

Unit 7 Moi et mon école

ABOUT THE UNIT

In this unit children learn to talk about what they do at school. They extend their knowledge of telling the time and express likes and dislikes for school subjects, using some simple adjectives to describe them.

WHERE THE UNIT FITS IN

In this unit children consolidate and extend work on numbers and the time. They have further opportunities to ask and answer questions and to practise *j'aime* and *je n'aime pas*.

PRIOR LEARNING

It is helpful if children already know:

- that nouns in French have a gender, and can be singular or plural
- times on the hour
- numbers 1 to 60
- *Qui est-ce?* and *C'est* (+ person)

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about French primary schools. There are many French primary schools with their own websites, which give an insight into school life, and display children's work
- be encouraged to read storybooks or use CD-ROMs for independent learning

NEW LANGUAGE CONTENT

- the time, including minutes to and past the hour
- names of school subjects
- stating preferences

RESOURCES

- large clockface
- pictorial flashcards illustrating school subjects
- text flashcards illustrating school subjects
- overhead projector (OHP)
- time dominoes
- time flashcards
- audio and video material on related topics
- 'Big Book' showing times and school routine
- pictorial flashcards illustrating opinions
- text flashcards illustrating opinions
- 'school subjects' board game
- material, possibly from the internet, on the subject of schools in a French-speaking country
- a display of this material

LINKS WITH OTHER SUBJECTS

Activities in this unit complement learning in ICT, English and literacy, and mathematics curricula.

EXPECTATIONS

At the end of this unit

most children will:

ask and tell the time using the analogue clock; understand the French for, and speak about, some subjects they study at school; state their favourite subject; sing a song or recite a poem from memory on a related topic; plan and write a brief description of what they like at school; 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 school subjects; 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:

write a description of their school and the class/school routine, including simple opinions; ask questions about a friend's school life via e-mail or letter; speak accurately about, and discuss, the class/school routine; ask questions about a friend's school life in class conversations, or via videoconferencing with partners abroad; research new vocabulary from a dictionary and apply it accurately; use internet sites or encyclopedias and other sources to research school life in France

CORE VOCABULARY AND STRUCTURES

Quelle heure est-il?

Il est ...

une heure, deux heures, etc.

et quart

et demi

et demie

moins le quart

moins

cinq

dix

vingt

vingt-cinq

l'anglais

le français

les maths

la musique

les sciences

le sport

On a sciences/anglais/maths

à dix heures ...

c'est ...

le français

aujourd'hui

le lundi

le mardi

le mercredi

le jeudi

le vendredi

tous les jours

tous les lundis

l'appel

la récréation

le déjeuner

C'est intéressant

C'est ennuyant



LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

1

- to ask and say the time with minutes, using the analogue clock
- Revise numbers, using activities suggested in previous units.
- Revise times on the hour.
- Use a large clockface to model the time on the quarter hours, and encourage children to repeat the time in chorus and individually.
- Perform a 'Mexican wave' in which each child says the time on the quarter hour. Count time forwards and backwards, starting from a random time.
- Show the text phrases: *et quart, et demi, et demie, moins le quart*.
- Model minutes past and to the hour, using five-minute intervals: *il est cinq heures ... cinq, dix, et quart, vingt, vingt-cinq et demie, moins vingt-cinq, moins vingt, moins le quart, moins dix, moins cinq; il est six heures*.
- Perform 'Mexican waves' regularly, counting time forwards or backwards at five-minute intervals, and sometimes starting from a different point.
- Practise saying the time in different contexts, eg *Le train arrive/part à ... Le café ouvre/ferme à ...*
- ▲ Ask the children to listen to a story in French, or share in reading a 'Big Book', and select keywords and phrases.

2

- the names of some school subjects
- Use pictorial flashcards to illustrate the subjects, and model the new words. Encourage children to repeat the new words in groups and individually. Present the subjects a few at a time.
- Encourage the children to remember which of the four groups (*le, la, l' or les*) the words belong to.
- Select two or three cards to make a sequence of words, and repeat the sequence verbally around the class in a 'Mexican wave', eg *l'anglais, les maths, le français, l'éducation physique*. Repeat frequently for different sequences.
- Show the written forms of the new vocabulary. Provide an opportunity for the children to record the spellings in their French folders or vocabulary books.
- ▲ Play a variety of spelling and memory games, as described in previous units.
- Opportunity to use ICT: allow children to design and create a poster displaying some features of their school, with labels/captions in French. Allow the children to research the vocabulary using a dictionary. A display could be created using the question and answer *Ma matière préférée, c'est l'anglais. Quelle est ta matière préférée?* The display could incorporate pictures of the children, with the text inside call-outs (speech bubbles). These could also be exchanged electronically with a partner class abroad.
- ▲ Invite the children on a regular basis to place the pictorial flashcards onto mats or into boxes labelled *l', le, la* and *les*.

LEARNING OUTCOMES

CHILDREN

- understand times when they hear them, holding up a flashcard or making a physical response
- pronounce times accurately
- tell the time
- understand times when they read them in text

POINTS TO NOTE

- Children might participate in reading aloud a poem or singing a song containing time phrases.
- Show children that when *demi* follows the feminine noun *heure*, it must also be feminine, and therefore becomes *demie*, eg *une heure et demie*; *deux heures et demie*. However, when following the masculine nouns *midi* and *minuit* it remains masculine: *midi et demi*; *minuit et demi*. *Demi* is invariable and is hyphenated when it precedes a noun: *une demi-heure*; *une demi-journée*; *une demi-douzaine*; *une demi-livre*.
- Show the spelling of *moins*, and examine its pronunciation. Show rhyming French words (*coin*, *loin*) to help children learn the grapheme/phoneme correspondences.
- Revise the concept of gender. Ask children why they think some nouns must take *l'* as their article. Notice that singular nouns which begin with a vowel sound must always take *l'* as their definite article. This includes words which begin with a non-aspirate *h*, eg *l'hiver*, *l'histoire*. Compare with nouns introduced in previous units. A parallel might be drawn to the *a/an* rule of the indefinite article in English.

- pronounce accurately the list of school subjects
- show understanding of school subject vocabulary when they hear it, by ticking a picture or choosing a card
- show understanding of school subject vocabulary when they read it, by linking a word with a picture
- spell the school subject vocabulary accurately, using the correct definite article

- The pictorial flashcards can be personalised by scanning in or reproducing digital photographs of subject lessons in your own school. An alternative is to use an overhead projector (OHP) to display a colour transparency showing small photographs.
- Literacy and music: allow the children to work in pairs, in groups or individually to produce rhythmic and rhyming patterns with the subject vocabulary. These can be set to music if desired. Children will be familiar with rhythmic verse, limericks and other humorous verse in English (NLS year 6).
- Literacy: compare similarities and differences between the French and the English words for the school subjects.
- Children will have made class dictionaries and glossaries in English and will be used to recording new vocabulary for later use.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

3

- to link a school subject with a time and/or a day
- Establish today's day and date with the class. Display text flashcards for today's subjects. Ask the children: *On a anglais à quelle heure aujourd'hui? A neuf heures et quart? A neuf heures et demie? Avant ou après le déjeuner?* Write the correct time for the English lesson next to the flashcard for *l'anglais*. Do the same with all today's subjects.
- 'Random timetable' game: at random, hold up flashcards showing a time and a school subject. Invite children to read aloud the message, eg *On a anglais à onze heures et quart*. Repeat this activity frequently. Sometimes you could use a time phrase rather than a clock time, eg *tous les jeudis* or *tous les jours*.
- 'Mystery timetable' game: display five times and five subjects on an OHP. Conceal the subjects by placing coins (or similar) over them, on the OHP glass. If using flashcards, place the subject cards face downwards. Give the class a limited number of guesses to find the correct timetable. Children must make suggestions such as *A dix heures et quart on a les sciences*. With every correct guess a coin is removed, or a flashcard turned over.
- Present the class with a French school timetable, most of which they can understand. This could be the real timetable of a pen friend or a partner class. Ask children questions they will be able to answer in French, and discuss (in English) similarities and differences between the French and English timetables.
- Play a variety of 'true or false' memory games to provide opportunities for children to memorise and use the new language.
- Provide an opportunity for the children to record the new vocabulary in a folder or vocabulary book.

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- to incorporate previously learnt language
- Present photos and pictures to the class, using *voici* and *voici une photo de ...*, showing the school, and some features of it, eg *notre école, l'école primaire 'Brookfield', la cour, la salle de classe, Monsieur Smith, Madame Jones*.
- Play 'true or false' games with the vocabulary and pictures.
- Play a group-responding game. Give each group a set of the same pictures and say, eg *Montrez-moi la cour; Montrez-moi la salle de classe; Montrez-moi Monsieur Jones*. The first group to respond correctly gains a point.
- Revise *Qui est-ce?* and *C'est* (+ person's name), which were introduced in unit 1. Use photographs of all the teachers and other staff in your own school, calling them by their French titles, eg *Monsieur Smith, Madame Jones, Mademoiselle Griffiths*. Include photographs of children in the class, and elsewhere in the school. This can contribute to PSHE, giving children the feeling of belonging to the school community and knowing the names of others.
- Create a French wall display or a class pop-up book using the question *Qui est-ce?* with a photograph, followed by the answer *C'est Monsieur Smith* hidden under the flap.
- Integrate with language previously met, eg *Tu aimes/tu n'aimes pas ...*. Introduce *pourquoi? parce que* and some adjectives such as *intéressant, ennuyant*.

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 which incorporate much of the new language and skills they have learnt in the unit. Allow these to be performed to the rest of the class, to other classes, to other schools, in assembly, or to be audio or video recorded and sent to a partner class or school abroad. A native speaker would be of value in this work.
- Children could make a video about their school, giving a guided tour in which they introduce staff and children to the viewer and show the facilities of the school. They could include clips of lessons, explaining what they are in French. Children could take turns to express simple opinions about subjects. Alternatively, children could make a photographic presentation using ICT, which could be displayed in school and/or e-mailed to a partner school abroad.

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- say at what times a lesson takes place
- show aural understanding of what times lessons take place, by linking a subject picture with a time phrase
- show understanding of times of lessons from material that they read
- communicate lesson times accurately in writing

- Read stories and use 'Big Books' which incorporate some of the language and ideas covered in this unit.
- The children will be used to recording vocabulary and making class dictionaries in reading and writing in English.

- show aural understanding when people or places are presented, by responding with *oui/non* or *vrai/faux*

- Provide opportunities for the children to incorporate photographs and pictures into their work, with simple captions or labels.

- create and participate in a short sketch or dialogue, in a group of two or three, which uses the questions, answers and information covered in this unit

- Include songs which children compose themselves to familiar tunes, such as 'here we go, here we go...' or theme music from television programmes.
- Invite other classes to make up songs using set phrases, thus giving French a whole-school focus.