

## 2. Rivers and continents

**Prior Knowledge:** It is helpful if children already know *en* (see Unit 17).

### Objectives

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 to refer to a list or map of continents and rivers.

In the fifth activity, less confident children may benefit from a simple writing frame with possible options.

### Extension

In the fourth activity, confident children may prefer to build the sentence without the support of the whole class.

In the fifth activity more confident children have a differentiated map with extra rivers on. They then use an atlas and dictionary to label the additional rivers in French.

### Main

Revise names of rivers and continents from the last session. Play a simple matching game by writing a selection of the rivers on the left-hand side of the board and continents on the right. Call out the name of a river, e.g. *l'Amazone*, and ask the question *Sur quel continent est l'Amazone?* to elicit *L'Amérique du Sud*, etc.

ICT opportunities: Using self-authoring software, create a matching exercise for the children to pair up rivers with their continents.

Display the sentence *L'Amazone est en Amérique du Sud* (The Amazon is in South America) and read it aloud. Ensure that children are clear about the meaning of this sentence. Draw attention to *en Amérique du Sud*. Do they think that something is missing here? Explain that the *l'* (the definite article) is omitted when the name of a continent comes after *en*. Display the answers to another question, e.g. *Sur quel continent est la Tamise?* and the class chorus *La Tamise est en Europe*.

Invite a few children to come to the front to make a human sentence using large individual word cards, e.g. *Le Gange est en Asie*. Ask volunteers to read the sentence aloud. Continue building human sentences with different rivers and continents. Alternatively, children continue this activity by building sentences with word cards in pairs or small groups.

ICT opportunities: Create word cards on the interactive whiteboard and ask children to form different sentences by dragging them into place. Use the stopwatch tool to see who can form the most sentences in a given time.

Play Pelmanism. Write the names of rivers and continents on individual cards. You will need to ensure that there are enough 'continent cards' for each river. Colour-code the cards, e.g. blue for rivers and green for continents. Place the cards face down on the board. The first child comes to the board and turns over a river card and a continent card. The class build a sentence using the two cards, e.g. *Le Nil est en Europe*. If the river and continent do not match, the cards are replaced. If they do match, the child keeps the cards. Continue the game until all the pairs have been found.

Give pairs of children a copy of a map of the world where the continents are clearly outlined. Show them how to write a label that links a continent with the appropriate river, e.g. *Le Yang Tsé est en Asie*. Children write their own labels and then share their maps with another pair.

ICT opportunities: Using a private wiki, embed a world map with pins marking different rivers. Include a model sentence as a label such as *Le Yang Tsé est en Asie*. Ask the children to work in pairs drafting sentences about the rivers and continents which they then peer assess with another group to check spelling and word order.

Provide children with a list of different rivers, one for each continent. Children research the location of each river and label each continent accordingly.

## Notre monde (Our world)

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>In French the definite articles <i>le</i> (m), <i>la</i> (f) and <i>l'</i> (before a vowel) are used before the names of continents.</p> <p>However, if the continent comes after the word <i>en</i>, meaning 'in', the definite article is not used, e.g. <b><i>en Amérique du Sud</i></b> (in South America).</p> <p>Commands (imperatives) - Remember to choose the correct form of the imperative according to whether you are speaking to one child or more than one, e.g.</p> <p>to one child: <b><i>prends une carte; fais une phrase</i></b></p> <p>to more than one child: <b><i>prenez une carte; faites une phrase</i></b></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Remind children how to say the continents, e.g.</p> <p><b><i>l'Europe, l'Afrique</i></b> etc.</p> <p>Explain that to say that somewhere is <b>in</b> a continent, e.g. <b>in</b> Europe, <b>in</b> Africa, we use the word <b><i>en</i></b> and we don't need to use the <b><i>l'</i></b>.</p> <p>For example:</p> <p><b><i>en Europe</i></b> = <b>in</b> Europe</p> <p><b><i>en Afrique</i></b> = <b>in</b> Africa</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ik] ique – <b><i>l'Afrique, l'Amérique, l'Antarctique</i></b></p> <p>[ã] en – <b><i>continent</i></b></p> <p>[õ] on - <b><i>continent</i></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>Label rivers and continents on a map</li> <li>Say which continent a river is in</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>Throughout the week</b></p> <p>Play Pelmanism, matching rivers with continents.</p> <p>Give pairs / small groups of children word cards from which to build sentences about rivers and continents.</p> <p>Encourage confident children to take the role of the teacher and ask the class, e.g. <i>Sur quel continent est la Seine?</i> etc.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Large word cards for building human sentences</li> <li>Word cards with names of rivers (in blue) and continents (in green)</li> <li>Differentiated maps to label and optional word frames for support</li> <li>Self-authoring package</li> <li>Access to a class blog</li> </ul>		
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>To follow up the lesson, the children could use an online mapping tool, and add pins to mark different rivers in the world. These could be coloured according to the continent where they are found. The children could add labels describing the position of each river, e.g. <i>L'Amazone est en Amérique du Sud</i> as well as images or video clips of the local area to raise their cultural awareness. When finished they</li> </ul>			

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can embed the map into a class blog.	
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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>
<i>Sur quel continent est (l'Amazone) ?</i> <i>(L'Amazone) est en (Amérique du Sud)</i> <i>l'Europe (f)</i> <i>l'Afrique (f)</i> <i>l'Amérique du Sud (f)</i> <i>l'Amérique du Nord (f)</i> <i>l'Asie (f)</i> <i>l'Océanie (f)</i> <i>l'Antarctique (f)</i>  <i>l'Amazone</i> <i>le Danube</i> <i>le Gange</i> <i>le Nil</i> <i>le Rhin</i> <i>le Yang Tsé</i> <i>la Seine</i> <i>la Tamise</i>	Which continent is (the Amazon) in? (The Amazon) is in (South America) Europe Africa South America North America Asia Australasia Antarctica  the Amazon the Danube the Ganges the Nile the Rhine the Yangtze the Seine the Thames	<i>(L'Amazone) est en (Amérique du Sud)</i> <i>l'Europe (f)</i> <i>l'Afrique (f)</i> <i>l'Amérique du Sud (f)</i> <i>l'Amérique du Nord (f)</i> <i>l'Asie (f)</i> <i>l'Océanie (f)</i> <i>l'Antarctique (f)</i>  <i>l'Amazone</i> <i>le Danube</i> <i>le Gange</i> <i>le Nil</i> <i>le Rhin</i> <i>le Yang Tsé</i> <i>la Seine</i> <i>la Tamise</i>	(The Amazon) is in (South America) Europe Africa South America North America Asia Australasia Antarctica  the Amazon the Danube the Ganges the Nile the Rhine the Yangtze the Seine the Thames

## ***Notre monde*** (Our world)

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<i>Prenez/Prends une carte bleue et une carte verte.</i> <i>Faites/Fais une phrase.</i> <i>C'est vrai ou c'est faux ?</i>	Take a blue card and a green card. Make a sentence. Is it true or false?		
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