

# Lesson Three, Year 5

2 x 15 minutes; 1 x 30 minutes

**Lesson theme** The High Street: Asking for places and understanding basic directions

## Learning Outcomes

- Understand key information from a short exchange
- Be able to ask for a place in French
- Be able to give basic directions in French
- Take part in a simple conversation
- Know how to add expression and authenticity to a short dialogue

## Framework Objectives


### Literacy

L5.2: Make simple sentences and short texts

### Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

O5.3: Listen attentively and understand more complex phrases and sentences



**Core Vocabulary**

il y a...?	is there...?
ici	here
c'est	it is
au coin	on the corner

(pause words for dialogue)  
**et alors, eh bien, mmm, voyons, oui**  
well, mmm, let's see, yes

## Resources



- OHT of places in the town with letters missing
- OHT of places in the town
- Flashcards of buildings on the high street
- Text cards for keyword activity **c'est, au coin**
- OHT with transcript of listening exercise
- OHT of rhyme: **Mon chapeau**
- Cut up strips of card for conversation re-ordering activity
- OHT with model conversation

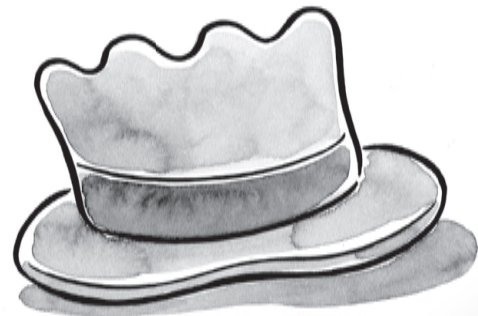
- Mini whiteboards



- Key vocabulary
- Pause words
- Use of c'est/il y a...ici?
- Answering questions
- Model conversation
- Complete the names of places

## Knowledge about language

- Manipulate language by changing an element in a sentence
- Develop accuracy in pronunciation and intonation



## Language and learning strategies

- Integrate new language into previously learnt language
- Practise new language with a friend and outside the classroom

Part 1: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session by revising the seven place names introduced in lesson one:  
**un marché** – a market; **un magasin** – a shop; **un supermarché** – a supermarket; **une poste** – a post office; **une banque** – a bank; **un café** – a café; **une mairie** – a town hall.

Children revise place names introduced in an earlier lesson. They repeat words and play some memory games.

(If the children are familiar with these words, you could extend with **une boulangerie** – bakers and **un magasin de vêtements** – clothes shop).



Use all the techniques introduced in previous lessons for practising and revising those words. You may also want to use the flashcards and the OHT available on the resource CD: “Flash cards of buildings on the high street” and “OHT of places in the town”.

Children study the words on OHT and attempt to substitute the missing letters.



Show the children the words written on the OHT with letters missing and challenge the children to write the words correctly on mini whiteboards/paper.

Children recall and practise directions introduced last session. They move in response to the direction stated by the teacher.



Following on from the recap of places, practise the directions again with the children. You could repeat the activity used last lesson or simply ask children to stand and turn to the left or right as you call ‘**à gauche/à droite!**’

Children focus on the key word **c’est** which they have met in Y3 and Y4.



Next show the word **c’est** on card.  
Use resource CD: “Text cards for keyword activity”.  
Ask the children to give you the meaning and give examples of how it is used:

**C’est à gauche**  
**C’est à droite**  
**C’est au coin**

It’s on the left/right/on the corner.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Now the children can attempt a listening activity in pairs. Give each pair a mini whiteboard and ask the children to listen to you reading out a short conversation. The children should try to note in French or English

Children work in pairs to identify key words from a dialogue read by the teacher. They record their answers on mini whiteboards.

- i) where the person wants to go
- ii) where it is



The dialogues are written here, and also provided on the resource CD: "OHT with transcript of listening exercise". You can also play the sound CD, track 8).



**1 Bonjour!**  
Il y a une poste ici?  
Oui, à gauche.  
Merci!

**2 Bonjour!**  
Il y a un café ici?  
Oui, c'est à droite.  
Merci. Au revoir!

**3 Bonjour!**  
Il y a un supermarché ici?  
Oui, c'est au coin.  
Merci. Au revoir!

Check answers with the children. This will be their first attempt at a listening activity of this type, and it is probably a good idea to praise their achievements and emphasise how well they have managed to pick out key information. Listening activities can sometimes seem very threatening!

To complete this session, hold up two text cards with new key words:



**c'est** – it is  
**au coin** – on the corner

Give the children practice in reading the words aloud.

Children read the two expressions introduced in this session and practise reading them aloud with accurate pronunciation.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session with a warm up activity and repeat the chant introduced in lesson one: **Mon chapeau!** The children will enjoy recalling the actions to accompany the words of the text. Display the text on OHT/board to give the children support.



To give the children practice in assembling a short conversation, give out envelopes containing lines from a conversation for children to re-order in pairs. Use resource CD: "cut up strips of cards for conversation re-ordering activity". Different colours are used for the text for each speaker to help the children organise the strips of card. After children have attempted the activity, show a copy of a model conversation on OHT and read it aloud. Use resource CD: "OHT with model conversation".



You can play the sound CD, track 9. Then give children two minutes to practise reading the conversation with a partner. This will be extended in the next part of the lesson.



Children enjoy repeating the rhyme learned in a previous session. They are able to follow the text and join in reading as they perform actions.

Children work in pairs to re-order a familiar conversation. The colour coding of the text helps them differentiate between speakers. They focus on the correct version displayed by the teacher and then practise reading the conversation in pairs.

NOTES:



## Teaching Sequence

## Pupil Activity

Ask the children questions on any subject in English. As they answer you, note down the 'pause' word/expressions they use – erm, err, mmm, well etc.

After a couple of minutes record these words and expressions on the board for children to see. Ask them what they mean. This can lead into a discussion about how we use language and how we give ourselves 'thinking time' during a conversation as we use these words.

Explain to the children that French people do the same thing!

Show the children the following expressions:



- et alors** – well
- eh bien** – well
- mmm** – mmm
- voyons** – let's see
- oui** – yes

Demonstrate to the children how easy it is to slot these words into a sentence in French. Use the conversation which the children re-ordered last session as a starting point.

As you read the conversation add two or three of the expressions.

Discuss with the children how nice it is to really try and sound French. Show the children how you lift your voice as you ask the question: **Il y a un café ici?** (Children should be familiar with this from Years 3 and 4).

Individual children respond to the teacher's questions in English.

Children consider the use of English and stalling strategies that we use in everyday speech. They recognise that this is also a feature of other languages and are introduced to some French expressions, commonly used as 'pause' words.

Children consider the importance of speaking with accurate pronunciation and authentic expression. They enjoy copying the teacher's intonation.

## Parts 3 &amp; 4: 30 minutes (continued)

## Teaching Sequence

Demonstrate the conversation again and then set the children a task: Children should practise a short conversation – very similar to the model – to present to the class. To add enjoyment, this role play could be recorded for children to watch afterwards. Emphasise to the children the need to:

- speak audibly and clearly.
- pronounce the words correctly.
- raise their voices for a question.
- add pause words.

(More able children may also like to include other elements of previously learned language eg asking how someone is: **Ça va?** You may also choose to teach **Excusez-moi** as an alternative to **Bonjour!** to start the conversation).

**NOTES:**

## Pupil Activity

Children work in pairs to produce a short conversation which may be recorded. Key points are emphasised to the children before they begin preparing their work. They use a conversation as a model but substitute alternative places and directions. They attempt to add 'pause' words and more able children may choose to extend the conversation with language they have learned in Years 3 and 4.