

## Notre école (Our school)

### 2. Places in our school

**Prior Knowledge:** It is helpful if children already know the time on the half-hour, *Voici ...and en anglais on dit...*

#### Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

**Engage in conversations; ask and answer questions;** express opinions and respond to those of others; seek clarification and help.

#### Support

Some children may need support with the digital times.

Some children may need adult support when using a dictionary.

#### Extension

Encourage more confident children to use French for the discussions in the third activity.

Children use a dictionary to find names of other places around the school to put in a word bank. Remind them to use their knowledge of phoneme–grapheme correspondence to help them to pronounce the new words.

#### Main

Play Time Bingo. Using mini-whiteboards, children write down in digital form 3 times on the half-hour. Call out some times and the first child to have all three of their times called out stands up and says *C'est l'heure!* (It's time!)

ICT opportunities: Using a self-authoring package, create a matching activity where the children have to listen to different sound files for half past the hour and match it with pictures of different digital displays.

Display photographs/images of some places in the school, explaining what each one is. Start with places that are near cognates, e.g. *Voici la salle de classe* (Here is the classroom) / *les toilettes* (the toilets) / *le parking* (the car park) / *l'entrée* (the entrance). / Then introduce, e.g. *Voici la grande salle* (Here is the hall) / *la bibliothèque* (the library) / *la cuisine* (the kitchen) / *le terrain de sport* (the sports field) / *la cour* (the playground).

ICT opportunities: Using presentation software, create a plan of the school and label each room or building. Add hyperlinks (or triggers) to digital photos of the rooms or buildings with a back button to allow a return to the main slide.

Conceal the photographs/images. Explain that the children are going to do a 5-minute challenge. Write some school place names on the board and ask children to work with a talk partner to decide what they think each word means in English. Children could use a dictionary to cross-check. Encourage them to pronounce the words correctly and to use French in their discussions, e.g. *'La cour' – en anglais on dit 'the playground'*. (*'La cour'* – in English we say 'the playground'). When working with dictionaries, encourage children to use *Comment ça s'écrit?* (How is that spelt?).

Invite feedback and ask children how they identified the words. Encourage them to see that there are words, e.g. *l'entrée*, *le parking* that are similar in French and in English and to use their existing knowledge of French words, e.g. *grand* and *sport*, to help them find the meaning of others.

Reveal the images again and children repeat the words in chorus. Invite a volunteer to come to the front. Say, e.g. *Où est la salle de classe?* (Where is the classroom?) Encourage children to use *voici* in their answers, e.g. *Voici la salle de classe*. Repeat with other volunteers. Ask individual children to come out and take the teacher's role.

ICT Opportunities: Create a numbered noughts and crosses grid on the interactive whiteboard and ask the children to add the number and the place, e.g. one child could ask *Où est la salle de classe?* (Where is the classroom?) and another could reply *Voici la salle de classe, numéro 1* (Here is the classroom, number 1). Using the pen tool, the teacher then annotates the grid with a nought or cross accordingly.

Children play Pelmanism in pairs with double sets of small-sized images. The images are placed face down. The children take it in turns to turn one over and say to their partner, e.g. *Je cherche l'entrée* (I'm looking for the entrance). The second player turns over a photo and says *Voici* + the name of that room. If the images match, the second player keeps them otherwise they are placed back face down on the table. The winner is the player with the most pairs.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Verbs – <i>être</i> - When asking questions about where things are, use the appropriate singular or plural form:</p> <p><i>Où <b>est</b>...?</i> with singular nouns, e.g. <i>Où <b>est</b> la salle de classe ?</i></p> <p><i>Où <b>sont</b>...?</i> with plural nouns, e.g. <i>Où <b>sont</b> les toilettes ?</i></p> <p>Questions and answers - When eliciting responses from children, the following question forms can be used:</p> <p><i>Qu'est-ce que <b>tu cherches</b> ? ⇒ <b>je cherche</b>...</i></p> <p><i>Comment ça s'écrit ? ⇒ Ça s'écrit....</i></p> <p><i>Qu'est-ce qu'on dit en anglais ? ⇒ en anglais on dit...</i></p> <p><i>Comment dit-on (la cour) en anglais ? ⇒ en anglais on dit (the playground).</i></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Gender – using the definite article to say 'here is <b>the</b>...'</p> <p>Remind children that there are different words for <b>the</b>, depending on whether the noun is masculine or feminine:</p> <p><i>voici + le/la/l'/les</i></p> <p><i>voici <b>le</b> parking (<b>un</b> parking is masculine)</i></p> <p><i>voici <b>la</b> cour (<b>une</b> cour is feminine)</i></p> <p><i>voici l'entrée (<b>entrée</b> starts with a vowel)</i></p> <p><i>voici <b>les</b> toilettes (<b>toilettes</b> is plural)</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[wa] oi – <i>les <b>toilettes</b>, <b>voici</b></i></p> <p>[ɑ̃] an/en – <i>l'<b>entrée</b>, <b>grande</b></i></p> <p>[u] ou – <i>la <b>cour</b>, <b>où</b></i></p> <p>Silent final consonants – <i><b>c'est</b>, <b>sport</b></i></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>• Use knowledge of words, text and structure to make sentences about their school</li> <li>• Work out meaning using a range of clues</li> <li>• Use a dictionary to cross-check English meanings</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p>		
<p><b>Throughout the week</b></p> <p>Refer to places in the school by their French names. Make this activity a regular feature so that it becomes routine.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Mini-whiteboards</li> </ul>		

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<b>Teaching Tips</b> <ul style="list-style-type: none"> <li>If you plan for children to make a digital video at the end of this unit, tell them about this. They will need to remember new language to put into their script.</li> <li>Instead of using photographs for the Pelmanism game, you may want to prepare an A4 sheet of symbols for the different rooms, which can then be photocopied and cut into cards for each pair.</li> <li>If the school has a partner school in a French-speaking country, send a labelled plan of the school with photos and captions.</li> <li>The Global Gateway website at <a href="http://www.globalgateway.org">www.globalgateway.org</a> provides opportunities for finding partner schools abroad.</li> </ul>	<ul style="list-style-type: none"> <li>Large-sized photographs of places in the school</li> <li>Double sets of small-sized photos of places in the school for a matching game</li> <li>Dictionaries</li> <li>Self-authoring package for creating interactive activities</li> <li>Microphone</li> <li>Sound-editing software</li> </ul>
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Ecrivez l'heure avec des chiffres.</i> <i>C'est l'heure !</i>	Write down the time in numbers. It's time!	<i>C'est l'heure !</i>	It's time!
<i>Voici ...</i> <i>le terrain de sport</i> <i>la salle de classe</i> <i>la cour</i> <i>les toilettes</i> (f plural) <i>le parking</i> <i>la grande salle</i> <i>la bibliothèque</i> <i>la cuisine</i> <i>l'entrée</i> (f)	Here is ... the sports field the classroom the playground the toilets the car park the hall the library the kitchen the entrance	<i>Voici ...</i> <i>le terrain de sport</i> <i>la salle de classe</i> <i>la cour</i> <i>les toilettes</i> (f plural) <i>le parking</i> <i>la grande salle</i> <i>la bibliothèque</i> <i>la cuisine</i> <i>l'entrée</i> (f)	Here is ... the sports field the classroom the playground the toilets the car park the hall the library the kitchen the entrance
<i>Où est la salle de classe ?</i> <i>La cour – en anglais on dit 'the</i>	Where is the classroom? 'La cour' – in English we say 'the	<i>La cour – en anglais on dit 'the playground'.</i> <i>Je cherche....</i>	'La cour' – in English we say 'the playground'. I'm looking for ....

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playground'. <i>Je cherche....</i> <i>Comment ça s'écrit ?</i>	playground'. I'm looking for .... How is that spelt?	<i>Comment ça s'écrit ?</i>	How is that spelt?
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