

Module 4

Lesson Plans 16-20

Niveau bleu

Spring Term Second Half

Year 3



Learning Objectives for module 4

Leçon 16

- find out about new Paris landmarks and learn how to name them
- find out what an adverb and a verb are and how they are used to construct sentences
- learn how to use the adverbial phrase *à Paris,...* (*in Paris,...*) + the verb *il y a* (*there is/there are*) to talk about what there is in Paris

Leçon 17

- be able to use a template to create spoken sentences about what landmarks there are in Paris
- find out about new Paris landmarks and learn how to name them

Leçon 18

- learn how to say the numbers *11* and *12*
- learn about the conjunction *et* (*and*) and how it is used to link two words together
- be able to follow a speaking frame to form sentences describing two things that there are in Paris, using *A Paris, il y a ... et ...*

Leçon 19

- learn about the use of a comma in combination with the conjunction *et* to link more than two words together
- be able to form sentences to talk about more than two things that there are in Paris, using an adverbial opener, a verb, at least three nouns and a conjunction

Leçon 20

- learn about the adverb *aussi* (*also*) and how it is used in a sentence
- check your ability to create sentences using adverbs, a verb, nouns and a conjunction

Vocabulary

Adverbial

À Paris *In Paris*

Adverb

aussi *also*

Verb

il y a *there is, there are*

Numbers

11 onze, 12 douze

Proper Nouns

les Bouquinistes

le Canal Saint-Martin

la Seine

l'Opéra

le Musée du Quai Branly

le Centre Pompidou

the booksellers by the River Seine

St. Martin's Canal

the River Seine

the Opera

the Quai Branly Museum

the Pompidou Centre

Grammar and Pronunciation

① Grammar Point – an adverb

An adverb is a word or phrase that tells us more about the time, place or manner of the action described in the rest of the sentence. (It tells us more about the verb).

① Grammar Point – a verb

A verb can express an **action** or a state of **being** in a sentence

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 –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 – 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 – practise with a partner.** Practising with a partner can help you to remember new words.

Using the Internet

- les Bouquinistes at <http://en.wikipedia.org/wiki/Bouquinistes>
- le Canal Saint-Martin at http://en.wikipedia.org/wiki/Canal_Saint-Martin
- la Seine at <http://en.wikipedia.org/wiki/Seine> and www.ibiblio.org/wm/paris/hist/river.html
- l'Opéra at www.operadeparis.fr/en/
- le Musée du Quai Branly at www.quaibrantly.fr/en/
- le Centre Pompidou at www.centrepompidou.fr/en

Resources

- cuddly toy
- soft ball
- picture cards of Paris monuments Module 3
- picture cards of Paris monuments Module 4

Teacher guidance

Cultural guidance

<p>Les Bouquinistes <i>the booksellers by the River Seine</i></p>	<p>The Bouquinistes of Paris are booksellers of used and antiquarian books who ply their trade along the banks of the River Seine. Installed along more than three kilometres of the Seine and declared a UNESCO World Heritage site, the 240 Bouquinistes make use of 900 “green boxes” to house some 300,000 old books and a very great number of journals, stamps and trading cards. The second-hand booksellers of Paris have inspired booksellers in other cities such as Ottawa, Beijing and Tokyo.</p>
<p>Le Canal Saint-Martin <i>St. Martin's Canal</i></p>	<p>The Canal Saint-Martin is 4.5 km long. Construction of the canal was ordered by Napoleon I in 1802, in order to create an artificial waterway for supplying Paris with fresh water. Today, the canal is a popular destination for Parisians and tourists who watch the barges navigate the series of locks and road bridges. There are several popular restaurants and bars along it. The area is also popular with students.</p>
<p>La Seine <i>the River Seine</i></p>	<p>The River Seine is a 776 km long river and an important commercial waterway. It rises 30 kilometres northwest of Dijon in north-eastern France, flowing through Paris and into the English Channel. Over 60% of its length is negotiable by commercial riverboats and nearly its whole length is available for recreational boating; excursion boats (the famous <i>Bateaux Mouches</i>) offer sightseeing tours.</p>
<p>L'Opéra <i>The Opera</i></p>	<p>The Opera, also called the Opera Garnier, after its architect, was built from 1861 to 1875 and contains 1,979-seats. It was the primary home of the Paris Opera and its associated Paris Opera Ballet until 1989. The Paris Opera now mainly uses this place for ballet. It is one of the most famous opera houses in the world and a symbol of Paris. Besides being the most expensive construction at the time, the Opera building is considered by many to be a remarkable piece of art.</p>
<p>Le Musée du Quai Branly <i>the Quai Branly Museum</i></p>	<p>The Musée du Quai Branly is named after its location on the <i>quai Branly</i>, which in turn is named after the physicist Édouard Branly. The museum features indigenous art, cultures and civilizations from Africa, Asia, Oceania and the Americas. The museum has also an important library.</p>
<p>Le Centre Pompidou <i>the Pompidou Centre</i></p>	<p>The Centre Pompidou is named after Georges Pompidou, the President of France from 1969 to 1974 who commissioned the building. It was designed in the style of high-tech architecture with an exposed skeleton of brightly coloured tubes. It houses a vast public library, the Musée National d'Art Moderne which is the largest museum for modern art in Europe, and a centre for music and acoustic research. The Georges Pompidou square in front of the museum is noted for the presence of street performers, such as mimes and jugglers.</p>

Leçon 16

Language content: *les Bouquinistes, le Canal Saint-Martin, la Seine* ; Adverb : *À Paris* (In Paris) ; Verb : *il y a* (there is, there are)

Learning focus	Teaching sequence
Starter activity Revision: <i>Quelle est la capitale de...?</i> <i>C'est...</i>	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Revise questions and answers about capital cities in France and the UK. Can the children read each question aloud? Children could take it in turns to choose a question, read it aloud, choose another child to answer, check the answer in slide 5, and so on. <p style="text-align: right;">Slides 2, 3, 4 & 5</p>
Paris : proper nouns <i>les Bouquinistes</i> <i>le Canal Saint-Martin</i> <i>la Seine</i>	<ul style="list-style-type: none"> Introduce three new Paris monuments: <i>les Bouquinistes</i> (the booksellers), <i>le Canal Saint-Martin</i> (Saint Martin's Canal) and <i>la Seine</i> (the River Seine). You may wish to use the weblinks from each slide to give further information about each monument. Encourage the children to listen to the names of each monument and to pronounce it correctly. Use a soft ball to throw to individual children to invite them to echo the name of a monument. <p style="text-align: right;">Slides 6, 7 & 8, or picture cards of Paris monuments</p>
New vocabulary <i>À Paris</i> (In Paris) ⓘ Grammar Point – an adverb ⓘ Grammar Point – a verb	<ul style="list-style-type: none"> Present a variety of Paris monuments using the sentence structure <i>À Paris, il y a le Sacré-Cœur</i>. Invite the children firstly to listen carefully, and then to echo each sentence as it is modelled. Can the children suggest what these sentences mean? Each sentence opens with an adverbial phrase of place - <i>À Paris</i> - and this is followed by a verb – <i>il y a</i>. Invite the children to create some similar sentences in English, using the structure <i>In Paris, there is...</i> <p style="text-align: right;">Slides 10-17 and 18-24 or picture cards of Paris monuments</p>
Create spoken sentences using a fronted adverbial, a verb and a proper noun.	<ul style="list-style-type: none"> Invite the children to create some spoken sentences about Paris and its monuments, using an adverbial phrase as a sentence opener, followed by a verb and then a proper noun from the list of Paris monuments. Slide 25 can be used as a speaking frame for this purpose, either displayed on the whiteboard, or photocopied for children to practise in pairs. The spoken work can be achieved through a whole-class introduction, followed by some time to practise with a partner, and then some plenary time for children to share what they have learned. Invite the children to create some written sentences, using mini-whiteboards. Slide 25 can be displayed as a writing frame for this, or given as a photocopy to children who need the visual support. Children can write any sentences from the writing frame, or can write sentences that they hear modelled. Remind the children that, in writing, the adverbial opener needs to be followed by a comma. <p style="text-align: right;">Slide 25</p>
End of lesson	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 26 & 27</p>

Leçon 17

Language content: *l'Opéra* (the Opera), *le Musée du Quai Branly* (the Quai Branly Museum), *le Centre Pompidou* (the Pompidou Centre).

Learning focus	Teaching sequence
Starter activity Revision of classroom instructions:	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Revise a variety of classroom instructions by playing a listening and responding game. The task of calling out instructions could be given to one of the children. <p style="text-align: right;">Slides 2, 3, 4 & 5</p>
Creating spoken sentences Practise in creating spoken sentences using adverb, verb and proper noun.	<ul style="list-style-type: none"> Using slide 6 as a model, invite the children to listen to the sentence <i>À Paris, il y a le Louvre</i>, and to create a similar spoken sentence about any of the monuments they can see in the pictures. Allow one minute for the children to practise in pairs before sharing the activity in plenary. To discover each written sentence, click on the picture. To hear each spoken sentence, click on the writing. <p style="text-align: right;">Slide 6</p>
Reading Comprehension	<ul style="list-style-type: none"> Working in pairs, children have a mini-whiteboard and a marker pen. Invite the children to look at the information on slide 7, and to find the matching pairs. The children can record their answers on the mini-whiteboards as matching letters and numbers. Answers 1E, 2D, 3F, 4A, 5B, 6C. Click on the numbers above each picture to show the answers on the whiteboard. <p style="text-align: right;">Slide 7</p>
Speaking with a partner ① Language Learning Skills – practise with a partner.	<ul style="list-style-type: none"> Using slide 8 as a template, show the children how this can be used to create spoken sentences. Click on a number to select a monument, then click on the image to model the spoken sentence. Invite the children to work in pairs, to practise creating spoken sentences about the Paris monuments in the photos. In turn, one child chooses a number, e.g. <i>Numéro 4</i>, and the other child says <i>À Paris, il y a les bouquinistes</i>. If the first child thinks this is correct, s/he can say <i>oui</i>, or if incorrect s/he can say <i>non</i>. Following the partner work, invite children to participate in this activity as a plenary. <p style="text-align: right;">Slide 8</p>
Paris monuments <i>l'Opéra, le Musée du Quai Branly, le Centre Pompidou</i>	<ul style="list-style-type: none"> Introduce the children to three more Paris monuments: <i>l'Opéra, le Musée du Quai Branly, le Centre Pompidou</i>. You may wish to use the weblinks if time. <p style="text-align: right;">Slides 9, 10 & 11</p>
End of lesson.	<ul style="list-style-type: none"> Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 12 & 13</p>

Leçon 18

Language content: *onze* (11), *douze* (12)

Learning focus	Teaching sequence
Starter activity Revision of numbers 0-10 New vocabulary: <i>onze</i> (11), <i>douze</i> (12).	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Revise numbers 0 - 10 using familiar techniques. ▪ Teach <i>onze</i> and <i>douze</i>. Practise counting up and down whilst showing fingers. <p style="text-align: right;">Slides 2, 3, 4 & 5</p>
Creating spoken sentences Practise in creating spoken sentences using adverb, verb and proper noun.	<ul style="list-style-type: none"> ▪ Using slide 6 as a model, invite the children to listen to the sentence <i>À Paris, il y a le Louvre</i>, and to create a similar spoken sentence about any of the monuments they can see in the pictures. Allow one minute for the children to practise in pairs before sharing the activity in plenary. To discover each written sentence, click on the picture. To hear each spoken sentence, click on the writing. <p style="text-align: right;">Slide 6</p>
Reading Comprehension	<ul style="list-style-type: none"> ▪ Working in pairs, children have a mini-whiteboard and a marker pen. Invite the children to look at the information on slide 7, and to find the matching pairs. The children can record their answers on the mini-whiteboards as matching letters and numbers. ▪ Answers 1E, 2D, 3F, 4A, 5B, 6C. Click on the numbers above each picture to show the answers on the whiteboard. <p style="text-align: right;">Slide 7</p>
Revision – using a conjunction 📌 Grammar Point – a conjunction	<ul style="list-style-type: none"> ▪ Invite the children to share what they can remember about the role of a conjunction. Can they remember any conjunctions in English (e.g. <i>and, or</i>) or in French (<i>et, ou</i>). A conjunction can be used to link together two words or phrases. ▪ Remind the children about the conjunction <i>et</i> in French, and how it can link two Paris monuments. Using flashcards, can the children show how the conjunction can be used to do this, e.g. <i>le Louvre et la Seine</i>. ▪ Invite the children to help <i>Nounours</i> to say some sentences about Paris, this time with two monuments in each sentence. ▪ Using slide 23 as a model, allow children to practise creating their own spoken sentences. <p style="text-align: right;">Slides 8-12, 13-22, 23 and/or picture cards of Paris monuments</p>
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir!</i> <p style="text-align: right;">Slides 11 & 12</p>

Leçon 19

Language content: No new content

Learning focus	Teaching sequence
<p>Starter activity</p> <p>Practice in counting 0-12</p>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Practise counting up from 0 to 12 as a timed activity. Time the children as they pass the soft ball from person to person, saying the next number in the sequence, repeating the sequence as necessary to include all children in the class. If the ball is dropped, the timer starts again from the beginning. <p style="text-align: right;">Slides 2, 3, 4 & 5</p>
<p>Revision – use of the conjunction</p> <p>① Grammar Point – using punctuation and a conjunction</p> <p>① Grammar Point – intonation and meaning</p>	<ul style="list-style-type: none"> ▪ Using slide 6 as a model, or using picture cards of Paris monuments, remind the children that we can use a conjunction to link together two words or phrases in a sentence. ▪ If we want to include more than two nouns in the sentence, we do not use the conjunction to link all of them. With our speaking voices, we use intonation, and phrase the ideas in the sentence so that there is a slight pause between the nouns. This is shown in a written sentence by including a comma. Punctuation is used on paper to show intonation and pauses that help to convey meaning when we are speaking. We use a conjunction only between the last two nouns in the sentence. ▪ Using slides 10-12, model some sentences for the children to show how a sentence can include more than two nouns. <p style="text-align: right;">Slides 6, 7-9, 10-12 and / or picture cards of Paris monuments</p>
<p>Spoken sentences that include an adverbial opener, a verb, at least three nouns, and a conjunction.</p> <p>Awareness of intonation to help to convey meaning</p>	<ul style="list-style-type: none"> ▪ Using slide 13 as a model, or using picture cards of Paris monuments, give some time for children to work in pairs, as well as whole-class time, to practise creating spoken sentences that include an adverbial phrase, a verb, a conjunction and at least three nouns. <p style="text-align: right;">Slide 13 and/or picture cards of Paris Monuments</p>
<p>End of lesson.</p>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 14 & 15</p>

Leçon 20

Language content: *aussi* (also)

Learning focus	Teaching sequence
<p>Starter activity</p> <p>Revision of question and answer - name</p>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys all exchange greetings. ▪ Throw a soft ball to children to practise <i>Comment tu t'appelles? Je m'appelle</i> + name. <p style="text-align: right;">Slides 2, 3, 4, 5, 6, & 7</p>
<p>Listen to and memorise a short oral description of Paris.</p> <p>📌 Language Learning Skills - memorisation</p> <p>New vocabulary (an adverb)</p> <p><i>aussi</i> - also</p>	<ul style="list-style-type: none"> ▪ Using the images and text on slide 8, model a short oral description of Paris. Invite the children to listen carefully. ▪ Invite the children to join in reading the text with you. Remind the children about intonation, and how the phrasing is shaped around punctuation and conjunctions. ▪ Challenge children to memorise part of the description when the text is removed. Gradually increase the challenge by removing more text, so that some children are able to recite the description from memory, just using the images as a template. ▪ There is a new word in the text – the adverb <i>aussi</i> (also). Are any of the children able to guess the meaning of <i>aussi</i>? <p style="text-align: right;">Slide 8-10</p>
<p>Creating spoken sentences using adverbs, a verb, nouns and a conjunction</p>	<ul style="list-style-type: none"> ▪ Invite the children to listen to and to read carefully the sentences on slides 12-17. Can some children still create the sentences when the text is removed from the slide? ▪ Pairwork practice. Using slide 17 as a speaking frame, allow the children time to practise in pairs, creating descriptive sentences about Paris. Children can take turns at being person A and person B, using the suggested template, and choosing which Paris monuments they wish to include in their sentence. <p style="text-align: right;">Slides 11-17</p>
<p>End of lesson.</p>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toys exchange farewells with <i>Au revoir</i> ! <p style="text-align: right;">Slides 18 & 19</p>



Assessment

Learning focus	I can...
Knowledge about France and the UK	<ul style="list-style-type: none"> I can learn about Paris by using websites, maps and images. I can identify six more Paris monuments: <i>les Bouquinistes, le Canal Saint-Martin, la Seine, l'Opéra, le Musée du Quai Branly and le Centre Pompidou</i>
Vocabulary	<ul style="list-style-type: none"> il y a (verb) aussi (adverb)
Understanding instructions	<ul style="list-style-type: none"> I can understand and respond to many classroom instructions.
Creating longer sentences	<ul style="list-style-type: none"> I can create longer sentences about Paris. I can create spoken and written sentences about Paris, using proper nouns, adverbials, a verb, and adverb and a conjunction.
Numbers	<ul style="list-style-type: none"> I can use these numbers: 0. 1. 2. 3. 4. 5. 6, 7, 8, 9, 10, 11, 12.
Language Learning Skills	<ul style="list-style-type: none"> I can practise with a partner I can memorise a sentence or a text by gradually hiding sections of it and trying to remember it.
Spelling skills	<ul style="list-style-type: none"> I can spell the names of some Paris monuments.
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know that when an adverbial phrase opens a sentence, it must be followed by a comma in both French and English. I can use these word classes: adverb, verb, noun, conjunction. I know that a conjunction can be used to link two words or phrases together. I can use the adverb <i>aussi</i> after the verb in a spoken sentence. I know capital letters are given to proper nouns in French and English, e.g. <i>la Tour Eiffel</i>. I understand that Intonation describes how we can use our voice to help convey meaning in a sentence, and can highlight aspects of grammatical structure. I know that In written sentences a comma is used to separate words in a series, and to represent intonation present in spoken language.
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing the song <i>Une poule sur un mur</i>. I can recite the rhyme <i>Monsieur et Madame Pouce</i> from memory. I have listened to a story such as <i>Qu'est-ce que tu préfères ?</i> in French.