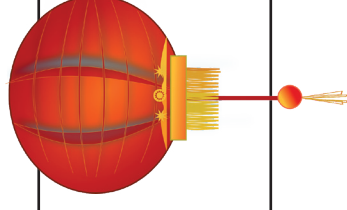


Unit N — Seasons (Unité N — Les saisons)

Overview

Unit N covers vocabulary about the four seasons and activities that might be done during these times of year. Pupils will also learn how to say the date, which is useful for a variety of situations. The unit rounds off with some useful arts and crafts vocabulary, and instructions in French for how to make a lantern for Chinese New Year.

Useful Prior Knowledge	New Language Content
- The seasons in English <i>"Qu'est-ce que c'est?"</i> - Colours	- The names of seasons - Talking about seasonal activities - Saying the date and when their birthday is - Naming craft materials - Following craft instructions



Target Learning Outcomes:

Listening: L4a

Speaking: S3c, S4c, S3p

Reading: R3g, R4g, R3n, R4o(iii)

Writing: W4n, W3p

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:
- Recognise that the pronoun "on" is often used in sentences relating to the date. - Respond to questions using simple opinions with help. - Understand French instructions to make a Chinese lantern with reference to English instructions and some help. - Recognise and write some adjectives after nouns with help. - Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.	- Understand the meaning of the pronoun "on" in sentences relating to the date. - Respond to questions requiring a more complex opinion, using sentence models from the lesson. - Understand a set of French instructions to make a Chinese lantern with little help. - Recognise and use adjectives, understanding that they need to change according to a noun's gender and number. - Understand that French sentence structure often differs from in English, and use adjectives that go after the noun in French appropriately and with little help.	- Understand and use the pronoun "on" in sentences relating to the date. - Feel comfortable using the Question and Answer lessons to make their own new sentences and opinions. - Make a Chinese lantern using French instructions. - Recognise, write and adapt adjectives according to a noun's gender and number. - Understand that French sentence structure often differs from sentence structures in English, and use adjectives that go after the noun in French appropriately and confidently.

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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 seasons Leçon 1: Les saisons			
WEEK 1	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>une semaine</i> a week <i>un mois</i> a month <i>une année</i> a year <i>le printemps</i> spring <i>l'été (m)</i> summer <i>l'automne (m)</i> autumn <i>l'hiver (m)</i> winter <u>Question and Answer:</u> Qu'est-ce que c'est? What is it? C'est... It's...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer • <u>Lesson:</u> Song: 'Trois cent soixante-cinq jours' • <u>Classroom Activity:</u> Ask pupils what their favourite season is — "<i>Quelle est ta saison préférée?</i>" — they can reply by saying "<i>Ma saison préférée, c'est X.</i>" ("My favourite season is X"). • <u>Printable:</u> Worksheet	This song lesson starts the unit off with some useful vocabulary for talking about the seasons and different lengths of time. • To say "in [season]", you need to add "au" or "en" to the front of the noun. "<i>Été</i>" ("summer"), "<i>automne</i>" ("autumn") and "<i>hiver</i>" ("winter") are all preceded by "<i>en</i>" — "<i>en été</i>" ("in summer"), "<i>en automne</i>" ("in autumn") and "<i>en hiver</i>" ("in winter"). "<i>Printemps</i>" ("spring") is preceded by "<i>au</i>" — "<i>au printemps</i>" ("in spring"). • The "h" at the start of "<i>hiver</i>" ("winter") is silent, so don't pronounce it. It is also treated as a vowel, which is why "<i>le</i>" ("the") becomes "<i>l'</i>". • "<i>Qu'est-ce que</i>" ("what") can be added to the front of a statement to make an open question.
			Additional Activities • <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Get the pupils to make a seasons wheel using a paper plate. Divide the plate into four sections and draw a seasonal picture in each segment. Label it in French and attach a paper arrow to the centre using a split pin. 

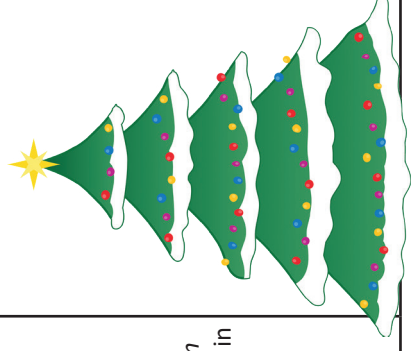
Unit N — Seasons (Unité N — Les saisons)

WEEK 2	Lesson Pack 2: Spring and summer Leçon 2: Le printemps et l'été		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>manger des œufs de Pâques</i> to eat Easter eggs <i>caresser les agneaux</i> to stroke the lambs <i>voir les jonquilles</i> to see the daffodils <i>aller à la plage</i> to go to the beach <i>jouer au parc</i> to play in the park <i>manger une glace</i> to eat an ice cream <i>faire des pique-niques</i> to have picnics <u>Question and Answer 1:</u> <i>Pourquoi tu aimes le printemps / l'été?</i> Why do you like spring / summer? <i>Parce que j'aime...</i> Because I like... <u>Question and Answer 2:</u> <i>Qu'est-ce que tu peux faire au printemps / en été?</i> What can you do in spring / summer? <i>Je peux... I can...</i>	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Question and Answer 1 • <u>Lesson:</u> True or False? • <u>Classroom Activity:</u> "Jeu de rôle" ("Role-play"). Divide the class into pairs and ask them to interview each other about their favourite season. Pupil 1 should ask "Quelle est ta saison préférée?" ("What is your favourite season?") and pupil 2 should reply with a sentence like "Ma saison préférée c'est l'été parce que j'aime aller à la plage." ("My favourite season is summer because I like to go to the beach."). Make sure they give reasons why they like the season — use the responses from Question and Answer 1 to help. • <u>Printable:</u> Worksheet	• All of the verbs in this vocabulary list are in the infinitive form. • "Agneaux" ("lambs") is the plural form of "agneau" ("lamb"). Words ending in "eau" add an "x" when they become plural. • "À" can mean "to", "in" or "at" — it combines with the definite article that follows it to make "au", "à la", "à l'" or "aux". • "Pourquoi" in Question and Answer 1 means "why". • All of the responses in Question and Answer 1 use "j'aime" plus a verb. This second verb always has to be in the infinitive form when it follows a conjugated verb in the present tense. • "Peux" comes from the verb "pouvoir" ("to be able to"). Because "peux" has been conjugated in the present tense, the verb that follows it needs to be in the infinitive form.	• <u>Lesson:</u> Question and Answer 2 • <u>Classroom Activity:</u> Distribute some printouts of a blank Easter egg and ask pupils to colour them. Then, ask the children what colour their Easter egg is — "Ton œuf de Pâques est de quelle couleur?" Pupils should reply, e.g. "Mon œuf de Pâques est rouge, jaune et bleu." ("My Easter egg is red, yellow and blue.") • <u>Classroom Activity:</u> Play a game of charades using the vocabulary from this Lesson Pack. • <u>Printable:</u> Flashcards Split the class into teams and give each team a set of picture Flashcards. Tell the pupils that you are going to call out a series of sentences from the Lesson Pack and they must hold up the correct flashcard. The team that holds up the correct flashcard first wins a point.

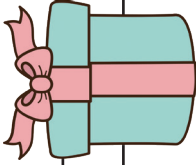


Unit N — Seasons (Unité N — Les saisons)

WEEK 3	Lesson Pack 3: Autumn and winter Leçon 3: L'automne et l'hiver	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> une châtaigne a chestnut des feuilles rouges (f) red leaves une citrouille a pumpkin une boule de neige a snowball un renne a reindeer un flocon de neige a snowflake un sapin de Noël a Christmas tree un cadeau a present un bonhomme de neige a snowman <u>Question and Answer 1:</u> Qu'est-ce que c'est? What is it? C'est / Ce sont... It's / They're... <u>Question and Answer 2:</u> Qu'est-ce que tu peux voir en automne / en hiver? What can you see in autumn / winter? Je peux voir... I can see...	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 <u>Grammar Lesson:</u> Study the 'Adjectives' PowerPoint in the Grammar Lesson Pack, focusing on how irregular adjectives change to agree with feminine and plural nouns — this will help pupils with the Classroom Activity below. <u>Classroom Activity:</u> Collect some dry leaves and make autumn pictures by dipping them in coloured paint and making prints on paper. Ask pupils to write down (or tell a partner) the colours of the leaves, e.g. "Il y a des feuilles rouges, des feuilles jaunes et des feuilles marron." ("There are red leaves, yellow leaves and brown leaves."). Recap Unit Core 2, Lesson Pack 2 for a reminder of French colours. <u>Printable:</u> Worksheet	Lesson Notes "Des feuilles rouges" ("red leaves") is plural, which means that in Question and Answer 1, "c'est" ("it is") has to change to "ce sont" ("they are"). The adjective "rouges" is also in its plural form — that's why it has an "s" on the end. "Noël" ("Christmas") has a dieresis (¨) on top of the "e" — this affects the pronunciation of the word. - In Question and Answer 2, "peux" comes from the verb "pouvoir" ("to be able to"). - The responses in Question and Answer 2 use two verbs. The first of these verbs "peux" has been conjugated in the present tense, but the second verb "voir" is in the infinitive. - To make these sentences more complex (or more complete), add "en automne" ("in autumn") or "en hiver" ("in winter"), as appropriate, to the end of the response — "Je peux voir un cadeau en hiver." ("I can see a present in winter").	Additional Activities <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Make snowflakes ("les flocons de neige") by folding up a small circle or square of white paper. Then cut small slits and shapes in it so that when you unfold the paper it looks like a snowflake. Label them in French. <u>Classroom Activity:</u> Play a seasons version of I-spy — "Je vois quelque chose qui commence par..." ("I spy something beginning with..."). Tell the pupils to imagine an autumn / winter scene and guess which of the words from the lesson you're thinking of.



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WEEK 4	Lesson Pack 4: The date Leçon 4: La date	Lesson Notes	Additional Activities
<u>Language Content</u> <u>Vocabulary:</u> <i>janvier</i> January <i>février</i> February <i>mars</i> March <i>avril</i> April <i>mai</i> May <i>juin</i> June <i>juillet</i> July <i>août</i> August <i>septembre</i> September <i>octobre</i> October <i>novembre</i> November <i>décembre</i> December <i>le premier</i> the first <u>Question and Answer 1:</u> <i>Quelle est la date de ton anniversaire?</i> When is your birthday? <i>C'est le...</i> It's the... <u>Question and Answer 2:</u> <i>Quelle est la date d'aujourd'hui?</i> What is the date today? <i>On est le...</i> It's the...	<u>Key Activities</u> <u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 <u>Grammar Lesson:</u> Study how "<i>on</i>" (using the 'Pronouns' PowerPoint in the Grammar Lesson Pack) is used in the French language. Ask pupils to identify the meaning of "<i>on</i>" in the context of Question and Answer 2. <u>Printable:</u> Worksheet	This Lesson Pack recaps the months of the year which were covered in Unit Core 3, Lesson Pack 5. It enables pupils to say the date of their birthday and today's date. "<i>Le premier</i>" ("the first") is the only ordinal number that is needed for giving the date. The rest of the dates in French use cardinal numbers (unlike in English), for example, "<i>le deux janvier</i>" (literally "the two January"). - Months in French do not start with a capital letter like in English, so the date would look something like "<i>le onze août</i>" ("the eleventh of August"). - Usually, if a "<i>t</i>" comes at the end of a word, it isn't pronounced. But "<i>août</i>" is an exception — the "<i>t</i>" is pronounced. "<i>Quelle</i>" ("What") is written like this when it precedes a feminine noun. When it comes before a masculine noun, it's "<i>quel</i>". - When saying today's date in French, you don't say "<i>C'est le X.</i>" ("It's the X."), you say "<i>On est le X.</i>" ("We are the X."). You can also say "<i>Nous sommes X.</i>" ("We are X.").	 <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask pupils to tell you the date in French at the start of each lesson and write it on the board in French. <u>Classroom Activity:</u> Sit the pupils in a circle and give them a ball to pass around. As each pupil receives the ball they say one month of the year (in the correct order). To make this more fun, the ball can be thrown to any person in the circle at any time. <u>Classroom Activity:</u> Do a Mexican wave with the pupils to practise saying the months. Start by standing up and waving your arms in the air while saying "<i>janvier</i>" ("January"), then the pupil next to you does the same but says "<i>février</i>" ("February"). The Mexican wave passes throughout the classroom — repeat the list so that everyone gets a turn.

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Lesson Pack 5: Arts and crafts Leçon 5: Travaux manuels			
WEEK 5	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>un lampion</i> a lantern <i>une feuille A4</i> a sheet of A4 paper <i>des feutres (m)</i> some felt-tip pens <i>un crayon</i> a pencil <i>une règle</i> a ruler <i>du ruban adhésif</i> some sticky tape <i>des ciseaux (m)</i> some scissors <i>un cadeau</i> a present <i>une poignée</i> a handle <u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est / Ce sont...</i> It's / They're... <u>Question and Answer 2:</u> <i>Qu'est-ce que tu voudrais?</i> What would you like? <i>Je voudrais...</i> I would like...	<u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer 1 <u>Classroom Activity:</u> Ask one pupil to draw one of the items from this lesson on the board. They must draw it slowly, asking the others "Qu'est-ce que c'est?" ("What is it?") after every few lines. The other pupils must guess what is being drawn saying "c'est..." ("it's...") or "ce sont..." ("they are"). <u>Printable:</u> Worksheet	 <u>Printable:</u> Flashcards <u>Lesson:</u> Question and Answer 2 <u>Classroom Activity:</u> In art and craft lessons, encourage pupils to ask for what they need in French.

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Lesson Pack 6: Make a Chinese lantern Leçon 6: Faire un lampion chinois			
WEEK 6	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>l'étape</i> step <i>plier</i> to fold <i>couper</i> to cut <i>tracer</i> to draw <i>décorer</i> to decorate <i>attacher</i> to attach <i>en haut</i> at the top <i>en bas</i> at the bottom	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Story: 'Faire un lampion chinois' — point out French words from the text and ask the pupils to tell you the English equivalent. • <u>Lesson:</u> Worksheet and Story Quiz Use the Story Quiz to see how many of the instructions your class have understood.	• Although "Chinese" begins with a capital letter in English, "<i>chinois</i>" does not — it would only need to be capitalised in French if it was being used as a noun, e.g. "<i>un Chinois</i>" ('a Chinese person [male]'). • All of the verbs in this vocabulary list are in their infinitive form. • "<i>Il te faut</i>" means "you will need" — "<i>faut</i>" comes from the verb "<i>falloir</i>" ("to have to / to be necessary") and "<i>te</i>" is a direct object pronoun which means "you". • The instructions for making the lantern are written in the infinitive — this is one way of giving instructions. • "<i>Faire</i>" can mean "to do" or "to make" — it has been translated as "to draw" in the story because this is what we'd say in English — "<i>faire des lignes</i>" ("draw lines").
			<u>Additional Activities</u> • <u>Printable:</u> Flashcards • <u>Lesson:</u> Ask children to follow the instructions and make the lantern. • <u>Classroom Activity:</u> Print out the French instructions to make a Chinese lantern and cut them up, separating each step. Mix up the instructions and then get pupils to put them in the correct order.
			
	WHOLE UNIT ACTIVITIES	• Get the pupils to make a wall display about the four seasons in French. They can use the leaf paintings, Easter eggs and snowflakes to decorate it. To illustrate the 'summer' part of the display, ask pupils to collect some flowers and press them between some heavy books. They can then label the colours of the flowers in French using the vocabulary from Core Unit 2, Lesson Pack 2. • Discuss other celebrations with the pupils such as Halloween or Harvest Festival. Ask each of them to choose a celebration and get them to look up how to say it in French. If you have access to an English-French bilingual dictionary, this is a good way to expand your pupils' vocabulary and give them a chance to practise their pronunciation of unfamiliar words. You can check the pronunciation of words on the Internet.	