

Unit 6 Le monde

ABOUT THE UNIT

In this unit children learn to name some countries, some towns and the points of the compass. The unit provides an extra opportunity for those schools with links abroad to study that region or town.

WHERE THE UNIT FITS IN

Throughout this unit children consolidate their knowledge and skills and demonstrate their learning by singing songs, reciting poems and performing sketches and dialogues.

The school might consider planning an international event including performances by pupils and the chance to meet visitors from other countries. This might involve colleagues from a secondary school.

PRIOR LEARNING

It is helpful if children already know:

- how to pronounce specific sounds in French
- the points of the compass in English
- how to ask and reply to *Où habites-tu?*

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about particular towns and regions of France
- be encouraged to read storybooks or use CD-ROMs for independent learning

NEW LANGUAGE CONTENT

- names of countries and French towns
- points of the compass
- asking and saying where someone is going

RESOURCES

- maps of Britain, France and the world
- postcards, photographs or pictorial flashcards of towns
- text flashcards of names of towns
- posters
- tourist information leaflets
- specific information about a partner school
- overhead transparencies (OHTs) or jigsaws of maps
- video material on related topics
- reproductions of French paintings and information on French artists

LINKS WITH OTHER SUBJECTS

Activities in this unit can be used to consolidate learning in ICT, literacy, history and geography.

EXPECTATIONS

At the end of this unit

most children will:

identify and pronounce accurately the names of some countries and towns; know the points of the compass in French; sing a song or recite a poem from memory on a related topic; copy accurately in writing the keywords and phrases from the unit; listen to a story and select keywords and phrases; devise and perform a short sketch, in groups of two or three, using structures learnt in the unit

some children will not have made so much progress and will:

respond with *oui* or *non*, gestures or short answers to questions about a possible trip to France; need to refer to text or visual clues when singing songs or reciting poems; copy or label using single words or short phrases

some children will have progressed further and will:

use and apply material from memory, in both speaking and writing, eg to send e-mails to a friend or to video-conference; research additional vocabulary using a dictionary and apply it accurately; research new ideas from internet sites or from an encyclopedia and other sources, and incorporate this into their learning

CORE VOCABULARY AND STRUCTURES

C'est quel pays?

C'est ...

l'Angleterre

le Pays de Galles

l'Ecosse

la France

la Belgique

l'Espagne

l'Allemagne

C'est quelle ville?

Paris

Boulogne

Calais

Bordeaux

Lille

Marseille

Nice

Où est ...?

C'est ...

dans le nord

dans le sud

dans l'est

dans l'ouest

Où vas-tu?

Je vais à ...

Je ne vais pas à ...



LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

1

- the names of some countries

- The names of countries can be presented in the context of European or world sporting championships or the Eurovision Song Contest.
- Show the countries on a large map, say the name of each country and encourage the children to echo both in chorus and individually.
- Draw attention to the pronunciation of the new words. Practise the nasal sound as in *Angleterre*, *France*, and draw comparisons with other words that contain the same sound, eg *ans*, *janvier*, *vendredi*, *quarante*. Discuss the sound and spelling pattern of -agne, eg in *Allemagne*, *Espagne*, *champagne*, and -ique, eg in *fantastique*, *Martinique*, *Belgique*.
- Perform a 'Mexican wave' by selecting one or two countries that the children repeat verbally in turn around the class. Repeat frequently using different countries and structures.
- ▲ Perform oral/aural spelling activities with the names of countries, using the French alphabet.
- ▲ Play 'Writing in the air'. In silence, write the name of a country in the air, and ask the children to identify what you have written. Stress upper case letters at the beginning of words that are proper nouns.
- ▲ Allow the children to label the countries in French on an outline map of Europe.
- ▲ Play 'Only repeat if it's true' with text flashcards or the outline map of Europe. Point to a country on the map, or to a text flashcard, and say the name of a country. If what you say is correct the children echo your words, but if it is incorrect the children remain silent. This can be played for a few minutes as a whole-class activity or as a fast-paced elimination game.
- ▲ Play 'hangman' using the names of countries.

LEARNING OUTCOMES**CHILDREN****POINTS TO NOTE**

- show understanding of names of countries by ticking the word, pointing or choosing a picture
- pronounce the name of each country clearly and accurately when copying/echoing
- correctly identify countries on an outline map by pointing, naming orally or placing a label
- read the names of the countries accurately from text, showing understanding of pronunciation
- spell the names of countries, orally, using the French alphabet

- Pictorial flashcards could show the outline of the country, plus a feature such as the national flag. Use these to elicit a verbal response.
- As a regular feature within the teaching activities, play memory, true or false and echoing games, in order that children can use the names of the countries frequently and in a variety of ways.
- Throughout the unit, provide opportunities for children to revise and consolidate work on greetings, dates and birthdays, analogue times on the hour, the register, classroom phrases, the weather, colours, numbers, *Qui est-ce ...? C'est ...*, oral/aural spellings of numbers and names of children and others (including French and English celebrities).
- Geography: children could learn the French names and geographical locations of other countries with which the school or the town might have links; invite visitors from different countries to the school, eg parents, local residents, foreign language assistants; communicate with children abroad, eg by letter, e-mail or videoconferencing.
- Literacy: children could explore the origins of the names of some of the countries in both English and French, eg *England* from 'Angle Land' or 'land of the Angles', *Angleterre* from 'Angle' and the Latin 'terra' meaning land, which could be compared with English words such as *territory*, *terrain*, *Mediterranean*. This also provides an opportunity to cross-refer to work on word roots and origins in English (NLS year 5), including use of dictionaries, work on proper nouns, derivations and spelling patterns.
- Children will have learnt the use of capital letters for places and names of people in years 2 and 3 and the term 'proper noun' in year 3.
- Suggestions for physical response activities: children can show understanding by pointing, miming, or touching items/places on map.
- Solving anagrams of the names of countries will help with spelling.
- Encourage the children to recognise and remember the geographical location of each country. Using an outline wall map or an OHT, place the flashcards or labels on the wrong countries, and urge the children to say which labels need to be moved.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

2

- the names, pronunciation and geographical location of towns
- Use pictures of the towns to be used in this unit. Encourage the children to remember the names of the towns by recognising the pictures. Say the name of each town, and encourage the children to echo in chorus and individually.
 - Perform a 'Mexican wave' by selecting three or four cards and placing them in a sequence, which children repeat in turn around the class. Repeat frequently using different sequences.
 - When the children have learnt to identify each town by its picture and to pronounce the town names correctly, show text flashcards of the towns. Play pronunciation games. Notice features of the spelling in relation to the pronunciation.
 - ▲ Perform oral, aural and written spelling activities with the town names.
 - Perform 'initial letter' spelling activities. Say *Je pense à une ville qui commence par 'P'*. The children can try to guess which town you are thinking of, eg 'Paris', 'Perpignan'.
 - Perform listening and sequencing activities. In pairs or small groups, children place text or picture flashcards in the order in which they are called out.
 - ▲ Combine the preceding activity with numbers, eg *un, deux, trois, je vais à Blois. Quatre, cinq, six, je vais à Nice*.
 - ▲ Using information from pictures, maps and material from the internet, compare towns in different countries, eg *Britain and France/Switzerland/Martinique*.
 - ▲ Explore the origins of the names of some of the towns, eg *Londres/London from the Roman 'Londinium'*. Compare the spellings and pronunciation of the town names in English and French, eg *London/Londres, Dover/Douvres, Lyons/Lyon, Marseilles/Marseille*.
 - ▲ Children could practise their dictionary skills by putting the text flashcards of the town names into dictionary order. This could be a timed activity. This links with vocabulary work in English (NLS year 5) and development of the skill of organising words alphabetically using the first two letters (NLS year 3).
 - ▲ Children could look at a map of France and find place names containing a particular sound, eg *on (Lyon, Maçon, Dijon), eu (Bayeux, Evreux), i (Paris, Lille)*.

3

- To say where they are going
- Place three or four pictorial flashcards of towns in different parts of the room. Model the phrase *je vais à (+ town)* and move towards the card of your stated destination. Encourage children to echo in chorus and individually.
 - Introduce *Où vas-tu?* by inviting children to move towards a card and replying to the question with *je vais à (+ town)*.
 - ▲ 'Destination game': a volunteer (Amanda) stands at the front of the class and states her destination, eg *Moi, je vais à Londres*. A second pupil (Abdul) volunteers to join the line and says: *Amanda va à Londres, moi, je vais à Paris*. A third child volunteers to join the line and says: *Amanda va à Londres, Abdul va à Paris, et moi, je vais à Berlin*. The fun is in seeing how long the line of children can become before a mistake is made. This game helps children to memorise a sequence of language.
 - ▲ Children could state their destination in writing, eg *je vais à (+ town)*.
 - Play a 'Pin the tail on the donkey' game to reinforce locations of towns and countries.

LEARNING OUTCOMES**CHILDREN****POINTS TO NOTE**

- pronounce the names of the selected towns accurately when shown a pictorial stimulus
- show aural recognition of town names by ticking, labelling, pointing or writing
- identify the names of towns in text and when listening to stories
- locate the towns on an outline map, and copy the names or name them orally
- read town names accurately from text, showing understanding of pronunciation
- spell the names of the towns accurately using the French alphabet

- The towns can be chosen by the teacher, and should include the home town or village of the children, as well as towns that have particular significance for the class, eg *towns of partner schools abroad*. Each child can label the towns on a map of France, to put into their personal French folder as a written record of their learning.
- The pictorial flashcards can be picture postcards (if they can be clearly seen), or cards showing a landmark feature of the chosen village, town or city, eg for London the London Eye or Big Ben; for Paris the Eiffel Tower, Arc de Triomphe or Louvre.
- Children can revise *j'habite* with names of the country and town, eg *J'habite à Manchester, en Angleterre*.
- Revise pronunciation of silent *h* in *j'habite*.
- Geography: children learn key features of some towns included in this unit eg *landmark buildings, geographical location, features of climate and surrounding landscape*. Provide opportunities for children to learn the geographical location of some of the towns by placing the text cards on a map of France, use an outline map of France on an overhead projector and invite them to place the town name in the correct place. Alternatively, identify the towns on the outline map of France by some other means eg *label them with months of the year, times on the clock or letters of the alphabet, and quiz the children as to the real identity of janvier*.
- When children are able to describe the location of familiar French towns, teach them that the south of France is also known as *Le Midi*.
- Spelling skills: the ‘initial letter’ spelling activity can become more sophisticated through the unit, eg *Je pense à une ville qui commence par ‘P’ et qui a trois syllabes ... (Perpignan); Je pense à une ville qui commence par ‘P’ et qui a deux voyelles ... (Paris); Je pense à une ville qui commence par ‘B’ et qui est dans le nord de la France ... (Boulogne); Je pense à une ville qui a deux consonnes et trois voyelles ... (Rouen)*.
- English: the terms vowel and consonant are taught in English in year 2.
- Music: allow children to invent a rhyming or rhythmic pattern with the names of towns.

- state their destination using *je vais à ...*
- show understanding of *je vais à* (+ destination) by responding with *vrai/faux*, ticking on paper or pointing

- A variation of the first activity is to ask the children only to repeat the stated destination if it’s true.
- ICT: children could choose a town and write a sentence in a speech bubble, eg *Je vais à Marseille*. If possible, children import a picture of Marseilles from an internet tourist site. If a scanner is available, children could scan in a picture of Marseilles and their own photograph to accompany the speech bubble. They could also write the question *Où vas-tu?* or *Et toi?* within the speech bubble. These posters can then be displayed in the classroom, assembly hall or entrance hall.
- When working on text, give children opportunities to identify examples of *à* as a preposition and *a* as a verb.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

4

- the points of the compass
 - Introduce the points of the compass by facing a particular direction, calling out the direction in French, *eg Nord!*, and encouraging the children to do the same. This can develop into a physical response game in the style of *Jacques a dit*, which can be frequently revisited throughout the unit.
 - Play the game 'Fruit salad'. Give each child in the class one of the four words to respond to. When you call out *Nord*, all the children who are *Nord* must change places with someone else. You can call out two words, *eg Est, Ouest*, so that even more swap places. If you remove one of the places, someone is always left over at the end of each turn. This person then calls out the next instruction, and tries to obtain an empty seat.
 - Show on a map of France which areas are defined as *nord, sud, est* and *ouest*, drawing attention to the abbreviations: *N, S, E, O*.

5

- to describe the geographical location of towns
 - Model the sentence *Boulogne est dans le nord de la France*. Encourage children to echo this and similar sentences, both in groups and individually.
 - Ask individual children, using an overhead projector (OHP) or flannel graph, to place names of towns on a large map, then ask the rest of the class questions, *eg Elle/il a raison?* to which they respond, *eg Non, Lille est dans le nord de la France, pas dans le sud*.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
 - Provide opportunities for children to work collaboratively to develop role plays or drama sketches that incorporate much of the new language and skills they have learnt in the unit. They could perform to the rest of the class, to other classes, to other schools, or in assembly, and they could video performances to send to a partner class or school abroad. A French language assistant would be of value in this work.
 - Children could research a project on a town or region of France. This could be done individually or in small groups. Children could also send letters or e-mails to a *syndicat d'initiative*, and to a partner school in France. They could present their project as an imaginary trip to France. The project could be accomplished entirely or partially through the use of ICT, for instance using Powerpoint, or might be as simple as the production of a poster with pictures and captions. Research skills could be developed by accessing websites as well as reference books from the library.
 - Children could prepare and exchange a shoe box with their partner class abroad. The contents of the shoe box can be discussed and added to throughout the unit of work. It might contain items relating to life in the locality of the school or relating to a specific topic.
 - Children could present their work to their partner class by means of videoconferencing, or could present a class project to display on the MFL section of the school website.

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- pronounce accurately the four words when copying/echoing
- show aural recognition of the four points of the compass in response to a spoken instruction

- There is an opportunity for reinforcement through listening and responding in the game 'Fruit salad'.
- Literacy: allow children to study the pronunciation and the spelling of these four words, and to notice that the sound of **w** in *ouest* is made in French with the grapheme **ou**. In shared reading, allow children to locate words containing these sounds.
- Work in the hall or playground if possible.

- describe orally the location of some French towns, *eg Boulogne est dans le nord de la France*
- understand spoken and written descriptions of geographical locations of towns, and features of a region
- describe in writing the location of some French towns, *eg Bordeaux est dans l'ouest de la France*.

- Opportunity for reinforcement: play 'true or false' games to give children practice in responding to the new material.
- PE and art: link towns to certain sporting activities and events or artists, *eg using appropriate images*.

- English: the research project links reading for information and skimming and scanning of texts on paper and on screen.
- The presentation activity builds on poster design done for NLS year 3.