

Unit C — At School (Unité C — À l'école)

Overview

Unit C introduces vocabulary that will enable pupils to talk about their school day and favourite subjects. Children will learn to talk about how they travel to school, become familiar with rooms in a school building and learn the vocabulary for items of stationery found in a pencil case. Lesson Pack 4 deals with telling the time in French, which can be used in many other units too. The unit ends with a story that draws on some of the vocabulary learned in the unit's lessons.

Useful Prior Knowledge	New Language Content
- Days of the week - Numbers 1-12 for telling the time "Il y a..." - Using "voici" to introduce a noun	 - Saying how they travel to school - Naming places in school - Listing the contents of their pencil case - Telling the time - Naming school subjects

Target Learning Outcomes:

Listening: L1b(i), L1b(ii), L1m

Speaking: S1c(iv), S1l

Reading: R1b(i), R2g

Writing: W1l

Expectations

By the end of this unit:

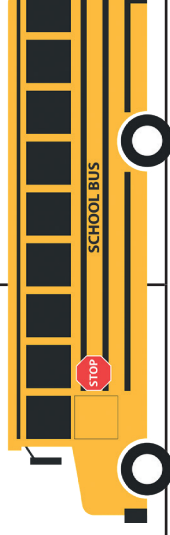
All children will:	Most children will progress further and will:	Some children will progress even further and will:
- Be able to respond to questions using one-word answers or gestures. - Use numbers in a sentence to tell the time with some support. - Repeat basic questions. - Pronounce vocabulary, including articles, correctly with some support and visual aid. - Copy down singular nouns with their article. - Pronounce some French sounds correctly. - Follow a story as it is read, with visual prompts. - Identify a sound in a song with some help. - Understand that plural nouns have a different article to singular nouns.	- Respond to simple questions using sentence models from the lesson. - Confidently use number vocabulary from previous lessons to say what time it is. - Ask simple questions learnt in the unit. - Pronounce vocabulary accurately including the definite or indefinite article. - Write some singular nouns with their article. - Recognise and pronounce correctly words with common French sounds. - Read along with the text of a French story. - Identify specific sounds in a song. - Recognise if nouns are singular or plural based on their article.	- Feel comfortable using the lesson conversations to make their own new sentences. - Use "in the morning", "in the evening" etc. confidently to tell the time precisely. - Give confident full-sentence replies to simple questions. - Form questions based on familiar vocabulary. - Regularly include the correct article when saying or writing down pieces of vocabulary. - Easily use words with a range of French sounds. - Read aloud a story, with accurate pronunciation. - Be confident in identifying sounds in a song. - Be able to use plural nouns with the correct article.

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Weekly Plan

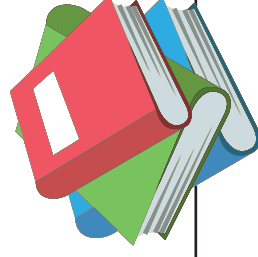
- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson 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: How do you go to school? Leçon 1: Comment vas-tu à l'école?			
WEEK 1	Language Content	Key Activities	Lesson Notes
	Vocabulary: à pied on foot en bus by bus en voiture by car en train by train à vélo by bicycle en avion by plane en bateau by boat Question and Answer: Comment vas-tu à l'école? How do you go to school? Je vais à l'école en/à... I go to school on/by...	Lesson: Vocab Lesson: True or False? Lesson: Question and Answer Lesson: Song: 'Comment vas-tu à l'école?' Classroom Activity: Look at the "a/à" sound in the 'Simple Vowel Sounds' PowerPoint from the Phonics Lesson Pack to familiarise pupils with this phoneme. Play the song again and ask pupils to clap every time they hear an "a/à" sound in the song. Printable: Worksheet	Printable: Flashcards Classroom Activity: Help pupils do a survey ("un sondage") about how the class travels to school. Nominate one pupil in the class to ask everybody how they get to school — "Comment vas-tu à l'école?" and to then keep a tally of each person's response. Pupils could make a pictogram of the results, labelling each method of transport in French.



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WEEK 2		Lesson Pack 2: Rooms Leçon 2: Les salles	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>la salle de classe</i> the classroom <i>la cour</i> the playground <i>la grande salle</i> the hall <i>les toilettes (f)</i> the toilets <i>la cuisine</i> the kitchen <i>le parking</i> the car park <i>la bibliothèque</i> the library <i>le terrain de sport</i> the sports ground <i>la salle d'informatique</i> the computer room <u>Question and Answer:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>Voici...</i> It's...	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Say the words in French from the Vocab lesson without showing pupils the French text. Ask pupils to say whether the noun is singular or plural, based on whether it is preceded by "<i>le</i>", "<i>la</i>" or "<i>les</i>". <u>Phonics Lesson:</u> Look at the 'Silent Letters' PowerPoint from the Phonics Lesson Pack with your class. It covers the "th" sound, as found in "<i>la bibliothèque</i>" ("the library") in this Lesson Pack. Get your class to practise saying the different words with the "th" sound found in the lesson. <u>Printable:</u> Worksheet	"Les salles" is feminine plural. - The conversation responses use "<i>Voici...</i>" to introduce each room — "<i>voici</i>" means "this is" or "here is". We've translated it as "it is" here because that's the most natural response to the question in English. "<i>Voici</i>" is useful for introducing people, for example "<i>Voici mon père.</i>" ("Here is my father.") — see Unit Core 1 for more on this. "Les toilettes" ("the toilets") is always plural in French.	<u>Classroom Activity: Flashcards</u> Start off by holding up Flashcards and asking pupils "<i>Est-ce que c'est X?</i>" ("Is this X?") — the children can reply using "<i>oui</i>" ("yes") or "<i>non</i>" ("no"). Then ask them "<i>Est-ce que c'est X ou Y?</i>" ("Is this X or Y?") — the children will have to reply with the name of the correct room. When they're more familiar with the names of the rooms, you can simply ask them "<i>Qu'est-ce que c'est?</i>" ("What is it?"). <u>Classroom Activity:</u> Ask pupils to work in groups to make signs ("<i>les panneaux</i>") for the different rooms in the school.



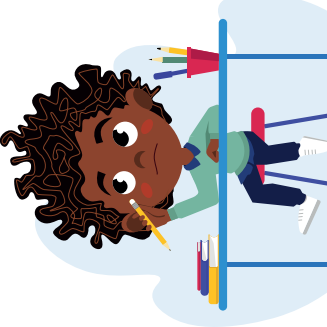
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WEEK 3		Lesson Pack 3: In your pencil case Leçon 3: Dans ta trousse		
Language Content	Key Activities	Lesson Notes	Additional Activities	
<u>Vocabulary:</u> <i>un crayon</i> a pencil <i>une gomme</i> a rubber <i>une règle</i> a ruler <i>un stylo</i> a pen <i>une calculatrice</i> a calculator <i>un feutre</i> a felt-tip pen <i>un bâton de colle</i> a glue stick <i>un crayon de couleur</i> a coloured pencil <i>un taille-crayons</i> a pencil sharpener <i>des ciseaux (m)</i> a pair of scissors	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Spell It! • <u>Lesson:</u> Question and Answer • <u>Classroom Activity:</u> Ask pupils to draw their pencil case, and its contents, and label it in French. Make sure pupils include the correct article for each item according to its gender. • <u>Printable:</u> Worksheet	• It's "<i>des ciseaux</i>" in French because it's plural — it's like saying "some scissors" in English. • The responses to the question all start with "<i>Il y a...</i>" — it means "There is" or "There are". It's a phrase that comes up all the time, so ensure that pupils are familiar with it.	• <u>Printable: Flashcards</u> • <u>Classroom Activity:</u> Instead of saying "<i>Il y a...</i>" ("There is..." or "There are..."), get pupils to say what they have — "<i>J'ai...</i>" ("I have..."). • <u>Classroom Activity:</u> Find a pencil case or a bag, and put one item of stationery inside it. Pupils have to guess, in French, what's inside it without opening the pencil case. The game can be made competitive with multiple pencil cases, getting pupils to work in teams. • <u>Classroom Activity:</u> Make labels for classroom stationery pots, saying what each pot contains in French. Recap numbers from Units Core 1-3 to say "<i>Il y a cinq crayons.</i>" ("There are five pencils.").	
<u>Question and Answer:</u> <i>Qu'est-ce qu'il y a dans ta trousse?</i> What is there in your pencil case? <i>Il y a...</i> There's...				

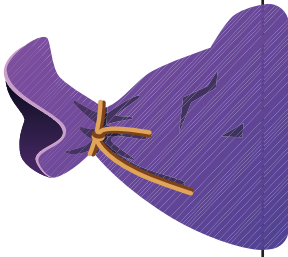
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WEEK 4	Lesson Pack 4: What time is it? Leçon 4: Quelle heure est-il?	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>midi</i> midday <i>minuit</i> midnight <i>du matin</i> in the morning <i>du soir</i> in the evening <i>de l'après-midi</i> in the afternoon <i>de la nuit</i> in the night <i>et demie</i> half past <u>Question and Answer:</u> <i>Quelle heure est-il?</i> What time is it? <i>Il est...</i> It's...	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Split your class into pairs and get one to ask the time and the other to respond, using the question and answers they've learnt. <u>Printable:</u> Worksheet	- In French, you say (literally) "it is one hour" or "it is two hours", etc. As a result, you need to make two hours and above plural — "<i>il est une heure</i>" ("it is one o'clock"), "<i>il est deux heures</i>" ("it is two o'clock"). This Lesson Pack will help pupils revise numbers learned in Unit Core 1 & 2. - Telling the time with "half past" is also easy for beginners. Take the sentence used for "it is ## o'clock", for example, and add "<i>et demie</i>" (literally "and half") to the end: "<i>il est une heure et demie</i>" or "<i>il est deux heures et demie</i>". - It's "<i>demi</i>" when used with "<i>midi</i>" or "<i>minuit</i>" because these are masculine words, and "<i>demi</i>" agrees with them. Normally it's "<i>demie</i>" because "<i>heure</i>" is feminine.	 Printable: Flashcards Classroom Activity: You could teach pupils numbers up to 60 so that they can say more accurate times, e.g. "<i>il est onze heures cinquante</i>." ("It is eleven fifty.") Classroom Activity: Play "<i>Quelle heure est-il, Monsieur Loup?</i>" ("What's the time, Mr Wolf?") in French. This game is good for practising telling the time. When "the wolf" says "It's dinner time!", get pupils to shout "<i>Il est l'heure de vous manger!</i>" ("It's time to eat you!").

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WEEK 5		Lesson Pack 5: Subjects Leçon 5: Les matières	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>les mathématiques (f)</i> maths <i>l'anglais (m)</i> English <i>le français (m)</i> French <i>les sciences (f)</i> science <i>le sport</i> PE <i>le dessin</i> art <i>l'informatique (f)</i> ICT <i>musique</i> music <i>l'espagnol (m)</i> Spanish <u>Question and Answer:</u> <i>Quelle est ta matière préférée?</i> What's your favourite subject? <i>Ma matière préférée, c'est...</i> favourite subject is...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Spell It! • <u>Lesson:</u> Question and Answer • <u>Classroom Activity:</u> Use the Vocab lesson to practise pronouncing "le", "la" and "les" ("the"). Once pupils have repeated these articles, ensure that each pupil is able to pronounce them correctly. • <u>Printable:</u> Worksheet 	• It's "<i>une matière</i>" — it's feminine. • "<i>Les mathématiques</i>" and "<i>les sciences</i>" are plural nouns. This means their article is "<i>les</i>" rather than "<i>le/ l' / la</i>" used with singular nouns. • "<i>C'est</i>" (and not "<i>ce sont</i>") is used with all of the subjects in this conversation, even if they're plural (e.g. "<i>les mathématiques</i>") this is because it agrees with "<i>ma matière</i>" which is singular. • In the conversation, "<i>préférée</i>" (favourite) has two 'e's at the end because it agrees with "<i>matière</i>" (subject), which is feminine.	• <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Help the children to write a survey to find out their favourite subjects. After asking a number of classmates "<i>Quelle est ta matière préférée?</i>" ("What's your favourite subject?"), they can draw a simple graph to show their results. • <u>Phonics Lesson:</u> This lesson might be a good time to look at the 'Complicated Consonants' PowerPoint in the Phonics Lesson Pack, as "<i>le français</i>" ("French") uses one of the tricky phonemes taught there.

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Lesson Pack 6: The magic bag Leçon 6: Le sac magique			
WEEK 6	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>l'école (f)</i> school <i>un sac</i> a bag <i>une calculatrice</i> a calculator <i>une flûte</i> a flute <i>une souris</i> a mouse <i>un éléphant</i> an elephant	Revision Activity: In preparation for the story, get your class to practise telling the time in French using the Question and Answer from Lesson Pack 4. Then, play Spell It! in Lesson Pack 5 to check that pupils are confident with different school subjects in French. Lesson: Vocab Lesson: Story: 'Le sac magique' Printable: Worksheet and Story Quiz Classroom Activity: Use the Vocab lesson to practise pronouncing "un" and "une" ("a"). Once pupils have repeated these articles, ensure that each pupil is able to pronounce them correctly.	Additional Activities Printable: Flashcards Classroom Activity: Pause the story after the second slide and ask pupils what they think might be in Colette's bag — "Qu'est-ce qu'il y a dans le sac?" ("What is there in the bag?"). Encourage responses like items of stationery (see Lesson Pack 3). Classroom Activity: Once pupils have finished the story, ask them to draw a magic bag and write what they would ask their magic bag for. In keeping with the story, ask them to write "Sac Magique, Sac Magique, je voudrais ##, s'il vous plaît!" ("Magic Bag, Magic Bag, I would like ##, please!"), filling in the blank with what they would like.
			
	WHOLE UNIT ACTIVITIES	- Split the class into teams and give each of them a bag of building blocks. Set a timer and ask questions to test them on the vocabulary from the unit — when they get a question right, they get to add one block to their tower. When the timer goes off (you can choose the length of time) the team with the highest tower are the winners. Warn the children that if their tower falls down they'll have to build it from scratch by answering more questions — this might make them build their tower more strategically! - You may be able to find a French-speaking partner school via the internet (there are organisations that can help you with this). You could swap information with your partner school about rooms in your school, subjects studied etc.	