

## Notre monde (Our world)

### 5. The journey of the Congo

**Prior Knowledge:** It is helpful if children already know *Il y a...* and the names of some geographical features.

#### Objectives

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

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.

#### Support

Less confident children may need further support in the form of subject-specific reference materials.

#### Extension

More confident children could try to construct the sentences using only the picture cards as prompts.

#### Main

Challenge the class to see how many continents, landscape features and weather forecast phrases they can remember in French from Session 4. Invite them to predict how many they will be able to recall.

Play a game to revise the question *Quel temps va-t-il faire?* and its possible answers. Ask a child to select a weather phrase/symbol and show the class but not you. The children chorus the question and you answer with different weather phrases until you guess the one selected. Ask a pair of confident children to guess for the next round.

Show children the pictorial map of the Congo River. Remind them that they are explorers leading a team to explore it. The journey is going to take five months and they will need to explain to other members of their imaginary team what they will see each month and what the weather is going to be like.

Children work in groups. Give each group copies of symbol cards showing the correct features for each part of the journey. On each card there will be a variety of symbols, e.g. the outline and name of Zambia, a mountain and someone shivering. Explain that these show what they will encounter each month on their journey, and choose one of the symbol cards to talk through, e.g. *La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.* (The source of the Congo is in the mountains of Zambia. In August, in the mountains, it's going to be cold.)

Give out text cards (see 'Teaching Tips') and ask children to match these with the symbol cards and put them in the correct order.

ICT opportunities: Using a self-authoring package, create a matching activity whereby the children have to pair up a card containing different symbols with its corresponding descriptive text.

Children read their texts aloud to each other. Encourage them to comment constructively on each other's reading and pronunciation. As a class, establish the correct order of the text cards.

ICT opportunities: The children practise pronouncing their descriptions and when ready they record themselves using a microphone and sound-editing software. They then publish their podcasts on to the class blog along with images of the symbols and encourage each other to leave comments.

Children research the countries that the Congo crosses on its journey. Children can formulate geographical questions, e.g. 'What is the landscape like?', 'Which languages are spoken?'

ICT opportunities: The children can use the French version of Wikipedia to inform their questions.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>Note that in French, the days of the week, months of the year and seasons are all written in lower case.</p> <p>Teachers should also note that a liaison should be made between the s of <i>suis</i> and the vowel at the beginning of the word <i>en</i> : thus - <i>Je suis_en Amérique</i></p> <p>The s_ should make a 'z' sound.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Remind children that they used the word <i>en</i> in Session 2 to mean 'in' when talking about continents:</p> <p><b>en</b> Afrique = <b>in</b> Africa; <i>Je suis en Amérique</i> = I am <b>in</b> America</p> <p>Explain that <i>en</i> also means 'in' when talking about months:</p> <p><b>en</b> janvier = <b>in</b> January</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ã] an/en/em – <b>en, temps, dans, septembre, vent, grande, finalement, l'océan</b></p> <p>[ɔ̃] on – <b>Congo, montagnes</b></p> <p>silent final consonants – <b>temps, chaud, froid, mauvais, vent, soleil, hauts, plateaux, dans, forêts, tropicales, marais, grandes,</b></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No specific focus.</p>
<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Understand and use the preposition <i>en</i> + country or continent</li> <li>Read and understand a short text in the present and future tenses</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Geography:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Computing:</b> describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely</p>		
<p><b>Throughout the week</b></p> <p>Children answer the register with a sentence containing <i>en</i> + continent, e.g. <i>Je suis en Amérique.</i></p> <p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>Fourth activity: These ideas for text cards are taken from a full text available at the end of this unit.</li> </ul> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.</i></p> <p><i>Le Congo traverse les vallées et les forêts tropicales en République Démocratique du Congo. En septembre dans les forêts tropicales il va pleuvoir.</i></p> </div> <div style="width: 45%;"> <p>The source of the Congo is in the mountains of Zambia. In August, in the mountains, it's going to be cold.</p> <p>The Congo flows through valleys and rainforests in the Democratic Republic of Congo. It is going to rain in the rainforests in September.</p> </div> </div>			<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Pictorial map of the Congo River, with images of geographical features, on the interactive whiteboard</li> <li>Sets of symbol and text cards showing features for each part of the Congo's journey</li> <li>Self-authoring package</li> <li>Access to an internet search</li> </ul>

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<p><i>Le Congo traverse les chutes Stanley dans les hauts plateaux. En octobre, dans les hauts plateaux, il va faire du vent.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>The Congo flows through the Stanley Falls on the high plateaux. It is going to be windy on the high plateaux in October.</p> <p>The Congo flows through the large towns of Kisangani, Kinshasa and Brazzaville. Kinshasa is the second-largest town in Africa. It is going to be sunny in the large towns in November.</p> <p>The Congo flows through the swamps of the Democratic Republic of Congo. It is going to be hot in the swamps in December. Finally, the Congo flows into the Atlantic Ocean.</p>	<p>engine</p> <ul style="list-style-type: none"> <li>• Access to a class blog</li> <li>• Microphone</li> <li>• Sound-editing software</li> </ul>
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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>
<p><i>Quel temps va-t-il faire ?</i></p> <p><i>Il va faire beau / chaud / du vent / mauvais / froid</i></p> <p><i>Il va pleuvoir</i></p> <p><i>Il va neiger</i></p> <p><i>Pour cette activité, vous êtes explorateurs.</i></p> <p><i>Le Congo traverse...</i></p> <p><i>la source</i></p> <p><i>un lac</i></p> <p><i>un marais</i></p> <p><i>un désert</i></p> <p><i>une chute</i></p> <p><i>une ville</i></p> <p><i>une montagne</i></p> <p><i>une forêt tropicale</i></p> <p><i>une vallée</i></p>	<p>What is the weather going to be like?</p> <p>It's going to be fine / hot / windy / bad / cold (weather).</p> <p>It's going to rain</p> <p>It's going to snow</p> <p>For this activity you are explorers.</p> <p>The Congo flows through ...</p> <p>the source</p> <p>a lake</p> <p>a swamp</p> <p>a desert</p> <p>a waterfall</p> <p>a town</p> <p>a mountain</p> <p>a rainforest</p> <p>a valley</p>	<p><i>Il va faire beau / chaud / du vent / mauvais / froid</i></p> <p><i>Il va pleuvoir</i></p> <p><i>Il va neiger</i></p> <p><i>Le Congo traverse...</i></p> <p><i>la source</i></p> <p><i>un lac</i></p> <p><i>un marais</i></p> <p><i>un désert</i></p> <p><i>une chute</i></p> <p><i>une ville</i></p> <p><i>une montagne</i></p> <p><i>une forêt tropicale</i></p> <p><i>une vallée</i></p> <p><i>les hauts plateaux</i></p>	<p>It's going to be fine / hot / windy / bad / cold (weather).</p> <p>It's going to rain</p> <p>It's going to snow</p> <p>The Congo flows through ...</p> <p>the source</p> <p>a lake</p> <p>a swamp</p> <p>a desert</p> <p>a waterfall</p> <p>a town</p> <p>a mountain</p> <p>a rainforest</p> <p>a valley</p> <p>high plateaux</p>

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<i>les hauts plateaux</i>  <i>dans...</i> <i>en (+ mois) ex. janvier</i>	high plateaux  in... in (+ month) e.g. January	<i>dans...</i> <i>en (+ mois) ex. janvier</i>	in... in (+ month) e.g. January
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