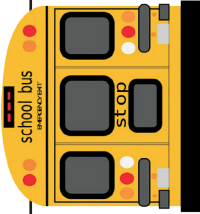


# Unit M — A School Trip (Unité M — Une excursion scolaire)

## Overview

This unit is all about school trips. It introduces vocabulary to talk about the journey, including the French version of “The Wheels on the Bus”, and words associated with trips to a museum and the countryside. The unit includes sentences in both the present and future tenses, giving pupils the opportunity to learn new sentence structures.

| Useful Prior Knowledge                                                                                           | New Language Content                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"><li>Numbers 1–5</li><li>“The Wheels on the Bus” song</li><li>Colours</li></ul> | <div></div> <ul style="list-style-type: none"><li>The perfect past tense</li><li>The future tense</li><li>Some common verbs</li><li>Vocabulary associated with a trip to a museum and the countryside.</li></ul> |

## Target Learning Outcomes:

Listening: L3I(ii)

Speaking: S3h, S3p, S4c

Reading: R2p, R3I(ii), R4o(iv)

Writing: W3c

## Expectations

By the end of this unit:

| All children will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Most children will progress further and will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Some children will progress even further and will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"><li>Recognise and understand the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text.</li><li>Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences.</li><li>Recognise the future tense when prompted.</li><li>Form basic opinions about what they like to do in the context of school trips.</li><li>Join in with familiar French songs, pronouncing the majority of words clearly.</li></ul> | <ul style="list-style-type: none"><li>Identify the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text.</li><li>Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</li><li>Recognise the future tense with little help.</li><li>Say and write about what they do and don’t like to do in the context of school trips.</li><li>Join in with the unit’s song, pronouncing all the words clearly and accurately.</li></ul> | <ul style="list-style-type: none"><li>Identify the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text, and begin to use possessive adjectives with some help.</li><li>Identify and form new sentences, with confidence, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</li><li>Recognise, and use with help, the future tense.</li><li>Say and write, with confidence, complex opinions about what they do and don’t like to do in the context of school trips.</li><li>Join in with the unit’s song, in karaoke mode, pronouncing the words clearly and accurately.</li></ul> |

# Unit M — A School Trip (Unité M — Une excursion scolaire)

## Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.

| Lesson Pack 1: The wheels on the bus<br>Leçon 1: Les roues du bus |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| WEEK 1                                                            | Language Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                   | <p><u>Vocabulary:</u></p> <p><i>le bus</i>                      the bus</p> <p><i>les roues (f)</i>            the wheels</p> <p><i>le moteur</i>                the engine</p> <p><i>le klaxon</i>                the horn</p> <p><i>le bébé</i>                    the baby</p> <p><i>les gens (m)</i>            the people</p> <p><i>tourner</i>                   turn</p> <p><i>les essuie-glaces (m)</i> the windscreen wipers</p> <p><u>Question and Answer:</u><br/> <i>Qu'est-ce que tu entends?</i><br/> What do you hear?<br/> <i>J'entends...</i><br/> I hear...</p> | <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Find It!</b></li> <li><u>Lesson:</u><br/><b>Question and Answer</b></li> <li><u>Lesson:</u><br/><b>Song: 'Les roues du bus'</b></li> <li><u>Classroom Activity:</u><br/>Once pupils are familiar with the French version of the song, play the song with the vocals turned off and get them to sing it unaided. It may help to include the actions with each verse too.</li> <li><u>Printable:</u> <b>Worksheet</b></li> </ul> | <p>This is a French version of the well-known song "The Wheels on the Bus".</p> <ul style="list-style-type: none"> <li>"<i>Les roues</i>" is feminine plural.</li> <li>"<i>Les essuie-glaces</i>" is masculine plural.</li> <li>"<i>Les gens</i>" is masculine plural.</li> <li>"<i>Tourner</i>" is the third person plural version of "<i>tourner</i>" ("to turn") — this is because it is "<i>les roues</i>" ("the wheels") that are turning.</li> <li>"<i>Roulent</i>" ("roll") is also in the third person plural form to agree with "<i>les roues</i>" ("the wheels").</li> <li>Remind pupils that they shouldn't pronounce the "<i>ent</i>" at the end of third person plural forms of verbs, e.g. "<i>tourment</i>" ("turn") and "<i>roulent</i>" ("roll").</li> </ul> <p><b>Additional Activities</b></p> <ul style="list-style-type: none"> <li><u>Printable: Flashcards</u></li> <li><u>Classroom Activity:</u><br/>As a class, make up your own set of actions to use when singing the song.</li> <li><u>Classroom Activity:</u><br/>Split the class into groups and get them to sing the song in rounds.</li> </ul> |



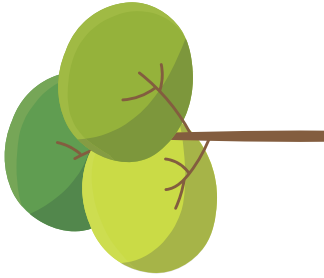
# Unit M — A School Trip (Unité M — Une excursion scolaire)

| Lesson Pack 1: The wheels on the bus<br>Leçon 1: Les roues du bus |                  |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 1                                                            | Language Content | Key Activities                                                                      | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                   |                  |  | <ul style="list-style-type: none"><li>• “<i>Tous les jours</i>” (“every day”) literally means “all of the days”. “<i>Tous</i>” means “all” — it’s the masculine singular version of “tout”.</li><li>• “<i>Faire</i>” (“to do”) is used in two different forms in this song — “<i>fait</i>” is the third person singular present tense form of “<i>faire</i>”, so it’s used for singular nouns like “<i>le klaxon</i>” (“the horn”). “<i>Font</i>” is the third person plural present tense form and is used with plural nouns like “<i>les essuie-glaces</i>” (“the windshield wipers”).</li><li>• “<i>Qu’est-ce que</i>” (“What”) is added to the front of statements to make a question.</li><li>• “<i>Entendre</i>” means “to hear” — the spelling of the verb changes slightly when you say “<i>tu entends</i>” (“you hear”).</li></ul> |
|                                                                   |                  |                                                                                     | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

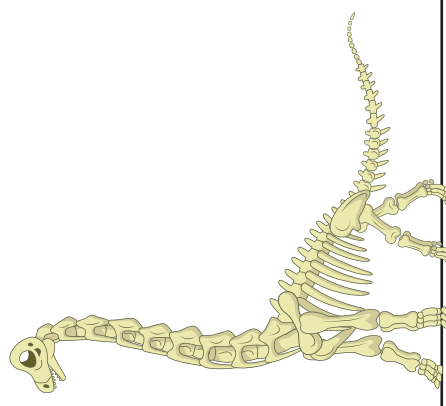
# Unit M — A School Trip (Unité M — Une excursion scolaire)

| WEEK 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lesson Pack 2: On the way<br>Leçon 2: En route                                                                                                                                                                                                                                                                                                                                                                         | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><u>Language Content</u></p> <p><u>Vocabulary:</u></p> <p><i>chanter</i> to sing</p> <p><i>dormir</i> to sleep</p> <p><i>lire</i> to read</p> <p><i>rêver</i> to daydream</p> <p><i>jouer aux jeux vidéos</i> to play video games</p> <p><i>manger des bonbons</i> to eat sweets</p> <p><i>bavarder avec mes amis</i> to chat with my friends</p> <p><i>écouter de la musique</i> to listen to music</p> <p><u>Question and Answer 1:</u></p> <p><i>Qu'est-ce que tu aimes faire dans le bus?</i></p> <p>What do you like to do on the bus?</p> <p>J'aime... I like...</p> <p><u>Question and Answer 2:</u></p> <p><i>Qu'est-ce que tu voudrais faire pendant le voyage?</i></p> <p>What would you like to do during the journey?</p> <p><i>Je voudrais...</i></p> <p>I would like to...</p> | <p><u>Key Activities</u></p> <ul style="list-style-type: none"> <li>• <u>Lesson:</u><br/><b>Vocab</b></li> <li>• <u>Lesson:</u><br/><b>True or False?</b></li> <li>• <u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li>• <u>Classroom Activity:</u><br/>Ask pupils to make a poster of what they like to do on the school bus, and label it in French.</li> <li>• <u>Printable:</u> <b>Worksheet</b></li> </ul> | <ul style="list-style-type: none"> <li>• All of the verbs in the <b>Vocab</b> lesson are in the infinitive form — this is how they appear in the <b>Question and Answer</b> lesson because they follow another verb which has been conjugated in the present tense — “<i>aimer</i>” (“to like”) or “<i>vouloir</i>” (“to want”).</li> <li>• “<i>Je voudrais</i>” means “I would like” — it’s in the conditional tense and is more polite than saying “<i>je veux</i>” (“I want”).</li> <li>• If you wish, you could add “<i>pendant le voyage</i>” (“during the journey”) to the end of the response in <b>Question and Answer 2</b>, to make a more complete sentence, but it’s not essential.</li> </ul> |  <ul style="list-style-type: none"> <li>• <u>Lesson:</u><br/><b>Question and Answer 2</b></li> <li>• <u>Printable:</u> <b>Flashcards</b></li> <li>• <u>Printable Activity:</u><br/>Do a class survey (“<i>un sondage</i>”) of what everyone likes doing on the bus. Get the pupils to complete a tally chart on the board and to present their findings as a graph.</li> <li>• <u>Classroom Activity:</u><br/>Ask one pupil to start drawing what they like to do on the bus on the board. They should draw it a few lines at a time, asking the rest of the class “<i>Qu'est-ce que j'aime faire dans le bus?</i>” (“What do I like to do on the bus?”) — the rest of the class must try to guess what activity is being drawn and call out their responses in French — “<i>Tu aimes Xi!</i>” (“You like Xi!”).</li> </ul> |

# Unit M — A School Trip (Unité M — Une excursion scolaire)

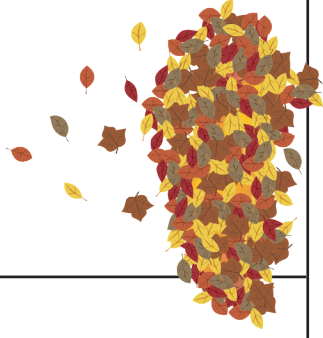
| WEEK 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lesson Pack 3: Through the window<br>Leçon 3: À travers la vitre                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lesson Notes                                                                                                                                                                                                                                                                                                                                                 | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><u>Language Content</u></p> <p><u>Vocabulary:</u></p> <p><i>un arbre</i>                    a tree</p> <p><i>un oiseau</i>                  a bird</p> <p><i>une ville</i>                    a town</p> <p><i>un moulin</i>                  a windmill</p> <p><i>une vache</i>                  a cow</p> <p><i>un feu tricolore</i>          traffic lights</p> <p><i>un camion</i>                  a lorry</p> <p><i>une cabine téléphonique</i>   a phone box</p> <p><i>une boîte aux lettres</i>       a post box</p> <p><u>Question and Answer 1:</u></p> <p><i>Qu'est-ce que tu vois?</i>        What do you see?</p> <p><i>Je vois...</i>                    I can see...</p> <p><u>Question and Answer 2:</u></p> <p><i>Tu as vu combien de ... / d'...?</i></p> <p>How many ... did you see?</p> <p><i>J'ai vu...</i>                    I saw...</p> | <p><u>Key Activities</u></p> <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Find It!</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li><u>Classroom Activity:</u><br/>Give each pupil a blank piece of paper and describe what you can see out of an imaginary window, in French. The pupils must listen carefully to what you're describing and draw the scene.</li> <li><u>Printable:</u> <b>Worksheet</b></li> </ul> | <p><u>Lesson Notes</u></p> <ul style="list-style-type: none"> <li>"<i>Je vois</i>" is the first person singular version of "<i>voir</i>" ("to see").</li> <li>"<i>Combien de</i>" means "how much" or "how many" — it's a useful phrase for forming questions.</li> </ul>  | <p><u>Additional Activities</u></p> <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Question and Answer 2</b></li> <li><u>Printable:</u> <b>Flashcards</b></li> <li><u>Classroom Activity:</u><br/>Get the pupils to gather around a window and ask them "<i>Qu'est-ce que tu vois?</i>" ("What do you see?"). They should respond in French with vocabulary that they have learned. It's also a great activity to play on a school trip.</li> </ul> |

# Unit M — A School Trip (Unité M — Une excursion scolaire)

| WEEK 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lesson Pack 4: At the museum<br>Leçon 4: Au musée                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><u>Language Content</u></p> <p><u>Vocabulary:</u></p> <p><i>une momie</i>      a mummy</p> <p><i>des os (m) de dinosaure</i><br/>some dinosaur bones</p> <p><i>des bijoux anciens (m)</i><br/>some ancient jewellery</p> <p><i>une billetterie</i>    a ticket office</p> <p><i>une peinture</i>     a painting</p> <p><i>des pièces en or (f)</i><br/>some gold coins</p> <p><i>une armure complète</i><br/>a suit of armour</p> <p><u>Question and Answer 1:</u><br/><i>Qu'est-ce qu'il y a au musée?</i><br/>What is there at the museum?</p> <p><i>Il y a...</i>    There's... / There are...</p> <p><u>Question and Answer 2:</u><br/><i>Tu préfères quelle exposition?</i><br/>Which exhibition do you prefer?</p> <p><i>Je préfère...</i>      I prefer...</p> | <p><u>Key Activities</u></p> <ul style="list-style-type: none"> <li>• <u>Lesson:</u><br/><b>Vocab</b></li> <li>• <u>Lesson:</u><br/><b>True or False?</b></li> <li>• <u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li>• <u>Printable: Flashcards</u><br/>Print out some of the large <b>Flashcards</b> for this lesson and pin them up around the classroom. Ask pupils to pretend that the classroom is a museum and practise <b>Question and Answer 1</b>.</li> <li>• <u>Lesson:</u><br/><b>Question and Answer 2</b></li> <li>• <u>Classroom Activity:</u><br/>Take the pupils on a school trip to a museum and ask them to write a few sentences about their trip in French, using the responses from the <b>Question and Answer</b> lessons to help them give their opinions.</li> <li>• <u>Printable: Worksheet</u></li> </ul> | <ul style="list-style-type: none"> <li>• “<i>Des os de dinosaure</i>” (“some dinosaur bones”) — this is masculine because it’s “<i>un os</i>” (“a bone”). Its literal translation is “some bones of dinosaur”.</li> <li>• “<i>Des bijoux anciens</i>” (“some ancient jewellery”) — “<i>un bijou</i>” is a masculine noun — the plural is formed by adding an “x”. The adjective “<i>ancien</i>” (“ancient”) needs to be plural to match “<i>bijoux</i>”, which is why it has an extra “s” on the end.</li> <li>• “<i>Des pièces en or</i>” (“some gold coins”) — this is feminine — it’s “<i>une pièce</i>”.</li> <li>• Watch out for the accents on “<i>préférer</i>” — they change direction depending on how the verb is conjugated. The second “e” has an accent in the opposite direction in the first person singular — “<i>je préfère</i>” (“I prefer”) and the second person singular “<i>tu préfères</i>” (“you prefer”).</li> <li>• In <b>Question and Answer 2</b>, “<i>quelle</i>” (“what”) is used rather than “<i>quel</i>” because it agrees with “<i>exposition</i>” (“exhibition”), which is feminine.</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Classroom Activity:</u><br/>Ask the pupils to research a local museum by looking on their website. They can write a few sentences about what they can see at the museum in English and then try to write something in French. Use the responses from the <b>Question and Answer</b> lessons to help.</li> </ul>  |

# Unit M — A School Trip (Unité M — Une excursion scolaire)

| WEEK 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lesson Pack 5: In the countryside<br>Leçon 5: À la campagne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lesson Notes                                                                                                                                                                                                                                                                                                                                                            | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><u>Language Content</u></p> <p><u>Vocabulary:</u></p> <p><i>nager</i> to swim</p> <p><i>dessiner</i> to draw</p> <p><i>jouer à la balle</i> to play catch</p> <p><i>faire du cheval</i> to ride a horse</p> <p><i>faire un pique-nique</i> to have a picnic</p> <p><i>nourrir un agneau</i> to feed a lamb</p> <p><i>ramasser des feuilles</i> to collect leaves</p> <p><i>ramasser des mûres</i> to collect blackberries</p> <p><u>Question and Answer 1:</u></p> <p><i>Qu'est-ce que tu aimes faire à la campagne?</i></p> <p>What do you like to do in the countryside?</p> <p><i>J'aime... I like...</i></p> <p><u>Question and Answer 2:</u></p> <p><i>Qu'est-ce que tu vas faire à la campagne?</i></p> <p>What are you going to do in the countryside?</p> <p><i>Je vais... I'm going...</i></p> | <p><u>Key Activities</u></p> <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Find It!</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li><u>Classroom Activity:</u><br/>Based on <b>Question and Answer 1</b>, ask pupils what they don't like doing in the countryside — "<i>Qu'est-ce que tu n'aimes pas faire à la campagne?</i>" — they can then reply saying "<i>Je n'aime pas X.</i>" ("I don't like X").</li> <li><u>Lesson:</u><br/><b>Question and Answer 2</b></li> </ul> <p>This conversation introduces the future tense — get pupils to read the responses so that they start to become familiar with the tense.</p> <p><u>Printable:</u> <b>Worksheet</b></p> | <ul style="list-style-type: none"> <li>When one verb in the present tense, for example "<i>j'aime</i>" ("to like"), is followed by a second verb, the second verb needs to be in the infinitive form.</li> <li><b>Question and Answer 2</b> uses "<i>aller</i>" ("to go") to form the future tense. It's like saying "I'm going to do something" in English.</li> </ul> | <ul style="list-style-type: none"> <li><u>Printable:</u> <b>Flashcards</b></li> <li><u>Classroom Activity:</u><br/>Play "<i>Les marionnettes</i>" ("Puppets") — split the class into group A and group B. Group A is told an activity in French. Each member of group A must partner up with a member of group B and get them to guess the activity. However, no talking is allowed. Partner A must move partner B's limbs so that they are acting out the activity (e.g. moving their arms as if they're swimming.) The first pair where player B guesses the activity in French wins.</li> </ul> |



# Unit M — A School Trip (Unité M — Une excursion scolaire)

| WEEK 6                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lesson Pack 6: A trip to the museum<br>Leçon 6: Une excursion au musée                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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| Language Content                                                                                                                                                                                                                                                                                                                  | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |
| <b>Vocabulary:</b><br><i>un cercueil</i> a coffin<br><i>une voix</i> a voice<br><i>une reine riche</i> a rich queen<br><i>les élèves</i> the pupils<br><i>bienvenue</i> welcome<br><i>elle porte</i> she is wearing<br><i>je tombe</i> I fall<br><i>je regarde</i> I look<br><i>quelqu'un crie mon nom</i> someone shouts my name | <ul style="list-style-type: none"> <li><b>Revision Activity:</b><br/>Use the <b>Flashcards</b> from all the other Lesson Packs in the unit to recap the vocabulary — this will help prepare pupils for reading or listening to the story.</li> <li><b>Lesson:</b><br/><b>Vocab</b></li> <li><b>Lesson:</b><br/><b>Story:</b> <i>Une excursion au musée'</i> — listen to the French recording of the story with your class with the English words switched off. Before you read the English translation, see if your class can describe the basic events of the story.</li> <li><b>Printable:</b><br/><b>Worksheet and Story Quiz</b></li> </ul> | <ul style="list-style-type: none"> <li>The verbs in this vocabulary list have already been conjugated to match their subject pronoun, e.g. "<i>je regarde</i>" ("I look").</li> <li>"<i>Les élèves</i>" ("the pupils") can refer to a group of girls, a group of boys, or a mixture of girls and boys. If the pupils are a mixture of boys and girls, any adjectives should be in their masculine plural form.</li> <li>"<i>On va au musée</i>" ("we're going to the museum") — here "<i>on</i>" means "we", but it can also mean "<i>one</i>" or "<i>they</i>".</li> <li>"<i>Mon exposition préférée, c'est la momie égyptienne</i>" ("My favourite exhibition is the Egyptian mummy") — "<i>c'est</i>" ("it is") is used here, rather than "<i>est</i>" ("is") — this sounds better in French.</li> </ul> | <ul style="list-style-type: none"> <li><b>Classroom Activity:</b><br/>Ask pupils to think of their own school trip. Ask them to prepare a few sentences about it and present their work to the class. Encourage them to draw on vocabulary they have learnt in previous units, e.g. Unit J — On Holiday.</li> <li><b>Classroom Activity:</b><br/>Ask the pupils to act out the story in small groups using actions and as much French as possible.</li> <li><b>Classroom Activity:</b><br/>Display a scene from the story and use it to play a game of "I-spy". Start the game by saying "<i>Je vois quelque chose qui commence par...</i>" ("I spy something beginning with..."). You could also make it something that is a certain colour ("<i>Je vois quelque chose qui est bleu.</i>" — "I see something that is blue"). Make sure the pupils guess in French.</li> </ul> |                                                                                   |

# Unit M — A School Trip (Unité M — Une excursion scolaire)

| Lesson Pack 6: A trip to the museum<br>Leçon 6: Une excursion au musée |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                    |
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| WEEK 6                                                                 | Language Content | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lesson Notes                                                                       |
|                                                                        |                  | <ul style="list-style-type: none"> <li>Printable: <b>Story Text</b><br/>Listen to the story again and see if pupils can hear any possessive adjectives (<i>"mon"</i>, <i>"ma"</i> and <i>"mes"</i>.) Then, hand out copies of the story text ask pupils to circle any masculine possessive adjectives, underline any feminine possessive adjectives and cross out the plural possessive adjectives. Pupils should circle <i>"mon nom"</i> ("my name") and <i>"mon exposition"</i> ("my exhibition"). <i>"Exposition"</i> is actually a feminine noun but is preceded by <i>"mon"</i> as the noun starts with a vowel. <i>"Ma pyramide"</i> ("my pyramid") should have been underlined, and <i>"mes trésors"</i> ("my treasure") should have been</li> </ul> |                                                                                    |
| WHOLE UNIT ACTIVITIES                                                  |                  | <ul style="list-style-type: none"> <li>Ask the pupils to make a colourful wall display which includes all the French words that they have learnt so far.</li> <li>Get pupils to prepare and present short presentations to the rest of the class about school trips. Ask them to describe what they like doing on the journey, and what they can see from the bus (using Lesson Packs 2 and 3), before moving on to what type of museum exhibition they like (Lesson Pack 4) or what they like to do in the countryside (Lesson Pack 5).</li> </ul>                                                                                                                                                                                                         |  |