div>													

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p>Example text about rivers (see below)</p> <p><i>Nom du fleuve</i></p> <p><i>La longueur</i></p> <p><i>La source</i></p> <p><i>L'embouchure</i> (f)</p> <p><i>Villes principales</i></p> <p><i>Autres informations</i></p> <p><i>le plus grand / la plus grande</i></p>	<p>Name of the river</p> <p>Length</p> <p>Source</p> <p>Mouth of river</p> <p>Main towns</p> <p>Other information</p> <p>the biggest (m/f)</p>	<p><i>le plus grand / la plus grande</i></p> <p><i>(Le Nil) est le plus grand fleuve d'Afrique</i></p> <p><i>(Tokyo) est la plus grande ville d'Asie</i></p> <p><i>l'Europe</i> (f)</p> <p><i>l'Afrique</i> (f)</p> <p><i>l'Amérique du Sud</i> (f)</p>	<p>the biggest (m/f)</p> <p>(The Nile) is the biggest river in (Africa)</p> <p>(Tokyo) is the biggest city in (Asia)</p> <p>Europe</p> <p>Africa</p> <p>South America</p>

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<i>(Le Nil) est le plus grand fleuve d'(Afrique)</i>	(The Nile) is the biggest river in (Africa)	<i>l'Amérique du Nord</i> (f)	North America
<i>(Tokyo) est la plus grande ville d'(Asie)</i>	(Tokyo) is the biggest city in (Asia)	<i>l'Asie</i> (f)	Asia
		<i>l'Océanie</i> (f)	Australasia
<i>L'Europe</i> (f)	Europe	<i>l'Antarctique</i> (f)	Antarctica
<i>l'Afrique</i> (f)	Africa		
<i>l'Amérique du Sud</i> (f)	South America	<i>l'Amazone</i>	the Amazon
<i>l'Amérique du Nord</i> (f)	North America	<i>le Danube</i>	the Danube
<i>l'Asie</i> (f)	Asia	<i>le Gange</i>	the Ganges
<i>l'Océanie</i> (f)	Australasia	<i>le Nil</i>	the Nile
<i>l'Antarctique</i> (f)	Antarctica	<i>le Rhin</i>	the Rhine
		<i>le Yang Tsé</i>	the Yangtze
<i>l'Amazone</i>	the Amazon	<i>la Seine</i>	the Seine
<i>le Danube</i>	the Danube	<i>la Tamise</i>	the Thames
<i>le Gange</i>	the Ganges		
<i>le Nil</i>	the Nile		
<i>le Rhin</i>	the Rhine		
<i>le Yang Tsé</i>	the Yangtze		
<i>la Seine</i>	the Seine		
<i>la Tamise</i>	the Thames		

#### Text: First activity

##### *Les fleuves du monde*

*Chaque continent a un grand fleuve. En Amérique du Sud il y a l'Amazone. En Europe il y a le Rhône. En Afrique il y a le Congo. Le Congo est le deuxième plus grand fleuve d'Afrique après le Nil. Il est long de 4,700km. Sa source est en Zambie dans les montagnes du grand rift est-africain. Il traverse les villes de Kisangani, Kinshasa et Brazzaville. Il se jette finalement dans l'Océan Atlantique.*

##### Rivers of the world

Each continent has a big river. In South America there is the Amazon. In Europe there is the Rhône. In Africa there is the Congo. The Congo is the second-biggest river in Africa after the Nile. It is 4,700km long. Its source is in Zambia in the mountains of the East African Rift. It flows through the towns of Kisangani, Kinshasa and Brazzaville. Finally, it flows out into the Atlantic Ocean.

#### Text: Extension activity

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#### *La Seine*

*La Seine est un fleuve très important en France. Elle est longue de 776km. Sa source est près de Dijon et elle se jette finalement dans la Manche. Elle traverse Paris, la capitale de la France.*

#### The Seine

The Seine is a very important river in France. It is 776km long. Its source is near Dijon and finally it flows out into the English Channel. It runs through Paris, the capital of France.