

Language

Core language

<i>Je vais à l'école</i>	I go to school
<i>à pied</i>	on foot
<i>en voiture</i>	by car
<i>en vélo</i>	by bike
<i>en bus</i>	by bus
<i>Où vas-tu?</i>	Where are you going?
<i>Je vais ...</i>	I'm going ...
<i>en Belgique</i>	to Belgium
<i>en France</i>	to France
<i>Il fait chaud</i>	It is hot
<i>Il fait froid</i>	It is cold
<i>Il fait beau</i>	It is fine
<i>Il fait mauvais</i>	It is bad weather
<i>Il fait du soleil</i>	It is sunny
<i>Il fait du vent</i>	It is windy
<i>Il pleut</i>	It is raining
<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Additional language for this unit

<i>nord</i>	North
<i>sud</i>	South
<i>est</i>	East
<i>ouest</i>	West
<i>en train</i>	by train
<i>en avion</i>	by plane
<i>en bateau</i>	by boat
<i>en Guyane</i>	(to/in) Guyana
<i>en Côte d'Ivoire</i>	(to/in) the Ivory Coast

Additional language for teachers

<i>Comment vas-tu à l'école?</i>	How do you get to school?
<i>Qui va à l'école ...?</i>	Who gets to school ...?
<i>Je peux aller ...?</i>	Can I go ...?
<i>Dans quels pays est-ce qu'on parle français?</i>	In which countries is French spoken?
<i>Quel temps fait-il?</i>	What's the weather like?

Unit 7 On y va (All aboard)

About the unit

In this unit children learn to name some francophone countries and some towns in France. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language.

Where the unit fits in

Children have already learnt the numbers 1–12 (Units 1 and 2) and the months of the year (Unit 3). With their knowledge of the days of the week, they can begin to say and write the date in French. They have further opportunities to ask and answer questions, and to present their work to the class.

Prior learning

It is helpful if children already know:

- the compass points *nord, sud, est, ouest*
- some of the countries where French is spoken
- *Je voudrais*
- *Je peux*.

- Question word (*Comment? Où?*) + inversion of verb and subject
- *faire: il fait*
- Phonic focus: *au/eau; qu; i; un;* rhyming patterns

Resources

- Pictures of children saying how they get to school, eg *Je vais à l'école en bus*
- Picture flashcards of transport
- Soft ball
- Large world map or globe
- Bag and word cards for Pass the Parcel
- Photos and text of four children introducing themselves and saying how they get to school

- Picture flashcards of weather
- Large map of France and weather symbols
- Interactive whiteboard images of francophone countries
- Satellite images from the internet
- Cards with the name of a country and a picture of the weather
- Mini-whiteboards
- Word cards for *Je vais, en + (feminine) francophone countries, en + modes of transport, days of the week*
- Pre-prepared invitation to a school celebration in a francophone country
- Pre-prepared email in French
- Writing frames and word bank (use a display book with a different-coloured sheet for each sound)

New language

- Making statements (about travel)
- Describing the weather
- Days of the week
- *en/à + transport*
- *à + place*
- *aller: je vais, tu vas*
- *en + country*

Links with other subjects

Primary framework for literacy: ask and answer questions, write with consistency using the correct formation of handwriting joins, use ICT programs to present text effectively, draw on knowledge of word structure and spelling patterns, use knowledge of morphology and etymology

Primary framework for mathematics: answer a question by collecting, organising and interpreting data

Geography: use a range of scales; use secondary sources of information to identify and describe what places are like

Expectations

At the end of this unit

most children will:

identify and pronounce accurately the names of some countries and towns; sing a song from memory on a related topic; copy accurately in writing the key words and phrases from the unit; understand and write a short email using structures learnt in the unit

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

respond with a one-word answer or action to questions about travelling to another country; need to refer to text or visual clues when singing songs; copy-write using single words or short phrases

some children will have progressed further and will:

use short phrases for asking and answering questions, using mainly memorised language; research additional vocabulary using a dictionary

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. On the way to school

- to listen for specific words and phrases (O4.2)
 - to ask and answer questions on several topics (O4.4)
 - to read and understand a range of familiar written phrases (L4.1)
 - to use a mental association to help remember words (LLS)
- Introduce the compass points *nord, sud, est, ouest*. You say a direction, turning and pointing appropriately. Children watch then join in with the actions and words. You say a direction and children turn to face it.
 - Show children a selection of pictures of children saying how they get to school, eg *Je vais à l'école en bus* (I go to school by bus). Ask children to discuss with a partner what they think the children are saying.
 - Introduce transport vocabulary through flashcard games.
 - Sing *Je vais à l'école en bus* to the tune of 'Old MacDonald'.
 - Display the flashcards for reference and throw a ball to individual children, point to a flashcard and ask *Comment vas-tu à l'école?* (How do you go to school?) Elicit the response *Je vais à l'école ...* Some children may need to give shorter answers, eg *en bus*. Children can also respond using pictures or actions.
 - Extension: Children interview each other, asking and answering the question *Comment vas-tu à l'école?*
 - Keeping the flashcards displayed, show the written form of transport words: *en bus*, etc. Ask children to work in pairs to decide which phrase goes with which picture. Take feedback from the class and discuss their strategies for working out the meanings.
 - Do a class survey on how children get to school. Ask *Qui va à l'école en bus?* Children respond. Then begin asking the next question but substitute an action for the mode of transport. Children offer suggestions and then respond to the question by a show of hands or orally. Collect data in a tally chart on the board. Count up in French, with children joining in if possible. Use a graphics package to record pictorially how children go to school. Display the results on the interactive whiteboard to encourage class response in French.
 - Extension: Children investigate other words for transport using bilingual dictionaries.

- recognise the phrases for modes of transport
- say how they get to school

- Use the spotlight or slide reveal tool on the interactive whiteboard to show pictures of children saying how they get to school. Alternatively, you can introduce the language through mimes.
- Follow-up: As a PE warm-up, play North/South/East/West. Label the four directions in the hall. Call out a compass point and children run to it.
- Text for the song *Je vais à l'école en bus* (to the tune of 'Old Macdonald'):

Je vais à l'école en bus

(then for the second line mime an action to go with a bus and make an appropriate sound)

Repeat

Dans le nord

Dans le sud

Dans l'est et dans l'ouest

Je vais à l'école en bus

(then mime an action to go with a bus and make an appropriate sound)

Repeat with the following verses, adding an appropriate action and sound each time for the second line and in the final chorus.

Je vais à l'école en voiture

Je vais à l'école en vélo

Je vais à l'école à pied

- Follow-up: Children make bar charts using data from the class survey tally chart.
- Follow-up: Children conduct a survey of how other classes get to school.

Section 2. Where in the world is French spoken?

- about ways of travelling to the country/countries (IU4.4)
 - to read and understand a range of familiar written phrases (L4.1)
 - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
 - to listen for sounds and rhythm (O4.3)
 - about some aspects of everyday life and compare them with their own (IU4.2)
 - to notice similarities and differences in place names (KAL)
 - to use prior knowledge to support understanding (LLS)
- Children quickly recall with talk partners where in the world French is spoken and feed back to the rest of the class.
 - Select four francophone countries. Using a large map or globe, locate and mark them. List the countries on the board. Satellite images of the countries can be accessed via the internet.
 - Discuss differences in the pronunciation of the names of these countries in English and French.
 - Repeat the names of the countries. Do a clap for each syllable, eg *Bel-gique*. Children guess the country.
 - Introduce *Je vais en ...* (I am going to ...) and point to these countries on the map or globe.
 - Play *Cadeau Musical* (Pass the Parcel). Put the names of the francophone countries in a bag and pass it around to music from one of these countries. When the music stops, the child with the bag takes out a word card. The class chant *Où vas-tu?* (Where are you going?) and the child holds up the word card. The class then chorus *Je vais en ...* or repeat it after you.
 - When the children have seen the written words for the francophone countries (in *Cadeau Musical*), discuss what was surprising about the written form of the words. In particular, how were they expecting *Belgique* to look? Ask the children to look at the word as they listen to you say it. Which letters are making the *k* sound? Compare this with other words the children already know such as *fantastique* and *magique* and create a page for *qu* in the word bank.
 - Extension: Show photos and text of four children from francophone countries introducing themselves and saying how they get to school. Children work in pairs to read and pick out key words for transport. They demonstrate their understanding by drawing a symbol for the mode of transport next to the appropriate sentence or on a mini-whiteboard.

- locate some countries where French is spoken
- imitate the pronunciation of sounds
- say the names of some francophone countries
- recognise that many languages are spoken in the UK and across the world
- say where they would like to go

- If selecting different francophone countries from those suggested in the Language section, be aware of the following grammatical rule:
 - when using the preposition 'to' + a country, a simple rule that works for most countries is: *en ...* if the name of the country ends in *-e* (eg *en France*), otherwise *au ...* (eg *au Québec*).
- Explain that many of the francophone countries also have native languages other than French.
- Geoportail (www.geoportail.fr) is the French National Geographic Institute's website. It displays maps and aerial images of every commune in metropolitan France and French overseas territories.
- Link with literacy work: Children become familiar with using knowledge of phonics, morphology and etymology to spell unfamiliar words in literacy work from year 4.
- Some children feel more secure by responding as part of a whole-class chorus or chant rather than individually.
- Follow-up: Children research the highlighted francophone countries using ICT to compile a database.
- Follow-up: Children make databases of other francophone countries, including their capitals, populations and continents.
- Follow-up: Invite native speakers from francophone countries to talk to the class about where they come from and what other languages they speak.
- Follow-up: Children introducing themselves and talking about their lives in different countries around the world can be found at www.oxfam.org.uk/coolplanet/index.htm. Click on links to sections for teachers and kids. Children can be encouraged to compare what they learn with their own lives.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Weather

- to memorise and present a short spoken text (O4.1)
- to listen for sounds, rhyme and rhythm (O4.3)
- about ways of travelling to the country/countries (IU4.4)

- Introduce the question *Quel temps fait-il?* and the weather phrases with pictures, flashcards and actions. You say a phrase and children mime the action; you show a flashcard and children say the phrase and mime the action.
- Ask the children to listen carefully to the weather phrases and see if they can hear two that rhyme (*beau* and *chaud*).
- Show children a map of France on which you have marked the following places. These have been chosen because they rhyme with weather phrases: Bordeaux (*beau*); Pau (*chaud*); Troyes (*froid*); Beauvais (*mauvais*); Le Mans (*vent*); Lisieux (*pleut*); Marseille (*soleil*).
- Ask children to work in pairs or small groups, and give them a few minutes to see if they can work out what the weather is like in each place. (Explain that the weather phrase rhymes with the town's name.) Some children may need reminding that words have to end in the same sound in order for them to rhyme.
- Do a clapping rhyme to practise asking and answering, eg *Quel temps fait-il à Bordeaux? A Bordeaux, il fait chaud* and so on. Invite children to place appropriate weather symbols on the map.
- Revise countries where French is spoken. Children discuss in pairs and feed back.
- Play the *Je vais en ...* game from Section 2 to revise the countries.
- Look at some images of the francophone countries on the interactive whiteboard. Comment on what the weather is like, eg *En Belgique, il pleut*.
- Distribute cards containing the name of a country and a picture of the weather, eg *En Guyane, il fait chaud*. Children produce combinations of sentences such as *En France, il fait froid, il pleut*.
- Extension: Children cut out pictures from travel brochures and make collages of one of the four francophone countries.
- Say what the weather is like in some francophone countries.

- say the names of some towns and cities in France

- Suggested text for the clapping rhyme (an example of how this can be done with a class can be seen on the ELL Early Language Learning DVD [Film 1, introduction]):
Quel temps fait-il à Bordeaux?
A Bordeaux, il fait beau.
Quel temps fait-il à Pau?
A Pau, il fait chaud.
Quel temps fait-il à Troyes?
A Troyes, il fait froid.
Quel temps fait-il à Beauvais?
A Beauvais, il fait mauvais.
Quel temps fait-il à Lisieux?
A Lisieux, il pleut.
*Quel temps fait-il au Mans?**
Au Mans, il fait du vent.
 * Note that *à + Le Mans* becomes *au Mans*.
- Compare the words *Bordeaux* and *Pau* and show the children the phrases *il fait chaud* and *il fait beau*. Ask them to find two ways of writing the sound *o*. Create a page for *o* in the word bank and add these new words.
- Can the children think of a mode of transport with the sound *o* (*vélo*)? Add this to the word bank as a third way of writing this sound.
- In literacy work, explain that *eau* is a common letter pattern in French. Ask the children to look at the word *beau* and also think about its meaning. Does it remind them of an English word? Could their knowledge of French now help them to remember how to spell 'beautiful'?
- To avoid confusion, be consistent in the symbols that you use for weather vocabulary.
- Follow-up: Revise the weather with quick 'brainbreak' sessions, where children say the phrases or mime the actions in response to your commands.
- Follow-up: Keep a class (or individual) weather diary for one week, drawing a picture and writing a phrase underneath once each day.
- Follow-up: Use internet sites to find out the current weather in France or francophone countries. Children can use this information to provide weather forecasts.

Section 4. On our travels

- to memorise and present a short spoken text (O4.1)
- about ways of travelling to the country/countries (IU4.4)

- Revise modes of transport for getting to school using flashcards and actions.
- Read children an invitation to a school celebration in a francophone country. Discuss how you are going to get there.
- Ask children *Je peux aller en Côte d'Ivoire en bus?* (Can I go to the Ivory Coast by bus?) Children show thumbs up or thumbs down and say *Oui* or *Non*. Introduce *en train* / *en avion* / *en bateau*.
- Extension: You can extend the activity to include *Je vais en ... + mode of transport*.
- Introduce the question *Où vas-tu?* Show the three parts of the answer on the board:

<i>Je vais</i>	<i>en France</i>	<i>en bus</i>
	<i>en Belgique</i>	<i>en train</i>
	<i>en Côte d'Ivoire</i>	<i>en avion</i>
	<i>en Guyane</i>	<i>en bateau</i>

- Display the grid on the interactive whiteboard with the different elements outside it. Children can move the elements into the right cells to create syntactically correct sentences. For extension, you could separate the prepositions from the countries, adding an extra column to the grid.
- Substitute claps for each of the syllables in the name of a country and ask children to complete the sentence.
- Invite children to devise a mime for *Je vais*. Make up some sentences using actions instead of words. The class guess the sentence. Choose confident children to take the lead.
- Working in mixed-ability groups of three, children build and act out a range of sentences, each taking one section. These are presented to the class for them to 'read the sentence'.

- use a physical response to show they understand specific words and phrases
- make sentences using two ideas
- understand that there are different ways of getting to countries, depending on their location

- If you have previously introduced additional francophone countries, these can be added to the sentence-building activities.
- A simple text for the invitation to a school celebration in a francophone country could read as below. You could find details and a picture of a real school using an internet search engine. Francophone websites offer templates for greetings cards and invitations that the children can personalise.

On front cover:

Fête scolaire!
(School celebration!)

Inside:

Bonjour la classe + name of your class. Venez à notre fête!

Date:

Adresse: name and address of school

- Link with literacy work: Children will have had experience of investigating and writing persuasive invitations in year 3 literacy.
- Follow-up: Throughout the week, play flashcard games to revise transport and the weather.
- Follow-up: Write a graffiti board where children can create their own sentences.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Travel arrangements

- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
 - to use phonics and whole-word knowledge to support accurate pronunciation (KAL)
 - to reinforce and extend recognition of word classes and understand their function (KAL)
 - to use context and previous knowledge to determine meaning and pronunciation (LLS)
- Introduce the days of the week by putting these to a simple tune that children can echo and then sing with you.
 - Ask children to listen carefully to the days and decide which is the odd one out and why. Which sound can they hear at the end of each word but the beginning of *dimanche*? Create a page for *i* in the word bank and add the days, *il, Ivoire* and other words the children think of (such as *voici, six, dix, lis, racine* and *tige*).
 - Give children a jumbled-up list of the days of the week. They rearrange them in pairs, on mini-whiteboards.
 - Refer back to the sentences created in the previous session, eg *Je vais en Guyane en avion*. With their talk partners, children whisper to each other as many sentences as they can. Take some in feedback and build them on the board using word cards.
 - Insert days of the week into these sentences and read them aloud, eg *Lundi, je vais en Guyane en bateau*. (On Monday I am going to Guyana by boat.) Ask children to help you translate them.
 - Build more sentences on the board, with the day missing. Children come to the front, add a day and read aloud the sentence.
 - Children work in groups to build their own sentences. They can use pre-prepared word cards or write on post-it notes. Some children will need picture and word cards to help them.
 - Each group reads back to the class a sentence they have produced. Children can work in mixed-ability groups and create a 'voice-over', with some children using gestures and others saying words. Display sentences on the board or graffiti wall.
 - Extension: Set a challenge to see how many sentences children can build. They record these, using word-processing software if appropriate.
 - Split the class into teams. Invite a child from each team to come to the board and build a sentence using word cards, in a timed challenge.

- build a sentence with at least two different ideas
- understand that words can change place in a sentence

- The days of the week fit well to the tune of 'Camptown Races':
lundi, mardi, mercredi,
jeudi, jeudi,
lundi, mardi, mercredi,
jeudi, vendredi,
samedi, dimanche,
samedi, dimanche,
lundi, mardi, mercredi,
jeudi, vendredi
- Note that the days of the week in French are written in lower-case letters (unless at the beginning of a sentence).
- If you want to say, for example, 'on Monday' this is simply *lundi*.
- Follow-up: Throughout the week, sing the days of the week song.
- Link with literacy work: The extension activity links to literacy work on composing sentences using the tense consistently in year 2 and to presenting written work using word-processing packages (year 4).
- Follow-up: Say the word *lundi* and ask the children what number they can hear in that word (*un*). Do they know how the word *un* is spelt? Ask them if they can use this knowledge, together with the work they have done with the sound *i*, to work out how to spell *lundi*. The children could use mini-whiteboards, in pairs, to write the word.
- Create a page for *un* in the word bank and add *un* and *lundi*.
- If the interactive whiteboard has a screen-recording function, children could use this, along with a microphone, to say their sentences as they move words to build them. When they have finished, the sequence plays back as a video so that children can watch, listen to and evaluate their performance. Not only is this effective assessment for learning, but it is valuable evidence of progress to link to the children's European Language Portfolio.

Section 6. Planning a trip

- to follow a short familiar text, listening and reading at the same time (L4.2)
 - to write simple words and phrases using a model and some words from memory (L4.4)
 - about some aspects of everyday life and compare them with their own (IU4.2)
 - about ways of travelling to the country/countries (IU4.4)
 - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
- Pupils brainstorm, with a partner, the different ways in which we communicate, eg telephone, fax, email, letters, and feed back to the class. How are these similar/different? Why might you use one instead of another?
 - Explain to children that they will be writing a simple email requesting information from a travel agent.
 - Show the class an email in French and read it through. Pupils listen and follow the text. Discuss how it begins and ends, and any similarities with the layout of an email in English.
 - Do a shared writing activity in which the class compose an email stating where, how and when they are travelling. Display possible phrases on the board by either writing them up or using word cards from a previous session.

- read and understand an email in French
- write to a travel agent saying where, when and how they are travelling

- Follow-up: Throughout the week, use 'brainbreaks' to practise vocabulary from this unit. You mime an action or a child mimes an action and the class repeat the phrase.
- The email can be written as a fax.
- The activity can be modelled on the interactive whiteboard, where different versions of the writing frame can be easily produced in order to offer the right level of support and challenge.
- Follow-up: Make a display of different forms of communication in French or other languages, such as letters, faxes, emails or text messages.
- Link with literacy work: Children will have experience in literacy work of word processing from year 3 onwards.
- Follow-up: Talk to the children about modes of transport to and within France. Show images of TGV trains and the Channel Tunnel and talk about the need to pay tolls to use motorways in France. Discuss how having to pay a toll might affect your journey. What are the advantages of this? Would this be a good idea in the UK?

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- Children use a writing frame to compose their own email.
- Provide differentiated writing frames offering various levels of support.
- Some children will need word banks with picture clues. Others may want to write different sentences and experiment with language, using a bilingual dictionary.

- write an email using an appropriate writing frame

- Share emails with the whole class.
- An example of an email that children can create:
Bonjour,
Mardi, je vais en Belgique, en train. Je peux réserver un billet, s'il vous plait?
Merci,
Helen
- Link with literacy work: Children will have experience in literacy work of word processing from year 3 onwards.