

# Module 6

## Lesson Plans 26-30

### Niveau bleu

## Summer Term Second Half

### Year 3



## Learning Objectives

### Leçon 26

- find out about London landmarks and learn how to name them
- be able to use a speaking frame to talk about what landmarks there are in London
- find out about the acute accent on the letter 'é' and the different ways of writing the phoneme [e]

### Leçon 27

- be able to use a speaking frame to talk about what landmarks there are in Paris
- find out about the definite articles **le**, **la**, **l'** and **les** (*the* in English) as in **le** Louvre or **la** Tour Eiffel

### Leçon 28

- be able to recall vocabulary by identifying images
- develop language learning skills
  - o listening and reading comprehension;
  - o reading aloud
  - o speaking from memory
- be able to describe a place orally

### Leçon 29

- further develop language learning skills
  - o using context and other clues in reading comprehension
  - o writing from memory
- be able to describe a place in writing

### Leçon 30

- further develop language learning skills
  - o ask and answer questions
  - o speak in sentences with the help of a speaking frame
- be able to describe a place orally

## Vocabulary

### Phrase

en vacances *on holiday*

### Verb

je suis *I am*

### Determiners – the definite article

le, la, l', les - *the*

### Proper Nouns

la cathédrale

le pont

Big Ben

la grande roue

le Parlement

*the cathedral (St. Paul's)*

*the bridge (Tower Bridge)*

*Big Ben*

*the big wheel (the London Eye)*

*the Houses of Parliament*

## Grammar and Pronunciation

### ① Grammar Point – the acute accent - é

This accent appears only over the letter 'e'.

The acute accent changes the pronunciation of the letter 'e'. In English words that have been borrowed from French, the acute accent can still be found.

### ① Pronunciation Point – the phoneme [e] and its graphemes

The phoneme [e] can be represented by the graphemes 'é', 'er' and 'ez'.  
e.g. *café, regarder, Regardez!*

### ① Grammar Point – fronted adverbials

When an adverbial phrase is used as a sentence opener, it must be followed by a comma (in both French and English).

### ① Grammar Point – the definite article

In English, there is one: *the*.

In French, there are four: *le, la, l'* and *les*.

### ① Grammar Point – intonation

Intonation describes how we can use our voice to help convey meaning in a sentence, and can highlight aspects of grammatical structure.

### ① Grammar Point – using punctuation (comma)

In written sentences, a comma is used to separate words in a series, and to represent intonation present in spoken language.

### ① Language Learning Skills – Recalling vocabulary by identifying images

### ① Language Learning Skills – developing listening and reading comprehension skills

① Language Learning Skills – **reading aloud** by listening to a model, and focusing on pronunciation and intonation

① Language Learning Skills – **memorising vocabulary**. When memorising new words or sentences, try gradually removing the text and recalling it with the aid of images.

① Language Learning Skills – **spelling**. Try to remember spellings by hiding the word, then trying to spell or write it from memory.

① Language Learning Skills – **engage in conversations**. Use familiar questions and answers.

① Language Learning Skills – **developing an oral description**. Use familiar vocabulary and sentence structures to give a spoken description of a place.

① Language Learning Skills – **developing a written description**. Use familiar vocabulary and sentence structures to produce a written description of a place.

## Using the Internet

- St. Paul's Cathedral at [www.stpauls.co.uk](http://www.stpauls.co.uk)
- Tower Bridge at [www.towerbridge.org.uk/TBE/EN/](http://www.towerbridge.org.uk/TBE/EN/)
- Big Ben at [www.parliament.uk/bigben](http://www.parliament.uk/bigben)
- London Eye at [http://en.wikipedia.org/wiki/London\\_Eye](http://en.wikipedia.org/wiki/London_Eye)
- Houses of Parliament at [www.parliament.uk/](http://www.parliament.uk/)

## Resources

- cuddly toy
- soft ball
- postcard writing templates from Belfast, Cardiff, Edinburgh and London.

## Teacher guidance

### Cultural Guidance

<b>London</b>	The capital, seat of government, and largest city of the United Kingdom is London, which is also the capital of Great-Britain and of England. With an estimated 8,308,369 residents in 2012, London is the most populous region, urban zone and metropolitan area in the United Kingdom and is the largest city in the European Union. London is a leading global city, with strengths in the arts, commerce, education, entertainment, fashion, finance, healthcare, media, professional services, research and development, tourism and transport. It is the world's most-visited city as measured by international arrivals. London has a diverse range of peoples and cultures, and more than 300 languages are spoken within its boundaries.
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### London landmarks

<b>La cathédrale Saint Paul</b> <i>St Paul's Cathedral</i>	<b>St Paul's cathedral</b> is a Church of England cathedral which sits at the top of Ludgate Hill, the highest point in the city of London. The church, designed in the English Baroque style, was built as part of a major rebuilding programme which took place in the city after the Great Fire of London in 1666. Important services held at St Paul's have included the funerals of Sir Winston Churchill and Margaret Thatcher; Jubilee celebrations for Queen Victoria; peace services marking the end of the First and Second World Wars; the wedding of Prince Charles and Lady Diana and the Diamond Jubilee of Elizabeth II.
<b>Le pont</b> <i>Tower Bridge</i>	<b>Tower Bridge</b> (built 1886–1894) is a combined bascule and suspension bridge in London which crosses the River Thames. It is close to the Tower of London, from which it takes its name, and has become an iconic symbol of London. The bridge is 800 feet (244 m) in length with two towers each 213 feet (65 m) high, built on piers. In June 2012 a set of Olympic rings was suspended from the bridge to mark one month to go until the start of the games.
<b>Big Ben</b> <i>Big Ben</i>	<b>Big Ben</b> is the nickname for the great bell of the clock at the north end of the Palace of Westminster in London. The bell Big Ben is housed within the clock tower officially named <i>Elizabeth Tower</i> . The tower, completed in 1858, holds the largest four-faced chiming clock in the world and is the third-tallest free-standing clock tower. Big Ben has become one of the most prominent symbols of both London and England and is often in the establishing shot of films set in the city.
<b>La grande roue</b> <i>the London Eye</i>	The <b>London Eye</b> , opened in 2000, is a giant Ferris wheel (or observation wheel) on the South Bank of the River Thames in London. The entire structure is 135 metres (443 ft) tall and the wheel has a diameter of 120 metres (394 ft). It is currently Europe's tallest Ferris wheel and the most popular paid tourist attraction in the United Kingdom with over 3.5 million visitors annually. When erected in 1999 it was the world's tallest Ferris wheel, until surpassed first by the 160 m (520 ft) Star of Nanchang in 2006 and then the 165 m (541 ft) Singapore Flyer in 2008.
<b>Le parlement</b> <i>The Houses of parliament or also commonly called Palace of Westminster</i>	The <b>Palace of Westminster</b> is the meeting place of the House of Commons and the House of Lords, the two houses of the Parliament of the United Kingdom. Commonly known as the <b>Houses of Parliament</b> after its tenants, the Palace lies on the Middlesex bank of the River Thames in the City of Westminster, in central London. The Palace of Westminster has been part of a UNESCO World Heritage Site since 1987. The Palace of Westminster contains over 1,100 rooms, 100 staircases and 4.8 kilometres (3 mi) of passageways, which are spread over four floors. The ground floor is occupied by offices, dining rooms and bars; the first floor houses the main rooms of the Palace, including the debating chambers, the lobbies and the libraries. The top-two floors are used as committee rooms and offices.

## Language

<b>The definite article</b>	The definite article is not used in the same way in French as it is in English. It is much more common in French. Quite often when there is no article in English there is one in French as in the famous saying “C’est <b>la</b> vie !” (“That’s life!”). In French <u>all countries</u> take the definite article, for example <i>la France, l’Angleterre, le Pays de Galles</i> . However, in English only a few do, mainly when the country name is formed of common nouns: <i>the United States, the United Kingdom, the Republic of China</i> or when the country is formed of a group of islands: <i>the Bahamas, the Maldives</i> . When the country is a plain proper noun it does not take an article.
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## Leçon 26

**Language content:** *la cathédrale* (the cathedral), *le pont* (the bridge), Big Ben, *la grande roue*, (London Eye), *le Parlement* (Houses of Parliament).

Learning focus	Teaching sequence
Starter activity Revision: Using numbers 0-12 ; counting 0-12 in steps of two	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Invite the children to count from 0-12 in chorus. Do the same, counting only the even numbers: 0 – 2 – 4 – 6 – 8 – 10 – 12. Pass a soft ball from person to person, inviting the children to count only the even numbers, in the style of a Mexican Wave.</li> </ul> <p style="text-align: right;"><b>Slides 2, 3, 4 &amp; 5</b></p>
New vocabulary Proper nouns London landmarks	<ul style="list-style-type: none"> <li>▪ Using slides 6-10, introduce the children once again to Jessica. Ask the children to listen carefully and to tell you, in English, what they have learned about her.</li> <li>▪ Using slides 11-16, allow Jessica to introduce us to London, and to hear the names of some of the landmarks in the city: <i>la cathédrale</i>, <i>le pont</i>, <i>Big Ben</i>, <i>la grande roue</i> and <i>le Parlement</i>. Invite the children to listen carefully and to say the names of each landmark.</li> </ul> <p style="text-align: right;"><b>Slides 6-10 &amp; 11-16, or picture cards of London monuments</b></p>
<p>① Grammar Point – the acute accent</p> <p>① Pronunciation Point – the phoneme [e] and its graphemes</p> <p>① Language Learning Skills - spelling</p>	<ul style="list-style-type: none"> <li>▪ Using slide 17, draw the attention of the children to the acute accent. They might have noticed this accent on words such as <i>la cathédrale</i>, <i>le musée</i>, <i>Édimbourg</i>, <i>Écosse</i> and <i>Écoutez</i> !</li> <li>▪ The acute accent appears only over the letter 'e', and it changes the sound. It is applied to both lower and upper case letters.</li> <li>▪ Use slide 18 to focus on the phoneme [e] and its graphemes <i>é</i>, <i>er</i> and <i>ez</i>. Can the children hear the phoneme in the words?</li> <li>▪ Challenge the children to memorise some of the spellings and either recite the spellings orally or write them from memory.</li> </ul> <p style="text-align: right;"><b>Slides 17 &amp; 18</b></p>
Recalling and practising new vocabulary	<ul style="list-style-type: none"> <li>▪ Using slide 19, invite the children to say the French names of any landmarks they can remember.</li> <li>▪ Invite children in turn to click on an image to reveal the French name, and then to click on the name to hear it.</li> </ul> <p style="text-align: right;"><b>Slide 19</b></p>
<p>① Language Learning Skills – developing an oral description</p>	<ul style="list-style-type: none"> <li>▪ Using slide 20 as a speaking frame, invite the children to create a variety of short oral descriptions of London. Click on the speech bubble to hear Jessica's description. The nouns (the landmarks) can appear in the description in any order. Click on the "Hide" button to remove the nouns from Jessica's description.</li> <li>▪ If time, allow children to practise in pairs, developing and memorising their own oral account using the template.</li> </ul> <p style="text-align: right;"><b>Slide 20 and/or picture cards of London monuments</b></p>
End of lesson	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir</i> !</li> </ul> <p style="text-align: right;"><b>Slides 21 &amp; 22</b></p>

## Leçon 27

### Language content:

Learning focus	Teaching sequence
Starter activity Revision of questions and answers	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Using slide 5 as a speaking frame, throw a soft ball to individual children, asking a range of questions.</li> <li>▪ The ball is passed from child to child as they take turns to ask and then answer questions.</li> </ul> <p style="text-align: right;"><b>Slides 2, 3, 4 &amp; 5</b></p>
Creating spoken sentences Practise in creating spoken sentences using adverb, verb and proper noun.	<ul style="list-style-type: none"> <li>▪ Using slides 6-10, introduce the children once again to Nora. Ask the children to listen carefully and to tell you, in English, what they have learned about her.</li> <li>▪ Using slides 11-16, allow Nora to introduce Paris. Allow the children to try and answer the questions about Paris landmarks, before Nora does. To check on Nora's answers, click on the "show" button.</li> </ul> <p style="text-align: right;"><b>Slides 6-16</b></p>
① Language Learning Skills – developing an oral description	<ul style="list-style-type: none"> <li>▪ Using slide 17 as a speaking frame, invite the children to create a variety of short oral descriptions of Paris. Click on the speech bubble to hear Nora's description. The nouns (the landmarks) can appear in the description in any order. Click on the "Hide" button to remove the nouns from Jessica's description.</li> <li>▪ If time, allow children to practise in pairs, developing and memorising their own oral account using the template.</li> </ul> <p style="text-align: right;"><b>Slide 17 and/or picture cards of Paris monuments</b></p>
① Grammar Point – the definite article	<ul style="list-style-type: none"> <li>▪ Using slide 18 as a prompt, invite the children to say what they notice about the words that precede the names of all the landmarks we have been learning this year. Do they notice that there are four different words: <i>le</i>, <i>la</i>, <i>l'</i> and <i>les</i>? Can the children guess the meaning of these words?</li> <li>▪ Use slides 19-22 to show that all four words share the same meaning in English – they mean <i>the</i>, and they are known as the definite article. The words are not interchangeable in French – when we learn a noun, we must learn which definite article belongs with it.</li> <li>▪ Slide 23 offers a challenge – can the children remember which definite article belongs with each noun shown here? To check the answers, click on each noun.</li> </ul> <p style="text-align: right;"><b>Slides 18-23</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slides 24 &amp; 25</b></p>

## Leçon 28

### Language content:

Learning focus	Teaching sequence
Starter activity Revision of classroom instructions	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toy all exchange greetings.</li> <li>▪ Revise known classroom instructions by playing a listening and responding game such as <i>Jacques a dit</i>.</li> </ul> <p style="text-align: right;"><b>Slides 2, 3, 4 &amp; 5</b></p>
<ul style="list-style-type: none"> <li>① Language Learning Skills – Recalling vocabulary by identifying images</li> <li>① Language Learning Skills – developing listening and reading comprehension skills</li> <li>① Language Learning Skills – reading aloud</li> <li>① Language Learning Skills – describe a place orally</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose an area of the UK as the focus for recalling vocabulary, introducing the idea of listening comprehension, and also developing a short spoken narrative:  <i>Irlande du Nord</i> slides 6 &amp; 7, <i>Pays de Galles</i> slides 8 &amp; 9, <i>Écosse</i> slides 10 &amp; 11 and <i>Angleterre</i> slides 12 &amp; 13.</li> <li>▪ Invite the children to recall the names of the landmarks on the first slide, and then click on each image to check.</li> <li>▪ <b>Listening carefully.</b> Before using the second slide, switch the data projector to “no show” so that the children can not see the text. Now let the children hear the spoken description from the slide. Invite the children to share what they can understand.</li> <li>▪ <b>Reading aloud.</b> Reveal the slide by switching off “no show”, and invite the children to read the text aloud– sometimes in chorus, sometimes individually – to practise pronunciation and intonation. Ask children about particular words, phrases or sentences in the text to check for comprehension.</li> <li>▪ <b>Speaking from memory.</b> Invite the children to look carefully at the text for 30 seconds in order to try and memorise it. Switch the data projector to “no show”, and invite children to give a short spoken account from memory. This can be done as a plenary, or as a pairwork exercise in which children speak to their partner.            N.B. When this lesson is repeated, the same sequence can be followed, but with a different part of the UK.</li> </ul> <p style="text-align: right;"><b>Slides 6 - 13</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slides 14 &amp; 15</b></p>

## Leçon 29

**Language content:** *je suis* (I am), *en vacances* (on holiday)

Learning focus	Teaching sequence
Starter activity	<ul style="list-style-type: none"> <li>Teacher, children and cuddly toy all exchange greetings.</li> </ul> <p style="text-align: right;"><b>Slides 2, 3 &amp; 4</b></p>
<p>New vocabulary</p> <p><i>je suis</i> (I am)</p> <p><i>en vacances</i> (on holiday)</p> <p>① Language Learning Skills – listening carefully</p> <p>① Language Learning Skills – reading aloud</p> <p>① Language Learning Skills – using context and other clues in reading comprehension</p> <p>① Language Learning Skills – describe a place in writing</p>	<ul style="list-style-type: none"> <li>Choose an area of the UK as the focus for practice in reading aloud, with a focus on pronunciation and intonation, developing reading comprehension skills, recalling vocabulary, and writing: <i>Irlande du Nord</i> slides 6-8, <i>Pays de Galles</i> slides 9-11, <i>Écosse</i> slides 12-14 and <i>Angleterre</i> slides 15-17.</li> <li>The first slide in each set shows a picture postcard from the area in focus. Nora is on holiday in the UK, and is sending a postcard home to Nounours, in France, to tell him all about where she is staying.</li> <li><b>Reading aloud.</b> The second slide in each set shows the postcard written by Nora, and can be used to allow the children to listen carefully and to develop their skills in reading aloud, with a focus on pronunciation and intonation. Can the children guess the meaning of the phrase <i>Je suis en vacances</i> (I am on holiday)? Invite the children to listen to Nora reading aloud her card, before inviting all children to read it aloud, sometimes all together in chorus, sometimes individual children reading a sentence each. Discuss aspects of pronunciation. Help the children to make connections between intonation in the voice, and punctuation on the page, by listening to the phrasing.</li> <li><b>Reading Comprehension.</b> The third slide in each set can be used to develop skills in reading comprehension. Explain the importance of <b>context, and recognising known words and structures</b> when trying to understand a text. The children have mini-whiteboards and pens. Allow them to work in silence, but explain the importance of “reading the text silently in your head”. Allow the children time to write down the five words missing from the text. Explain that the words have to be placed in the right order, so that the text makes sense. In a plenary, use the slide to check the children’s answers, by clicking on each missing word to find its correct place in the text.</li> <li><b>Writing from memory.</b> Invite the children to write a postcard to Nounours, from the same location as Nora. Worksheets are downloadable for this. Remind the children about punctuation, e.g. When an adverbial phrase is used as a sentence opener, it must be followed by a comma, as in <i>À Cardiff, il y a...</i></li> </ul> <p style="text-align: center;">N.B. When this lesson is repeated, the same sequence can be followed, but with a postcard from a different part of the UK.</p> <p style="text-align: right;"><b>Slides 5 – 16; postcard sheets from Belfast, Cardiff, Edinburgh and London.</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>Teacher, children and cuddly toys exchange farewells with <i>Au revoir</i> !</li> </ul> <p style="text-align: right;"><b>Slides 17 &amp; 18</b></p>

## Leçon 30

### Language content:

Learning focus	Teaching sequence
Starter activity Revision of question and answer - name	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys all exchange greetings.</li> <li>▪ Throw a soft ball to children to practise <i>Comment tu t'appelles? Je m'appelle + name.</i></li> </ul> <p style="text-align: right;"><b>Slides 2, 3, 4 &amp; 5,</b></p>
Listen to and memorise a short oral description of Paris.  ① Language Learning Skills – ask and answer questions	<ul style="list-style-type: none"> <li>▪ Using slides 6-10, invite the children to ask Nora the questions displayed, and to suggest the answers. One child can start by asking the first question, then pass the ball to another child who can suggest the answer, and so on. The answers can be checked by clicking on the speech bubbles.</li> <li>▪ Use slides 11-14 in a similar way, inviting the children to recall the vocabulary to name each Paris landmark. The answers can be seen by clicking on the numbered action buttons, and they can then be checked by clicking on the speech bubbles.</li> </ul> <p style="text-align: right;"><b>Slides 6-10; 11-14</b></p>
Creating spoken sentences using adverbs, a verb, nouns and a conjunction  ① Language Learning Skills – speak in sentences  ① Language Learning Skills – describe a place orally	<ul style="list-style-type: none"> <li>▪ Use slide 15 as a speaking frame, and invite the children to listen to Nora's description of Paris.</li> <li>▪ Using the "hide" button, hide the text and invite the children to practise developing their own oral description of Paris, using the images of monuments shown on the slide, or any other monuments they can remember. It does not matter in what order each child refers to the Paris landmarks, but each child should try to speak in sentences.</li> <li>▪ Invite some children to present their oral description of Paris to a partner, or in front of the class in a plenary.</li> </ul> <p style="text-align: right;"><b>Slide 15</b></p>
End of lesson.	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i></li> </ul> <p style="text-align: right;"><b>Slides 16 &amp; 17</b></p>



## Assessment

Learning focus	I can...
Knowledge about France and the UK	<ul style="list-style-type: none"> <li>I can recognise five London landmarks through images.</li> <li>I can name five London landmarks in French; <i>la cathédrale</i> (the cathedral), <i>le pont</i> (the bridge), Big Ben, <i>la grande roue</i>, (London Eye), <i>le Parlement</i> (Houses of Parliament).</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>I can name five London landmarks: <i>la cathédrale</i> (the cathedral), <i>le pont</i> (the bridge), Big Ben, <i>la grande roue</i>, (London Eye), <i>le Parlement</i> (Houses of Parliament).</li> </ul>
Asking and answering questions	<ul style="list-style-type: none"> <li>I can ask and answer a range of questions about personal information, places and landmarks.</li> <li>I can use the questions and answers that I know in order to hold a conversation.</li> </ul>
Pronunciation (Phonics)	<ul style="list-style-type: none"> <li>I can pronounce the phoneme [e] as in <i>café</i>.</li> <li>I can identify the graphemes that represent the phoneme [e] -é, -ez, -er.</li> <li>I can listen carefully to pronunciation that is modelled, and try to imitate it.</li> <li>I can listen carefully to intonation that is modelled, and try to imitate it.</li> </ul>
Language Learning Skills	<ul style="list-style-type: none"> <li>I can use my knowledge of pronunciation and intonation in order to read aloud.</li> <li>I can use my knowledge of context, words and structures to help me understand a text when I read it.</li> <li>I can use words and structures to create spoken and written sentences.</li> <li>I can use words and structures that I know, in order to give a spoken description of places and landmarks in the UK and France.</li> <li>I can use words and structures that I know, in order to give a written description of places and landmarks in the UK and France.</li> </ul>
Spelling skills	<ul style="list-style-type: none"> <li>I can try to memorise spellings by looking, covering, writing and checking.</li> </ul>
Knowledge about language (Grammar)	<ul style="list-style-type: none"> <li>I know that, in English, the word “the” is known as the definite article.</li> <li>I know that, In French, there are four forms of the definite article: <i>le</i>, <i>la</i>, <i>l’</i> and <i>les</i>.</li> <li>I know that the definite article is a type of determiner that introduces a noun.</li> <li>I can identify and name the acute accent – é.</li> <li>I know that the acute accent is used only with the letter ‘e’ – é.</li> <li>I know that, in English, words adopted from French can still include the acute accent, e.g. <i>café</i>.</li> </ul>
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> <li>I can join in singing the song <i>Sur le pont d’Avignon</i>.</li> <li>I can recite the rhyme <i>La Tour Eiffel a trois cents mètres</i> from memory.</li> <li>I have listened to a story such as <i>Le petit éléphant et les jours</i> in French.</li> </ul>