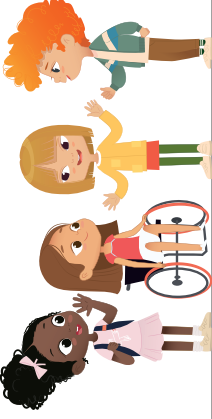


Unit Core 1 – Unité essentielle 1

Overview

This unit gives children an introduction to the French language. It includes some basic vocabulary which will enable them to count up to 10 and introduce themselves in French. As well as talking about themselves, children will learn to introduce their immediate family in French. The unit ends with a simple story which recaps some of the vocabulary from the unit as a whole.

Useful Prior Knowledge	New Language Content
No prior knowledge needed.	- Greeting each other - Introducing themselves - Counting up to 10 - Introducing their immediate family 

Target Learning Outcomes:

Listening: L1a(i), L1a(ii), L1c(i), L1c(ii)

Speaking: S1a, S1k(i)

Reading: R1e, R1g(i)

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 some basic French greetings. - Recognise the numbers 1-10. - Respond to some simple classroom instructions. - Respond to some simple questions when prompted with visual cues. - Recognise basic family vocabulary.	- Be able to greet each other confidently and introduce themselves and their family. - Understand the numbers 1-10 and use them to say how old they are. - Understand and respond to some simple questions and instructions. - Recognise some words in their written form and pronounce them accurately.	- Greet each other confidently and ask and respond to simple questions. - Understand the numbers 1-10 and write some or all of them from memory. - Be competent at using some classroom language in French. - Recognise most key vocabulary and pronounce them clearly.

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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			
Language Content	Lesson Pack 1: Hello! Leçon 1: Bonjour!	Key Activities	Lesson Notes
Vocabulary: <i>Bonjour!</i> Hello! <i>Au revoir!</i> Goodbye! <i>Salut!</i> Hi! <i>Bonsoir!</i> Good evening! <i>À bientôt!</i> See you soon! <i>Monsieur</i> sir <i>Madame</i> madam	Lesson Pack 1: Hello! Leçon 1: Bonjour!	Key Activities • <u>Lesson:</u> Vocab • <u>Lesson:</u> Song: 'Hello — Bonjour' • <u>Classroom Language Lesson:</u> Use the 'In the Classroom — Vocab Part 1' PowerPoint from the Classroom Language Lesson Pack to familiarise pupils with classroom instructions like "écoutez" ("listen") and "répétez" ("repeat"). Use the instructions in class and make sure all pupils are able to follow them. • <u>Printable:</u> Worksheet	Lesson Notes Children have the opportunity to practise these French greetings by singing along to a cheerful song. • Encourage children to include actions when they sing the song — they could wave and shake hands with partners as they greet each other. • "Madame" ("madam") and "Monsieur" ("sir") both begin with a capital letter in French, but the English translations don't. • Encourage children to use polite greetings, e.g. "Bonjour, Madame!", "Au revoir, Monsieur!" When talking to an adult, and the less formal "Salut!" and "À bientôt!" Between themselves.
			Additional Activities • <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Have "<i>une journée française</i>" ("a French day") where you and the pupils use French greetings all day. • <u>Classroom Activity:</u> Ask the children to make a wall display using these greetings. • <u>Classroom Activity:</u> Get the children to research how people from different countries greet their friends. For example, shaking hands, kisses on the cheek etc. • <u>Classroom Language Lesson:</u> For more French words and phrases you could use around the classroom, look at the 'In the Classroom — Vocab Part 2' PowerPoint with your class.

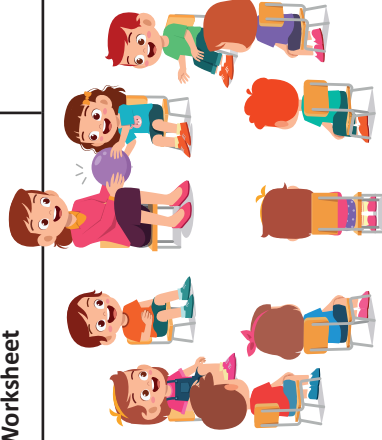
Unit Core 1 – Unité essentielle 1

WEEK 2	Lesson Pack 2: How are you? Leçon 2: Ça va?		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>Très bien</i> very well <i>Bien</i> well <i>Comme ci, comme ça</i> so-so <i>Mal</i> not well <i>Merci</i> thanks <i>Et toi?</i> And you? <u>Question and Answer:</u> <i>Ça va?</i> How are you? <i>Ça va...</i> I'm...	<u>Lesson:</u> Vocab Get pupils to read aloud the French text when it appears on these screens to see if they can pronounce the words clearly. <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Printable:</u> Worksheet	This Lesson Pack will enable the children to express how they're feeling in French. "<i>Et toi?</i>" ("and you?") is informal. Children should use "<i>toi</i>" for friends and family members. If they're speaking to a group of people, or to be more formal, e.g. when talking to a teacher, they should use "<i>vous</i>". "<i>Ça va?</i>" ("How are you?") is informal — the formal version of this phrase is "<i>Comment allez-vous?</i>".	<u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask one child "<i>Ça va?</i>" — they then make a face or gesture to suggest their response. The other children must guess what they mean in French. Once it's been guessed correctly, the child who made the face asks "<i>Ça va?</i>" to another child and the game continues. <u>Classroom Activity:</u> Get the children to work in pairs and create a short conversation in French where two people meet each other — they can then draw a picture to go with it.



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WEEK 3	Lesson Pack 3: What is your name? Leçon 3: Comment tu t'appelles?		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> Aurélie Élodie Camille Lucas Gabriel Raphaël	<u>Lesson:</u> Vocab <u>Lesson:</u> Question and Answer <u>Lesson:</u> Find it! <u>Classroom Activity:</u> Sit the children in a circle and give them a ball to pass around while you play some music. Stop the music every few seconds. The child holding the ball when the music stops has to ask "Comment tu t'appelles?" And throw the ball to anyone else in the circle. That child will then reply with "Je m'appelle X." When the music starts again, the ball continues to circulate.	Here, the children will learn to introduce themselves in French — we've picked out some French names but practise this conversation using the children's real names too. - You might also see "Comment t'appelles-tu?" — you can say it either way. - It's "je m'appelle" — "I'm called", but "tu t'appelles" — "you're called". Notice the "s" on the end.	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Ask the children to look up French names on the internet and make a list of 10 popular names. <u>Classroom Activity:</u> Get the children to draw a picture where some imaginary characters are meeting, introducing themselves and asking each other how they are in French.
<u>Question and Answer:</u> Comment tu t'appelles? What is your name? Je m'appelle... My name is...	<u>Printable: Worksheet</u>		



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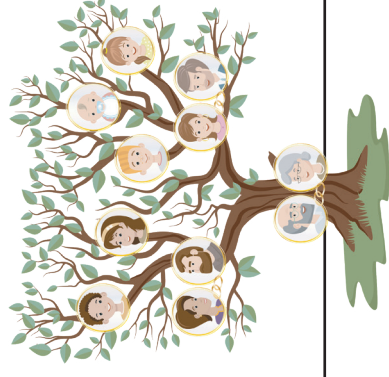
WEEK 4	Lesson Pack 4: How old are you? Leçon 4: Quel âge as-tu?		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>Un</i> one <i>Deux</i> two <i>Trois</i> three <i>Quatre</i> four <i>Cinq</i> five <i>Six</i> six <i>Sept</i> seven <i>Huit</i> eight <i>Neuf</i> nine <i>Dix</i> ten <u>Question and Answer:</u> <i>Quel âge as-tu?</i> How old are you? <i>J'ai ... ans.</i> I'm ... years old.	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer • <u>Classroom Activity:</u> For more counting practice and a fun nursery rhyme, teach the children “<i>Un, deux, trois, nous irons au bois</i>” — “One, Two, Three, We’re Going to the Woods”. This is easy to find on the internet.* Ask the children to identify the numbers and the words that rhyme with them. • <u>Printable:</u> Worksheet	• This Lesson Pack includes numbers 1-10. The conversation will enable children to say how old they are in French. If the children in your class are older than ten, you might need “<i>onze</i>” (11) or “<i>douze</i>” (12). Numbers 11-20 are in ‘Let’s count up to 20’ (Unit Core 2, Lesson Pack 3). • “<i>Un</i>” means “one” — it changes to “<i>une</i>” if you’re talking about one feminine noun — “<i>une sœur</i>” (“a sister”). • “<i>Un</i>” can also mean “a” or “an”. • “<i>J’ai huit ans</i>” literally means “I have eight years.” This uses the verb “<i>avoir</i>” (“to have”).	• <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Get the children to practise numbers 1-6 by playing a simple board game. Each time they roll the dice, they must say the number that they roll aloud in French. • <u>Classroom Activity:</u> Sit the children in a circle and go around the circle, counting from 1-10 in French — each child says one number and when they get to 10 the next child starts again. As they get more confident with the numbers, you can give them a ball to throw across the circle to any child, who will say the next number and pass the ball on.



* 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.

Unit Core 1 – Unité essentielle 1

WEEK 5			
Lesson Pack 5: My family Leçon 5: Ma famille			
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>Ma mère</i> <i>my mother</i> <i>Mon père</i> <i>my father</i> <i>Ma sœur</i> <i>my sister</i> <i>Mon frère</i> <i>my brother</i> <i>Ma grand-mère</i> <i>my grandmother</i> <i>Mon grand-père</i> <i>my grandfather</i>	- Lesson: Vocab - Lesson: Spell it! - Lesson: Question and Answer - Printable: Worksheet	This Lesson Pack introduces some vocabulary for immediate family members. You might want to include other family members such as “stepmother” — “<i>belle-mère</i>”, “stepfather” — “<i>beau-père</i>”, “stepsister” / “half-sister” — “<i>demi-sœur</i>” or “stepbrother” / “half brother” — “<i>demi-frère</i>”. - If you’re asking children to write the names for French family members, remind them to include the accent on the letter “è” when needed — the words aren’t spelt correctly without it. “<i>Ma sœur</i>” — you should use an “œ” to spell “<i>ma sœur</i>”. Practise writing out French characters such as “œ” and “ç” with your class, so they get used to writing them. - This Lesson Pack also uses the possessive adjectives “<i>mon</i>” and “<i>ma</i>” to mean “my”. Use “<i>mon</i>” for masculine words and “<i>ma</i>” for feminine words. “<i>Voici</i>” means “here is” — it’s a really handy word to learn.	- Printable: Flashcards - Phonics Lesson: Investigate the French ‘è’ sound using the ‘Simple Vowel Sounds’ PowerPoint from the Phonics Lesson Pack. - Classroom Activity: Ask the children to make up a family and draw and label their family tree using the vocabulary they’ve learned in this Lesson Pack — the family members could be monsters or animals to make the pictures more interesting.



Unit Core 1 – Unité essentielle 1

Lesson Pack 6: My fantastic family Leçon 6: Ma famille fantastique			
WEEK 6	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>Tout le monde</i> <i>Voici</i> <i>Inventer des histoires</i> <i>J'aime</i> <i>everyone</i> <i>here is</i> <i>To make up stories</i> <i>I like</i>	<u>Revision Activity:</u> In preparation for the story, get your class to count out loud, in chorus, from 1-10. Then hold up flashcards of family members from Lesson Pack 5 to check that pupils have remembered those pieces of vocabulary. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: 'Ma famille fantastique' <u>Printable:</u> Worksheet and Story Quiz <u>Classroom Activity:</u> Ask the children to work in small groups to act out "<i>Ma famille fantastique</i>" ("My fantastic family"). Encourage them to use actions and as much French as they can remember.	This simple story is a good basis for a revision lesson — it uses some of the vocabulary from the previous Lesson Packs. "<i>Tout le monde</i>" literally means "all the world", but in French it means "everyone". You can use it when talking to your class — "<i>Bonjour tout le monde!</i>" ("Hello everyone!"). "<i>Je vous présente</i>" ("Let me introduce") — "<i>vous</i>" means "you" when you're talking to more than one person. You need to include it here because really you're saying "Let me introduce (to you)". - There are some new French words in this story, but they're very similar to the same words in English — "<i>un tigre</i>", "<i>un elephant</i>", "<i>un acrobate</i>" — these are called cognates, there are quite a lot of them in the French language. Ask the children to point them out and comment on any spelling differences.
	<u>Additional Activities</u> <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Get the class to write some more lines to add to the story. For example, "<i>Voici mon père — Cédric. Il a cinq biscuits — un, deux, trois, quatre, cinq.</i>" ("Here is my father — Cédric. He has five biscuits — one, two, three, four, five."). You can use a bilingual dictionary to look up new nouns to use.		
WHOLE UNIT ACTIVITIES		- Get pupils to make posters about themselves. Ask them to draw a picture of themselves and label it in French with a greeting from Lesson Pack 1, their name from Lesson Pack 3, and their age from Lesson Pack 4. For example, the text on their poster might read "<i>Salut! Je m'appelle Melissa. J'ai huit ans.</i>" ("Hi! My name is Melissa. I'm eight years old."). "<i>Le registre de présence</i>" ("The attendance register"). Ask pupils to answer the register with "<i>Bonjour, Monsieur/Madame. Je m'appelle X. J'ai X ans.</i>" ("Hello, sir/madam. My name is X. I am X years old.").	