

Unit Core 2 – Unité essentielle 2

Overview

This unit builds on the content covered in Unit Core 1. It introduces days of the week, colours and numbers 11-20. As children learn more numbers and colours, it will enable them to start describing objects around them. Lesson Pack 4 introduces the French names for a selection of countries, and the likes and dislikes in Lesson Pack 5 will enable children to start giving their opinions in French.

Useful Prior Knowledge	New Language Content
- Greetings - Numbers 1-10	- Saying the days of the week - Naming colours - Counting between 11 and 20 - Naming countries - Expressing likes and dislikes 

Target Learning Outcomes:

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

Speaking: S1a, S1c(i), S1o

Reading: 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 the days of the week when spoken in sequence. - Understand most of the colours. - Understand numbers up to 20. - Respond to questions about likes and dislikes with a single word. - Recognise negative responses to a question when given a visual prompt.	- Recognise the days of the week. - Name a variety of colours. - Understand numbers up to 20, including out of sequence. - Be able to express simple likes and dislikes using the first person. - Recognise a negative sentence when they hear it.	- Confidently say which day it is. - Understand that the way French colours are spelt and pronounced sometimes changes if they describe a feminine noun. - Use most or all numbers up to 20 out of sequence. - Write and say sentences about their likes and dislikes from memory with clear pronunciation. - Recognise negative sentences and be able to attempt forming their own.

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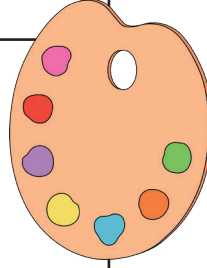
Weekly Plan

- 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 days of the week Leçon 1: Les jours de la semaine			
WEEK 1	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>lundi</i> Monday <i>mardi</i> Tuesday <i>mercredi</i> Wednesday <i>jeudi</i> Thursday <i>vendredi</i> Friday <i>samedi</i> Saturday <i>dimanche</i> Sunday <i>danse</i> to dance <u>Question and Answer:</u> <i>On est quel jour?</i> What day is it? <i>On est...</i> It is...	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Lesson:</u> Song: ‘Bonjour, Madame Lundi’ <u>Printable:</u> Worksheet	The song is a great way to get the children listening to and saying the days of the week in French. - It also provides some revision of the greetings covered in Core Unit 1. “On est” literally means “one is” or “we are” — in French you say “We are Monday”. - When you write the days of the week in French, you don’t need to use capital letters. “Dites” (“say”) is in the imperative tense because it’s an instruction — it agrees with “vous”.
			Additional Activities <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Each morning throughout the week, ask the children what day it is using the question in the lesson — you could write it on the board too. <u>Classroom Activity:</u> Ask the children to try and create a silly mnemonic to remember the first letters of the days of the week — e.g. Liam’s Mum Makes Jonny Very Scrummy Doughnuts. <u>Classroom Activity:</u> Ask the children to write the French days of the week on a diary or wall chart.

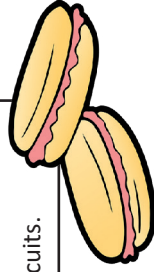
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Lesson Pack 2: Colours Leçon 2: Les couleurs			
WEEK 2	Language Content	Key Activities	Lesson Notes
<u>Vocabulary:</u> <i>rouge</i> red <i>vert</i> green <i>blanc</i> white <i>bleu</i> blue <i>jaune</i> yellow <i>noir</i> black <i>rose</i> pink <i>violet</i> purple orange <u>Question and Answer:</u> C'est de quelle couleur? What colour is it? C'est... It's...	<u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Ask pupils to "Trouvez un objet vert dans la salle de classe." ("Find a green object in the classroom"). "Vert" ("green") can be replaced with other colours from the Lesson Pack. <u>Printable:</u> Worksheet	This Lesson Pack introduces the children to some basic colours. "Quelle" is the feminine version of "quel" ("what" or "which") — you need to use this because "la couleur" is feminine. - In French, most adjectives (including colours) change when they're describing a feminine noun. Usually, you add an "e" to make an adjective feminine. For example, you'd say "une pomme verte" ("a green apple"). "C'est" is actually "ce" and "est" joined together with an apostrophe — much the same as "it's" in English.	<u>Printable:</u> Flashcards <u>Classroom Activity:</u> Assign each child a partner. Get one child to point to something in the classroom and ask the other one what colour it is — the questions and answers must both be in French. <u>Classroom Activity:</u> Ask the children to bring in brightly coloured bits of recycling, wrappers or old fabric. Split the children into groups and get each group to make a collage using one colour, spelling out the name of their colour in French.



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WEEK 3		Lesson Pack 3: Let's count up to 20 Leçon 3: Comptons jusqu'à 20	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>onze</i> eleven <i>douze</i> twelve <i>treize</i> thirteen <i>quatorze</i> fourteen <i>quinze</i> fifteen <i>seize</i> sixteen <i>dix-sept</i> seventeen <i>dix-huit</i> eighteen <i>dix-neuf</i> nineteen <i>vingt</i> twenty <u>Question and Answer:</u> <i>Il y a combien de biscuits?</i> How many biscuits are there? <i>Il y a...biscuits.</i> There are...biscuits.	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Play a simple bingo game by asking the children to write down four numbers between 11 and 20. Randomly read out the numbers in French, getting the children to cross out their numbers when they hear them — the winner is the first to shout "Loto!" ("Bingo!"). You could include numbers 1-10 too. <u>Printable:</u> Worksheet	You might want to quickly recap numbers 1-10 (Unit Core 1, Lesson Pack 4) before starting this Lesson Pack. "Biscuits" means "biscuits" — it's spelt the same in English because it's actually a word that comes from the French language. Although it looks the same as it does in English, the pronunciation is quite different. Use the audio recording to make sure the children are pronouncing it correctly. "Il y a" is a very useful phrase to learn — it means "there is" or "there are". "Combien...?" means "how many...?" or "how much...?" — it's a key word for asking questions.	<u>Printable:</u> Flashcards <u>Classroom Activity:</u> For a section of a maths lesson, get the children to say the numbers being used in French. You could keep the rest of the vocabulary in English, or use some basic French terms — "plus" is the French for "add", "moins" is "minus" and "égale" is "equals". <u>Classroom Activity:</u> Ask the children to stand up and start counting from 1. Each player can say up to 3 consecutive numbers, e.g. 1 or 1, 2 or 1, 2, 3. The next child continues counting where the previous child stopped. However, the children who say 8 or 16 are out and must sit down. Once they get to 20, the counting starts again — the last player standing is the winner.



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Lesson Pack 4: Countries Leçon 4: Les pays			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>la Pologne</i> Poland <i>l'Angleterre (f)</i> England <i>l'Écosse (f)</i> Scotland <i>l'Irlande (f)</i> Ireland <i>le pays de Galles</i> Wales <i>l'Inde (f)</i> India <i>le Pakistan</i> Pakistan <i>la Chine</i> China <i>la France</i> France <u>Question and Answer:</u> <i>C'est quel pays?</i> What country is it? <i>C'est...</i> It's...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Spell It! • <u>Lesson:</u> Question and Answer • <u>Printable:</u> Worksheet	Lesson Notes • “L’Angleterre”, “l’Écosse”, “l’Irlande” and “l’Inde” are all feminine nouns, so any adjectives you use to describe them will have to be feminine too. • “l’” is used in front of these countries because they all begin with a vowel. • If you want to say Northern Ireland it’s “l’Irlande du Nord”. The Republic of Ireland is “la République d’Irlande”. • “Le pays de Galles” (“Wales”) only needs a capital “G”, but you might sometimes see it written with a capital “p” too. • “Que?” means “what” or “which” — it’s really useful for asking questions. Additional Activities • <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Ask the children to find out where each of the countries from the vocabulary is located, either by using the internet or looking in an atlas or on a world map. • <u>Classroom Activity:</u> Create a wall display by getting the children to draw the flags of the countries learnt and writing the French name of that country on or below the flag. They can also label the colours on the flags in French.



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WEEK 5			
Lesson Pack 5: I like... Leçon 5: J'aime...			
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>j'aime...</i> I like... <i>je n'aime pas...</i> I don't like... <i>oui</i> yes <i>non</i> no <i>le chocolat</i> the chocolate <i>la musique</i> the music <i>les biscuits (m)</i> the biscuits <i>le tennis</i> tennis <u>Question and Answer:</u> <i>Tu aimes...?</i> Do you like...? <i>Oui, j'aime...</i> Yes, I like... <i>Non, je n'aime pas...</i> No, I don't like...	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer Play some responses from this lesson and ask pupils to raise their hands or clap whenever they hear a negative response. <u>Printable:</u> Worksheet	"I like" and "I don't like" are handy phrases to know. Encourage the children to use them when talking about content from other lessons too. "<i>J'aime</i>" is actually "<i>je</i>" and "<i>aime</i>" combined using an apostrophe — you do this to avoid two vowels being next to each other. - In French you can't miss out the definite article — you have to say "<i>J'aime le chocolat</i>," if you want to say "I like chocolate." "<i>Le biscuit</i>" is a masculine word. - To make a positive sentence into a negative sentence in French you need to sandwich "<i>ne</i>" and "<i>pas</i>" around the verb. Here the verb is "<i>aime</i>", so you end up with "<i>je n'aime pas</i>". - You'll notice that different forms of the verb "<i>aimer</i>" are used in the question and responses — just like in English, French verbs change depending on the pronouns they relate to. "<i>Tu aimes le chocolat?</i>" ("Do you like chocolate?") is the same sentence as "<i>Tu aimes le chocolat.</i>" ("You like chocolate."). It's the easiest way to turn a spoken statement into a question — just make your voice go up at the end.	<u>Printable: Flashcards</u> <u>Grammar Lesson:</u> Show the class the 'Negative Sentences' slide in the 'Grammar — Verbs Part 1' PowerPoint from the Grammar Lesson Pack, where it shows that 'ne' and 'pas' are used to make a sentence negative. <u>Classroom Activity:</u> Get the children to design a survey ("<i>un sondage</i>") using the questions that they've learnt in this Lesson Pack. They can then survey the people in the class and use the data they've collected to write down their findings (e.g. more people like chocolate than music) or draw simple graphs. <u>Classroom Activity:</u> Take the class outside or into a hall. Ask each of the questions, directing the children to run one way if they like something, and the other way if they dislike something. When they've arrived at their location, get them to respond together to the question in a full sentence.



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Lesson Pack 6: Nicolas the monster Leçon 6: Nicolas le monstre			
WEEK 6	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>un monstre</i> a monster <i>un hamster</i> a hamster <i>un robot</i> a robot <i>un train</i> a train <i>un vampire</i> a vampire <i>je mange</i> I eat <i>malade</i> ill	<u>Revision Activity:</u> In preparation for the story, recap the days of the week from Lesson Pack 1. Then, use picture Flashcards from Lesson Pack 3 to check whether pupils are confident with French numbers from 11-20. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: 'Nicolas le monstre' <u>Printable:</u> Worksheet and Story Quiz	This fun story about a monster includes some of the numbers and colours that have been covered in the rest of the unit. - In French, adjectives usually come after the noun — "<i>treize biscuits bleus</i>" ("thirteen blue biscuits"). They also have to agree with the gender and number of the noun they describe — that's why there's an "s" on the end of "<i>bleus</i>". "<i>Je suis</i>" means "I am" — it comes from the verb "<i>être</i>", which is very irregular but crops up everywhere.
	WHOLE UNIT ACTIVITIES	- Ask the children to make a colourful wall display which includes all the French words that they have learnt so far. - Ask the children to draw their own cartoon strip to illustrate the story of "Nicolas the monster". - Do a Mexican wave with the children to practise any lists of vocabulary that follow a specific order (such as days of the week or numbers). Start by standing up and waving your arms in the air while saying the first item on the list, then the child next to you does the same but says the next item. The Mexican wave passes throughout the classroom — the children can repeat the list so that everyone gets a turn.	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Get each pupil to learn a sentence from the story "<i>Nicolas le monstre</i>" ("Nicolas the monster"), and then act out the story as a class.