

## Notre monde (Our world)

### 1. Crossing continents

**Prior Knowledge:** It is helpful if children already know the names of some continents and some rivers in English and the definite articles (*le/la*).

#### Objectives

Explore the patterns and sounds of language through songs and rhymes and **link the spelling, sound and meaning of words.**

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 benefit from a simple map with the continents labelled clearly.

#### Extension

More confident children label a map of the world, writing the names of the continents from memory.

#### Main

Display a world map where continents are clearly outlined. Point to each continent and introduce its name, i.e. *l'Europe* (Europe), *l'Afrique* (Africa), *l'Amérique du Sud* (South America), *l'Amérique du Nord* (North America), *l'Asie* (Asia), *l'Océanie* (Australasia), *l'Antarctique* (Antarctica). Repeat names quickly/slowly/loudly/quietly to practise pronunciation.

ICT opportunities: Using presentation software, display a world map and add an autoshape with no fill colour and thick line border over the top of each continent. Use a custom animation to make each autoshape appear in turn when clicked and play an embedded audio file of the continent in question being pronounced.

Display outline shapes of each continent. Ask the class to look at the world map. They try to identify the continents by shape giving answers in French. Divide the class into two teams to play *Touchez l'image*. One child from each team comes to the front. Name a continent and the first child to touch the correct outline wins a point for their team.

Say the names of the continents again and ask children to listen for the final sound in each. Can they hear one ending that occurs in four of the continents? (-ique) Which continents end with this sound? Ask children if they can recall other words containing this phoneme, e.g. *la Belgique, fantastique, magnifique, la musique*. Display the grapheme -ique and ask children to practise writing the grapheme from memory on their partner's hand or on a mini-whiteboard.

ICT opportunities: Create a slide on the interactive whiteboard with images of words containing the grapheme -ique. Label each picture with a text box, but use a different colour for the grapheme. Cover the labels with text boxes which can be 'rubbed out' once the items have been reinforced. Run the slideshow again to hide the word cards again and see if the children can write the words from memory. Reveal the answers to check how many of them they got right.

Before displaying the names of each continent on the board, give children the opportunity to have a go at writing them independently. Display the words on the board. How accurate were children's first attempts at spelling these words? Discuss similarities and differences in pronunciation between English and French and then invite a child to the board to underline the grapheme -ique in *l'Amérique du Nord/Sud, l'Afrique* and *l'Antarctique*.

Explain to children that the focus of this unit will be on rivers of the world. Can they name any in English? Display the French names of a selection of rivers (see Resources) and model pronunciation. Children repeat. Explain the notion of gender for 'named' rivers. Which of the rivers are masculine and which feminine? Ask children what clue they could children look for i.e. the definite article, *le/la*. Ask children how they could find out the gender for *l'Amazone*.

Using a bilingual dictionary (preferably online) let the children discover the genders of the different continents and rivers they have been studying and display them in a table of three columns where the masculine nouns are in the first column, the feminine nouns in the middle column and the ones which start with a vowel in the third column.

Challenge the class to see how many continents and rivers they can recall in French.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(See children's grammar focus)</p> <p>Note that the continents are all feminine, although this is not obvious because they all start with a vowel, and therefore, use <i>l'</i> instead of <i>la</i>.</p> <p><i>Quel/quelle</i> in questions - Note that the masculine and feminine forms sound the same but are spelt differently:</p> <p><i>C'est quel continent</i> (m) ? = which continent is it?</p> <p><i>Quelle heure</i> (f) <i>est-il</i> ? = what time is it?</p> <p><i>Quel jour</i> (m) <i>sommes-nous</i> ? = what day is it?</p> <p><i>Quelle est la date</i> (f) ? = what's the date?</p> <p>Usage - Note that <i>un fleuve</i> is used for a river that flows into the sea (therefore usually a large river) whereas <i>une rivière</i> is for smaller rivers (tributaries).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Proper nouns - Explain that continents and rivers have a gender (masculine or feminine) in the same way as countries do, e.g. <b>La France, L'Europe, la Seine</b>.</p> <p>Remind children that if the noun begins with a vowel, <i>l'</i> is used instead of <i>le</i> or <i>la</i>.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ik] ique – <i>l'Afrique, l'Amérique, l'Antarctique</i></p> <p>[ɑ̃] en – <i>continent</i></p> <p>[ɔ̃] on – <i>continent</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[ik] ique – <i>l'Afrique, l'Amérique, l'Antarctique,</i></p>
<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Recall and say the names of continents with good pronunciation</li> <li>Understand the notion of gender for proper nouns such as rivers and continents</li> <li>Recognise the phoneme–grapheme correspondence –<i>ique</i></li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Geography:</b> 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; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Computing:</b> 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><b>Throughout the week</b></p> <p>Give children the opportunity to identify and name the continents in French.</p> <p>Play Hangman (<i>Le Pendu</i>) to reinforce their spellings</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>World map with continents outlined and copies for children</li> </ul>		

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<b>Teaching Tips</b> <ul style="list-style-type: none"> <li>Dictionary activity: Bilingual hard copy dictionaries for children do not always contain all seven continents and the names of rivers. It would be advisable to check which feature in your class dictionaries before trying to start this activity with them.</li> <li>Allow children time to explore the course of some of the rivers mentioned in this session.</li> </ul>	<ul style="list-style-type: none"> <li>Outline shapes of the continents</li> <li>Dictionaries</li> <li>Mini whiteboards</li> <li>Presentation software</li> <li>Access to an internet search engine</li> <li>Suggested rivers: <ul style="list-style-type: none"> <li><i>l'Amazone</i> (the Amazon)</li> <li><i>le Danube</i> (the Danube)</li> <li><i>le Gange</i> (the Ganges)</li> <li><i>le Nil</i> (the Nile)</li> <li><i>le Rhin</i> (The Rhine)</li> <li><i>le Yang Tsé</i> (the Yangtse)</li> <li><i>la Seine</i> (the Seine)</li> <li><i>la Tamise</i> (the Thames)</li> </ul> </li> </ul>
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Regardez la mappemonde.</i> <i>Voici...</i> <i>C'est quel continent ?</i>  <i>l'Europe</i> (f) <i>l'Afrique</i> (f) <i>l'Amérique du Sud</i> (f) <i>l'Amérique du Nord</i> (f) <i>l'Asie</i> (f) <i>l'Océanie</i> (f) <i>l'Antarctique</i> (f)	Look at the world map. Here is... Which continent is this?  Europe Africa South America North America Asia Australasia Antarctica	<i>l'Europe</i> (f) <i>l'Afrique</i> (f) <i>l'Amérique du Sud</i> (f) <i>l'Amérique du Nord</i> (f) <i>l'Asie</i> (f) <i>l'Océanie</i> (f) <i>l'Antarctique</i> (f)  <i>l'Amazone</i> (m) <i>le Danube</i> <i>le Gange</i> <i>le Nil</i>	Europe Africa South America North America Asia Australasia Antarctica  the Amazon the Danube the Ganges the Nile

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<i>un fleuve</i>	a river	<i>le Rhin</i>	the Rhine
<i>l'Amazone (m)</i>	the Amazon	<i>le Yang Tsé</i>	the Yangtze
<i>le Danube</i>	the Danube	<i>la Seine</i>	the Seine
<i>le Gange</i>	the Ganges	<i>la Tamise</i>	the Thames
<i>le Nil</i>	the Nile		
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