

Unit H — The Body (Unité H — Le corps)

Overview

Unit H builds on the body vocabulary that pupils have already learned in Unit Core 3. Pupils will learn the parts of the face in French, as well as saying what hurts. First person verbs are introduced in the song in Lesson Pack 2, which is linked to the body vocabulary. Lesson Packs 4 and 5 will familiarise pupils with traditional characters and locations from fairy tales, which will help them understand the story of Little Red Riding Hood in Lesson 6 Pack.

Useful Prior Knowledge	New Language Content
- Using “c’est” - The song “Tête, épaules, genoux et pieds” from Core Unit 3 - Parts of the body - The game ‘Charades’ - The traditional fairy tale “Little Red Riding Hood”	- Naming parts of the face - Saying basic verbs in the first person - Saying that something hurts - Naming fairy tale characters - Saying traditional fairy tale locations 

Target Learning Outcomes:

Listening: L2I

Speaking: S2h, S2I, S2n

Reading: R2I, R2o(i)

Writing: W2I

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:
- Be able to recognise articles and understand that they signify the gender of a noun. - Pronounce articles clearly when speaking and spell them correctly when writing. - Read a French rhyme with some help with unfamiliar vocabulary. - Repeat sentences that use adjectives to describe things. - Pick out some subject pronouns when reading, with assistance.	- Be able to identify the gender of a noun from its article when listening and reading. - Use the correct article with some common nouns when speaking and writing. - Recite a simple French rhyme from memory, with some verbal or visual prompts. - Describe things using simple adjectives. - Frequently recognise and identify different subject pronouns when reading.	- Be proficient at identifying definite and indefinite articles when reading and listening. - Confidently use the correct articles with nouns when speaking and writing. - Recite a French rhyme from memory, with accurate pronunciation. - Use a variety of adjectives to form French sentences which describe things. - Confidently identify a variety of subject pronouns when reading.

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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**.



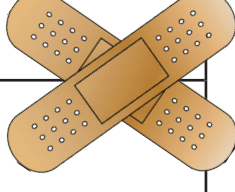
WEEK 1	Lesson Pack 1: My face Leçon 1: Mon visage	Lesson Notes	Additional Activities
Language Content Vocabulary: <i>le visage</i> the face <i>l'œil (m)</i> the eye <i>les yeux (m)</i> the eyes <i>le nez</i> the nose <i>la joue</i> the cheek <i>l'oreille (f)</i> the ear <i>la bouche</i> the mouth <i>les dents (f)</i> the teeth Question and Answer: <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... / Ce sont...</i> It's... / They're...	Key Activities • <u>Lesson:</u> Vocab • <u>Lesson:</u> Spell It! • <u>Lesson:</u> Question and Answer • <u>Printable: Flashcards</u> Print off the picture Flashcards for each part of the face. Hold up a picture and ask pupils to say or write down the part of the face shown, including the correct article. • <u>Printable: Worksheet</u>	• All of this vocabulary is written with the definite article ("the"). Change to the indefinite article ("<i>un</i>", "<i>une</i>" or "<i>des</i>") if you want to say "a nose", for example. • "<i>Les yeux</i>" ("the eyes") is masculine, but watch out — "one eye" is "<i>un œil</i>". • "<i>Les dents</i>" ("the teeth") is feminine, so "the tooth" would be "<i>la dent</i>". • "<i>L'oreille</i>" ("the ear") is feminine. • It's "<i>ce sont les dents</i>" because "<i>les dents</i>" is plural, and the verb, "<i>sont</i>", from "<i>être</i>" ("to be"), agrees with the subject.	Additional Activities: • <u>Classroom Activity:</u> Recap the "<i>Tête, épaules, genoux et pieds</i>" song from Unit Core 3, Lesson Pack 1. • <u>Classroom Activity:</u> Call out facial features from the vocabulary list and ask the children to point to them on their own faces. • <u>Classroom Activity:</u> Point to a feature on your face and ask "<i>Qu'est-ce que c'est?</i>" ("What is it?") — once a pupil has said the correct answer, encourage the rest of the class to say it again together.

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WEEK 2	Lesson Pack 2: What are you doing? Leçon 2: Qu'est-ce que tu fais?		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>je cours</i> I run <i>j'écris</i> I write <i>je lis</i> I read <i>je parle</i> I talk <i>j'écoute</i> I listen <i>je nage</i> I swim <i>je marche</i> I walk <i>je peins</i> I paint <u>Question and Answer:</u> <i>Qu'est-ce que tu fais ce matin / cet après-midi?</i> What are you doing this morning / this afternoon? <i>Ce matin / Cet après-midi, je...</i> This morning... / This afternoon, I'm...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Song: 'Je danse' • <u>Printable:</u> Question and Answer • <u>Printable:</u> Worksheet 	• The song in this Lesson Pack includes some useful verbs as well as recapping some body parts from Unit Core 3. • All of these verbs are in the first person singular of the present tense. • Add "<i>qu'est-ce que</i>" to the front of a statement to make an open question. • "<i>Je cours</i>" can be translated as "I run" or "I'm running" — you say it the same way in French. This is the same for all verbs in the present tense. • "<i>Encore</i>" means "again". • "<i>Bouger</i>" means "to move".	• <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Make up some actions with your class so that everyone can join in as you play the song. • <u>Classroom Activity:</u> Play a game of charades with your class using the activities from the vocabulary. • <u>Classroom Activity:</u> Call out the actions from the vocabulary one by one and get the children to repeat them until they pronounce the words correctly.

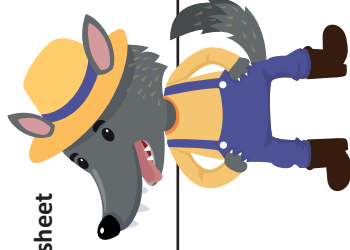
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WEEK 3	Lesson Pack 3: It hurts Leçon 3: J'ai mal			
Language Content	Key Activities	Lesson Notes	Additional Activities	
<u>Vocabulary:</u> <i>J'ai mal à la tête.</i> I have a headache. <i>J'ai mal au bras.</i> My arm is hurting. <i>J'ai mal à l'oreille.</i> I have earache. <i>J'ai mal au pied.</i> My foot is hurting. <i>J'ai mal au ventre.</i> I have stomachache. <i>J'ai mal au dos.</i> I have backache. <i>J'ai mal au genou.</i> My knee is hurting. <i>J'ai mal au doigt.</i> My finger is hurting. <i>J'ai mal aux dents.</i> I have toothache. <u>Question and Answer:</u> <i>Où as-tu mal?</i> Where does it hurt? <i>J'ai mal...</i> My... is hurting. / I have... ache.	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer • <u>Classroom Activity:</u> Have a look for a French children's rhyme on the internet* — "<i>À la salade</i>" ("With the Salad") is a nice choice to fit with this lesson. Ask the children to identify any words that they know and help them to look up the ones that they don't know. Then, discuss which words rhyme and ask them to think of any other French words that they know which rhyme too. The Phonics Lesson Pack might be helpful to remind the children about how French words are pronounced. Once you've worked on the rhyme in class, get pupils to try and learn the rhyme so that they can recite it from memory. * When using websites featuring suggested music to play in a classroom or similar setting you should disable the auto-play feature to avoid other songs/videos playing after the one you play finishes. CGP+ does not accept any responsibility for the contents of linked websites.	Before starting this Lesson Pack, you might find it useful to remind the children of the body parts vocabulary from Lesson Packs 1 and 2 of Unit Core 3. • When you're talking about a pain in a body part, you refer to that body part using "<i>le/la/les</i>" ("the") not "<i>mon/ma/mes</i>" ("my") — "<i>j'ai mal à la tête</i>" — "I have a headache" (literally "I have bad in the head"). Also, "<i>à</i>" changes depending on what version of "the" is joining it: <i>à + le = au</i> <i>à + la = à la</i> <i>à + les = aux</i> • "<i>Où as-tu mal?</i>" — this question has been formed by swapping the position of "<i>tu</i>" and "<i>as</i>". In a regular sentence, you'd see "<i>tu as mal</i>" ("you have pain"). But here it's "<i>as-tu mal?</i>" ("do you have pain?" / "does it hurt?").	• <u>Printable: Worksheet</u> • <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Ask your pupils to take it in turns to act out an illness from this Lesson Pack. The other students have to say what is being acted out in French. Whoever guesses correctly gets to act out the next illness. • <u>Classroom Activity:</u> Ask the children to draw a body and label the body parts in French for a wall display. • <u>Classroom Activity:</u> Split the class into teams. Give each team a long bandage. Say that a certain body part hurts, e.g. "<i>J'ai mal au bras.</i>" ("My arm hurts."), then each team has to work together to bandage up the correct body part of one of their players. The first team to finish wins. For extra practice, you can ask the children to try and remember the names of the different body parts that they bandaged up.	



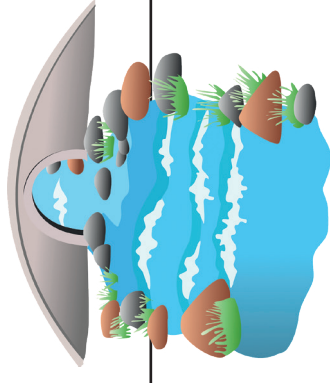
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WEEK 4	Lesson Pack 4: Fairy tales Leçon 4: Les contes de fées	Lesson Notes	Additional Activities
<u>Language Content</u> <u>Vocabulary:</u> <i>le prince</i> the prince <i>l'ogre (m)</i> the ogre <i>Cendrillon</i> <i>l'ours (m)</i> the bear <i>le loup</i> the wolf <i>la grand-mère</i> the grandmother <i>la grenouille</i> the frog <i>la méchante belle-mère</i> the wicked stepmother <i>le Petit Chaperon rouge</i> Little Red Riding Hood <u>Question and Answer:</u> <i>C'est qui?</i> Who is it? <i>C'est...</i> It's...	<u>Key Activities</u> <u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Ask pupils to choose one of the fairy tale characters from the Lesson Pack and make up a sentence using an adjective to describe that character, e.g. "<i>La grenouille est verte.</i>" ("The frog is green.") or "<i>L'ogre est grand.</i>" ("The ogre is tall.") <u>Printable:</u> Worksheet	<u>Lesson Notes</u> "<i>Le Petit Chaperon rouge</i>" is a masculine noun — it's "<i>le Chaperon</i>". But don't let that confuse you — she's still a girl. You'll notice that one adjective ("<i>Petit</i>") comes before the noun and the other ("<i>rouge</i>") comes afterwards. Normally adjectives come after the noun, but there are some exceptions. "<i>L'ogre</i>" is a masculine singular noun. "<i>L'ours</i>" is a masculine singular noun. "<i>La méchante belle-mère</i>" — notice that "<i>méchante</i>" is in its feminine form here to agree with "<i>la belle-mère</i>" — this adjective comes before the noun, too. "<i>C'est</i>" means "it's". It's actually "<i>ce</i>" and "<i>est</i>" joined together with an apostrophe — just like we join "it" and "is" together in English.	<u>Additional Activities</u> <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Ask the children to name fairy tales that have at least one of these characters in them. Ask them to find out the titles of these fairy tales in French. <u>Classroom Activity:</u> Get pupils to draw these characters and label them in French and English to make a wall display. <u>Classroom Activity:</u> Ask the children to make up an action to represent each character. Then get everyone standing in a circle, and ask the first player "<i>C'est qui?</i>" ("Who is it?"). They can respond using any character that they like, but then the whole class must do the matching action. The same child then asks someone else the same question and the game continues.

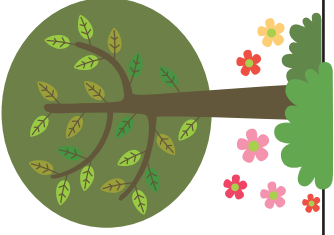


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WEEK 5	Lesson Pack 5: Where do they live? Leçon 5: Où habitent-ils?	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>une maison</i> a house <i>une chaumière</i> a cottage <i>une forêt</i> a forest <i>un palais</i> a palace <i>un château</i> a castle <i>une grotte</i> a cave <i>un marais</i> a swamp <i>un pont</i> a bridge <u>Question and Answer:</u> <i>Qu'est-ce que c'est?</i> <i>What is it?</i> <i>C'est...</i> <i>It's...</i>	Key Activities • <u>Lesson:</u> Vocab • <u>Lesson:</u> Spell It! • <u>Lesson:</u> Question and Answer • <u>Printable:</u> Worksheet	Lesson Notes The items of vocabulary in this Lesson Pack are places where the characters from Lesson Pack 4 might live. • "C'est" means "it's". It's actually "ce" and "est" joined together with an apostrophe — just like we join "it" and "is" together in English.	Additional Activities • <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Ask the children to draw their favourite fairy tale character and the place where they live. They could then add a label in French with the name of their character and their home. • <u>Classroom Activity:</u> Get the children to take it in turns to draw one of these places on the board. The other children have to try and guess what they're drawing, in French.



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WEEK 6	Lesson Pack 6: Little Red Riding Hood Leçon 6: Le Petit Chaperon rouge	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>un coup de pied</i> a kick <i>affamé</i> hungry <i>apporter</i> to take <i>frapper</i> to knock <i>entendre</i> to hear <i>voir</i> to see 	Key Activities <u>Revision Activity:</u> In preparation for the story, recap the parts of the face learnt in Lesson Pack 1 by pointing to a part of your face and asking “<i>Qu'est-ce que c'est?</i>” (“What is it?”). Pupils should respond with, “<i>C'est...</i>” (“It's...”). Then, use the Flashcards from Lesson Pack 4 to check that they've remembered the different fairy tale characters they learnt there. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: ‘<i>Le Petit Chaperon rouge</i>’ <u>Printable:</u> Story Text Hand out French copies of “<i>Le Petit Chaperon rouge</i>” (“Little Red Riding Hood”) to your class. This text has a good variety of pronouns. Ask pupils to circle all of the pronouns in the text. <u>Printable:</u> Worksheet and Story Quiz	Lesson Notes “<i>Le Petit Chaperon rouge</i>” is masculine — but she’s a girl so refer to her as “<i>elle</i>” (“she”). “<i>Cette</i>” means “this” — it’s the feminine singular version of the word “<i>ce</i>”. “<i>Le Petit Chaperon rouge fait du karate</i>” — notice how “<i>de</i>” has merged with the “<i>le</i>” from “le karate” to make “<i>du</i>”. “<i>Un grand coup de pied</i>” (“a big kick”) — the adjective (“grand”) comes before the noun (“<i>coup de pied</i>”). This is an exception to the general rule that adjectives come after the noun. “<i>Nouveau</i>” (“new”) changes to “<i>nouvel</i>” when it comes before a noun that begins with a vowel or a mute “h” — “<i>un nouvel assistant</i>” flows more nicely than if you tried to say “<i>un nouveau assistant</i>”. This is another example of an adjective before the noun, too.	Additional Activities <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Discuss how this version of Little Red Riding Hood is different to the more traditional version. Encourage the children to give opinions on the two different versions. <u>Classroom Activity:</u> Ask the children to suggest another ending to the story. <u>Grammar Lesson:</u> Work through the ‘Pronouns’ PowerPoint from the Grammar Lesson Pack for further help with French subject pronouns. <u>Classroom Activity:</u> Ask the children to think of three adjectives to describe each of the characters in the story. Then get them to translate the adjectives into French using a dictionary.
WHOLE UNIT ACTIVITIES	Show the children how to make some paper aeroplanes and draw a target on the board. Then, ask them questions on the vocabulary from this unit to see how much they remember. If they get a question right, they can try flying their plane into the target (different parts of the target / board can be worth different points. The player (or team) with the most points at the end wins.		