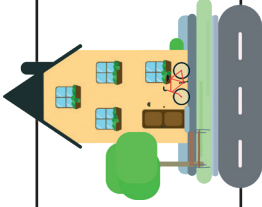


Unit E — My Home (Unité E — Chez moi)

Overview

Unit E supplies pupils with the vocabulary they need in order to say where they live. By the end of the unit, they'll have learned all of the vocabulary they need to give details about a variety of rooms and furniture. Lesson Pack 5 introduces basic verbs associated with the daily routine, in the first person. Pupils will be able to do activities to recap colours and numbers as well as learning new vocabulary in this unit.

Useful Prior Knowledge	New Language Content
- Using "c'est" - Using "il y a" - Colours and numbers	- Saying where they live - Identifying a variety of rooms and types of furniture - Saying what there is in the kitchen - Describing their daily routine 

Target Learning Outcomes: Listening: L1b(ii), L2h Speaking: S1k(ii), S2d, S2e, S2k(i), S2k(ii), S2p Reading: R2l Writing: W2a, W2k(ii), W2k(iii)

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 a familiar sound when it is heard in a song. - Identify one or two key words from the story with support. - Copy out or repeat sentences which use numbers in simple descriptions. - Be able to repeat aloud full sentences about their homes and daily routines. - Write a word in French to respond to a spoken question. - Recognise sentences where the word order is different to English. - Identify an article with some help.	- Identify a given sound most times it appears when listening to a song. - Recognise some familiar words and phrases in a spoken story. - Use numbers and colours in descriptions. - Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. - Respond to a spoken question with a written answer in a full sentence. - Confidently say sentences where the word order differs to English. - Be able to give the gender of a noun from its article.	- Identify different sounds that are repeated in a song. - Understand the basic meaning of a story by translating familiar words and phrases. - Add colours and other adjectives from previous units to descriptions. - Confidently say and write sentences about their home and daily routine from memory. - Write several full sentences in response to a spoken question. - Consistently use the correct word order when saying and writing French sentences. - Be confident in giving the gender of French nouns from their articles.

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Weekly Plan

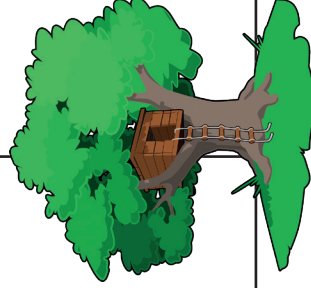
- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson 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: Where do you live? Leçon 1: Où habites-tu?			
WEEK 1	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>une maison</i> a house <i>un appartement</i> a flat <i>un village</i> a village <i>une ville</i> a town <i>une grande ville</i> a city <i>une chaumière</i> a cottage <i>une ferme</i> a farm <i>les bois (m)</i> the woods Question and Answer: <i>Où habites-tu?</i> Where do you live? <i>J'habite dans...</i> <i>J'habite dans...</i>	Lesson: Vocab Lesson: Question and Answer Use this question and answer to get pupils to practise saying and writing where they live. Lesson: Song: '<i>Qui habite dans les bois?</i>' Classroom Activity: Play the "oi" sound from the 'More Vowels' PowerPoint in the Phonics Lesson Pack to familiarise pupils with this phoneme. Once you've done this, play the song again and ask your class to clap every time they hear an "oi" sound. Printable: Worksheet	Printable: Flashcards Classroom Activity: Make signs using the Flashcards for this Lesson Pack, and place them around the classroom. Play the song and stop it just after a type of home has been mentioned. The children must go and stand next to the sign with the correct place written on it.



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WEEK 2	Lesson Pack 2: Your home Leçon 2: Chez toi		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>une chambre</i> a bedroom <i>une salle de bains</i> a bathroom <i>un salon</i> a living room <i>une salle à manger</i> a dining room <i>une cuisine</i> a kitchen <i>un jardin</i> a garden <i>un balcon</i> a balcony <i>le rez-de-chaussée</i> the ground floor <i>le premier étage</i> the first floor	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Give your class copies of the printable Word List for this lesson. Get pupils to circle all of the masculine nouns and underline all of the feminine nouns, based on their articles. <u>Printable:</u> Worksheet	To extend vocabulary about floors, add ordinal numbers ("<i>premier</i>", "<i>deuxième</i>", "<i>troisième</i>", "<i>quatrième</i>", "<i>cinquième</i>", etc.) before "<i>étage</i>" — "<i>le quatrième étage</i>" ("the fourth floor").	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Distribute images of different rooms to all pupils. Ask pupils where they are — "<i>Où es-tu?</i>". Teach them "<i>Je suis dans le salon.</i>" ("I'm in the living room.") for example so that they know how to respond. Substitute "<i>le salon</i>" with various rooms. <u>Classroom Activity:</u> Get pupils to take it in turns to draw a particular type of room on the board. They must draw it slowly — just a few lines at a time. The other children must guess which room it is in French.



Question and Answer:

Qu'est-ce que c'est?

What is it?

C'est...

It's...

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Lesson Pack 3: Your bedroom Leçon 3: Ta chambre			
WEEK 3	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>un lit</i> a bed <i>une chaise</i> a chair <i>une table</i> a table <i>une commode</i> a chest of drawers <i>une armoire</i> a wardrobe <i>une lampe</i> a light <i>une télévision</i> a television <i>des rideaux (m)</i> curtains <i>une moquette</i> a carpet	Lesson: Vocab Lesson: Spell It! Lesson: Question and Answer After you've been through the question and answer with your class, ask them "Qu'est-ce qu'il y a dans ta chambre?" and get them to write down an answer using a full sentence. Printable: Worksheet	- Make an open question by adding "qu'est-ce que" to the front of a statement — "Qu'est-ce qu'il y a dans ta chambre?" ("What is there in your bedroom?"). When the word that comes after "que" starts with a vowel, use an apostrophe to link them, and omit the "e". - It's "des rideaux" in French, because "curtains" are plural, just like in English. "Il y a" means "there is" or "there are" — there's no difference, unlike in English.
	Question and Answer: <i>Qu'est-ce qu'il y a dans ta chambre?</i> What is there in your bedroom? <i>Dans ma chambre, il y a...</i> In my bedroom, there's...		Printable: Flashcards Classroom Activity: As an extension of the conversation, ask pupils "Il y a combien de X dans ta chambre?" ("How many X are in your bedroom?"). They can reply with sentences like "Il y a deux chaises." ("There are two chairs."). To make these nouns plural, you add a silent "s" — the pronunciation doesn't change. "Des rideaux" is already plural, so this doesn't change either. Classroom Activity: Ask pupils what there is in the classroom — "Qu'est-ce qu'il y a dans la salle de classe?" — "Dans la salle de classe, il y a dix tables." ("In the classroom, there are ten tables.").



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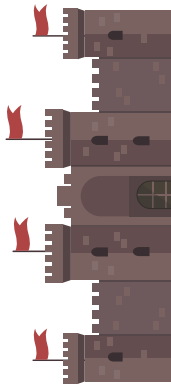
Lesson Pack 4: The kitchen Leçon 4: La cuisine			
WEEK 4	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>une fenêtre</i> a window <i>une porte</i> a door <i>une poubelle</i> a bin <i>un four</i> an oven <i>une bouilloire</i> a kettle <i>un grille-pain</i> a toaster <i>un évier</i> a sink <i>un lave-vaisselle</i> a dishwasher	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Ask pupils to bring in photos of their own kitchen, or cut photos from magazines, and get them to label their photo with the relevant vocabulary items. See if pupils are able to label the photos from memory. <u>Printable:</u> Worksheet	- Make an open question by adding “<i>qu’est-ce que</i>” to the front of a statement — “<i>Qu’est-ce qu’il y a dans la cuisine?</i>” (“What is in the kitchen?”). When the word that comes after “<i>que</i>” starts with a vowel, use an apostrophe to link them, and omit the “<i>e</i>”. “<i>Un lave-vaisselle</i>” (“a dishwasher”) and “<i>un grille-pain</i>” (“a toaster”) are spelt the same in their plural versions — “<i>les lave vaisselle</i>” (“the dishwashers”), “<i>les grille-pain</i>” (“the toasters”).
	Question and Answer: <i>Qu’est-ce qu’il y a dans la cuisine?</i> What is there in the kitchen? Il y a... There’s...		Additional Activities <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask pupils (in English) what they’d use to boil water/toast bread/hold rubbish/cook cakes/wash plates etc. Pupils have to answer in French, using the vocabulary that they’ve learned in the Lesson Pack.



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WEEK 5	Lesson Pack 5: Daily routine Leçon 5: La routine quotidienne		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>Je me lève.</i> I get up <i>Je me douche.</i> I shower <i>Je prends le petit déjeuner.</i> I have breakfast. <i>Je vais à l'école.</i> I go to school. <i>Je prends le déjeuner.</i> I have lunch. <i>Je rentre chez moi.</i> I go home. <i>Je prends un goûter.</i> I have an afternoon snack. <i>Je dîne.</i> I have dinner. <i>Je me couche.</i> I go to bed.	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer Use the Question and Answer to help students construct full sentences about their daily routine. Encourage students to try and learn the vocabulary so that they can say and write sentences from memory. <u>Printable:</u> Flashcards Hold up the picture Flashcards and ask pupils to call out what each image represents in French. This will test whether they are able to remember the reflexive structure of these verbs. <u>Printable:</u> Worksheet	Some of these words are reflexive — that's why they have "<i>me</i>" in front of the main verb. It's like saying you are doing something to yourself — <i>je me douche</i> is "I shower myself".	<u>Classroom Activity:</u> Make the conversation more challenging by adding what time they do each activity to the end of their statement — "<i>Je me lève à six heures.</i>" ("I get up at six o'clock."). <u>Classroom Activity:</u> Make a big class clock and make it say different times, then get pupils to write out which activity they do at that time.
<u>Question and Answer:</u> <i>Qu'est-ce que tu fais chaque jour?</i> What do you do each day? Various responses...			

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Lesson Pack 6: Garon the giant Leçon 6: Garon le géant				
Language Content	Key Activities	Lesson Notes	Additional Activities	
<u>Vocabulary:</u> <i>un château</i> a castle <i>un nain</i> a gnome <i>tout le monde</i> everyone <i>ses amis</i> his friends <i>faire une fête</i> to have a party <i>s'effondrer</i> to fall down	<u>Revision Activity:</u> In preparation for the story, use True or False? from Lesson Pack 2 to see how confident your class are with the rooms of a house. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: <i>Garon le géant</i> <u>Printable:</u> Worksheet and Story Quiz <u>Printable:</u> Hand out English translations of the Story Text and ask pupils <i>“Il y a combien de X dans le château de Garon?”</i> (“How many X are there in Garon’s castle?”). Ask pupils to reply with <i>“Il y a... dans le château de Garon.”</i> (“There are... in Garon’s castle.”). For example, substitute X for “fées” (“fairies”) — <i>“Il y a dix fées dans le château de Garon.”</i> (“There are ten fairies in Garon’s castle.”)	<i>“Ses amis”</i> means “his/her friends”. <i>“S’effondrer”</i> (“to fall down”) is a reflexive verb — you say “it falls itself down” in French. - Neither <i>“lave-vaisselle”</i> (“dishwasher”) nor <i>“grille-pain”</i> (“toaster”) change when they are plural — <i>“les lave vaisselle”</i> (“the dishwashers”), <i>“les grille-pain”</i> (“the toasters”).	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Reveal the first frame of the story and then ask pupils what rooms there might be in Garon’s castle. Ask them what there might be in Garon’s bedroom and kitchen. You might want to ask these questions in English, but get the children to answer in French. <u>Classroom Activity:</u> Get the children to work in groups to draw the characters from the story onto some cardboard. Ask them to stick the characters onto lollipop sticks to make simple puppets. Then they can act out the story using their puppets.	
 To revise the vocabulary from this unit, split the class into teams. Place a box at the front of the classroom with a bowl inside it. A player from each team must come forward to answer a question. When you ask the question, the player who raises their hand (or rings a buzzer or a bell) first can answer. If they answer the question correctly, they win one point and the chance to try throwing a small ball into the bowl. If the ball lands in the box they get 5 points, if it lands in the bowl, they get ten points. The team with the most points at the end wins.				
WHOLE UNIT ACTIVITIES				