

# Unit Q — In France (Unité Q — En France)

## Overview

This unit is all about France — it introduces pupils to some French foods, the location of some French cities and some popular tourist attractions in Paris. The unit begins with the traditional French song “*Sur le pont d’Avignon*” (“On the Bridge of Avignon”), and ends with a recipe for a popular French snack — the croque-monsieur. Pupils will also learn how to say the points of the compass, how to say some more past tense verbs and how to discuss which countries speak French.

| Useful Prior Knowledge                                                                                                                                                                                                             | New Language Content                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"><li>• The different meanings of the pronoun “on”.</li><li>• Familiarity with the points of the compass in English</li><li>• Numbers</li><li>• Understanding basic cooking instructions</li></ul> | <ul style="list-style-type: none"><li>• Learning where some French cities are located in France</li><li>• Talking about tourist attractions in Paris</li><li>• Learning about French-speaking countries</li><li>• Naming popular French foods</li></ul> |



## Target Learning Outcomes:

Speaking: S3f, S3o(ii), S4e      Reading: R4g, R4o(iii)      Writing: W4o(iii)

Listening: L4h

## Expectations

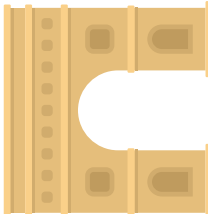
By the end of this unit:

| All children will:                                                                                                                                                                                                                                                                                                                                                                                                                                         | Most children will progress further and will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Some children will progress even further and will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"><li>• Read sentences in the perfect past tense about what they have eaten with some help.</li><li>• Be able to understand the main points from the unit’s recipe with help.</li><li>• Prepare and present a short presentation with some help.</li><li>• Ask questions in the second person singular using the correct intonation when prompted.</li><li>• Recognise that “on” has several meanings in French.</li></ul> | <ul style="list-style-type: none"><li>• Build sentences in the perfect past tense about what they have eaten using a model to help.</li><li>• Follow and understand the main points and some of the detail from the recipe.</li><li>• Prepare and present a short presentation with little or no help.</li><li>• Take part in oral activities with little help.</li><li>• Ask questions unprompted in the second person singular using the correct intonation.</li><li>• Recognise and understand that “on” has several meanings in French.</li></ul> | <ul style="list-style-type: none"><li>• Be able to use the perfect past tense when talking and writing about what they have eaten.</li><li>• Follow and understand the main points and the detail from the recipe.</li><li>• Prepare and present a short presentation on Paris with confidence, adding extra details.</li><li>• Take part in oral tasks with confidence, expanding on the model sentences.</li><li>• Ask questions in the second person singular confidently using the correct intonation.</li><li>• Recognise and understand that “on” has several meanings in French.</li></ul> |

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## Weekly Plan

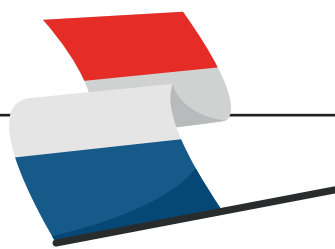
- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes.
- They include teaching activities and games from the Lesson 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: On the bridge of Avignon<br>Leçon 1: Sur le pont d'Avignon |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| WEEK 1                                                                    | Language Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                           | <p><u>Vocabulary:</u></p> <p><i>le pont</i>                      the bridge</p> <p><i>les messieurs (m)</i>        the gentlemen</p> <p><i>les dames (f)</i>             the ladies</p> <p><i>les jardiniers (m)</i>        the gardeners</p> <p><i>les enfants (m)</i>           the children</p> <p><i>les animaux (m)</i>         the animals</p> <p><i>les oiseaux (m)</i>          the birds</p> <p><i>danser</i>                      to dance</p> <p><i>chanter</i>                     to sing</p> <p><u>Question and Answer:</u></p> <p><i>Qui danse?</i>                Who is dancing?</p> <p><i>Les ... dansent.</i>          The ... are dancing.</p> <p><i>Qui chante?</i>                Who is singing?</p> <p><i>Les ... chantent.</i>         The ... are singing.</p> | <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Find It!</b></li> <li><u>Lesson:</u><br/><b>Question and Answer</b></li> <li><u>Lesson:</u><br/><b>Song: 'Sur le pont d'Avignon'</b></li> <li><u>Classroom Activity:</u><br/>Ask the class to draw a picture to match a verse from the song. They should also copy out the relevant lyrics underneath.</li> <li><u>Printable:</u> <b>Worksheet</b></li> </ul>  | <p>This catchy, well-known French song is a great introduction to the unit — pupils are introduced to the town of Avignon and will enjoy singing and dancing along to the song.</p> <ul style="list-style-type: none"> <li>"On" is used to mean "we" here, but it can also be used to mean "you" or "one" or "they" (like in Lesson Pack 4).</li> <li>"Les messieurs" means "the gentlemen", but if you want to talk about one gentleman it's "<i>un monsieur</i>" watch out for the irregular spelling.</li> <li>To say "one lady" just say "<i>une dame</i>" — remember that it's a feminine noun, so any adjectives you use with it must be in the feminine form.</li> </ul> <ul style="list-style-type: none"> <li><u>Printable:</u> <b>Flashcards</b></li> <li><u>Classroom Activity:</u><br/>Ask your pupils to stand in a large circle. Go around the circle, putting the pupils into three groups: gentlemen, ladies and gardeners. Each group should have a different action which they can do in the middle of the circle when it's their turn — "<i>Les X font comme ça.</i>" ("The X go like this."). Make up some actions for the rest of the lyrics (maybe making an arch with your arms for "<i>Sur le pont d'Avignon</i>" — "On the bridge of Avignon") and sing the song together. You could change the order of the verses, or introduce new characters such as "<i>les enfants</i>" ("the children") or "<i>les animaux</i>" ("the animals").</li> <li><u>Classroom Activity:</u><br/>Ask the pupils to research Avignon using the internet. They could also make a poster or a leaflet about the town.</li> </ul> |

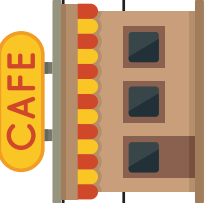
# Unit Q — In France (Unité Q — En France)

| WEEK 1           | Lesson Pack 1: On the bridge of Avignon<br>Leçon 1: Sur le pont d'Avignon             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
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| Language Content | Key Activities                                                                        | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Additional Activities |
|                  |  | <ul style="list-style-type: none"> <li>There are two different words for “gardener” in French. If he’s a male gardener you say “<i>le jardinier</i>”, but if she’s a female gardener you say “<i>la jardinière</i>”. Lots of jobs have a male and a female version — take a look at Unit U — Jobs for more examples.</li> <li>“<i>Un enfant</i>” (“a child”) is a masculine noun that refers to both male and female children.</li> <li>Don’t worry about the “L” at the start of “<i>L’on y danse</i>...” — it doesn’t really mean anything, it just makes the song flow better and easier to sing.</li> <li>“y” means “there”. In the song, “there” refers to “<i>le pont d’Avignon</i>” — you use “y” so you don’t have to repeat the name of the place. You could translate “<i>L’on y danse</i>” as “We are dancing there”, but you don’t need to include “there” in English.</li> <li>“<i>Tous</i>” means “all” — it’s the masculine plural version of “<i>tout</i>”.</li> <li>“<i>Beaux</i>” means “beautiful” or “handsome” — it’s the masculine plural version. The feminine plural version is “<i>belles</i>”. This is one of a few adjectives that can come before the noun.</li> <li>“<i>Font</i>” is the third person plural of “<i>faire</i>” (“to do”).</li> </ul> |                       |

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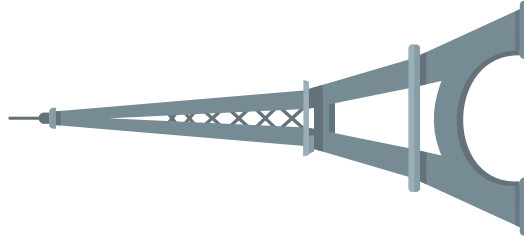
| WEEK 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 | Lesson Pack 2: Where in France?<br>Leçon 2: Où en France?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Additional Activities |  |
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| Language Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Key Activities                                                                                                                                                                                                                                                                                  | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |  |
| <p><u>Vocabulary:</u></p> <p><i>Paris</i> Paris</p> <p><i>Lyon</i> Lyon</p> <p><i>Bordeaux</i> Bordeaux</p> <p><i>Avignon</i> Avignon</p> <p><i>le nord de la France</i> the north of France</p> <p><i>le sud de la France</i> the south of France</p> <p><i>l'ouest de la France</i> the west of France</p> <p><i>l'est de la France</i> the east of France</p> <p><u>Question and Answer 1:</u></p> <p><i>C'est où?</i> Where is it?</p> <p><i>C'est...</i> It's...</p> <p><u>Question and Answer 2:</u></p> <p><i>Où est ... en France?</i> Where in France is ...?</p> <p><i>... est dans ... de la France.</i> ... is in the ... of France.</p> | <ul style="list-style-type: none"><li>• <u>Lesson:</u><br/><b>Vocab</b></li><li>• <u>Lesson:</u><br/><b>Find It!</b></li><li>• <u>Lesson:</u><br/><b>Question and Answer 1</b></li><li>• <u>Lesson:</u><br/><b>Question and Answer 2</b></li><li>• <u>Printable:</u> <b>Worksheet</b></li></ul> | <p>This Lesson Pack teaches pupils the general location of four French towns, and how to say these locations in French.</p> <ul style="list-style-type: none"><li>• “<i>De la</i>” means “of” — you need to use this version because “<i>la France</i>” is a feminine noun.</li><li>• “<i>Où</i>” means “where” — it’s useful for asking questions.</li><li>• “<i>C’est</i>” means “it is”. 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.</li><li>• “<i>En France</i>” means “in France”. You use “<i>en</i>” rather than “<i>dans</i>” because “<i>dans</i>” means “inside”.</li></ul> | <ul style="list-style-type: none"><li>• <u>Printable: Flashcards</u></li><li>• <u>Classroom Activity:</u><br/>This game helps pupils to practise the four points of the compass (“<i>la boussole</i>”). Divide the playground into four areas: “<i>le nord</i>”, “<i>le sud</i>”, “<i>l’est</i>” and “<i>l’ouest</i>”. Then say “<i>Je vais à X.</i>” (“I’m going to the X.”) and the pupils must all go to that part of the playground. (Remember that “<i>à</i>” will combine with the definite article to become either “<i>au</i>” or “<i>à l’</i>” here). You could add in some extra vocabulary here, for example from Unit L — Hobbies — “<i>Si tu aimes les films comiques, va au nord.</i>” (“If you like comedy films, go to the north.”) or allocate each pupil a type of food or animal and say “<i>Les tigres, allez au sud.</i>” (“Tigers, go to the south.”).</li><li>• <u>Classroom Activity:</u><br/>Print off some blank maps of France and give one to each pupil. Ask them to mark on the places that they have learnt in the lesson. Then, ask them to look in an atlas to find 10 more towns or cities, 5 rivers and 2 mountain ranges to add to their map. Then you can use the question structure from <b>Question and Answer 2</b> to ask them where landmarks are located on their maps.</li></ul> |                       |  |

# Unit Q — In France (Unité Q — En France)

| Lesson Pack 3: In Paris<br>Leçon 3: À Paris |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| WEEK 3                                      | Language Content                                                                                                                                                                                                                                                                                                                                                                               | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                             | <b>Vocabulary:</b><br><i>la tour Eiffel</i> the Eiffel Tower<br><i>un jardin</i> a garden<br><i>la Seine</i> the Seine (River)<br><i>une galerie d'art</i> an art gallery<br><i>un parc d'attractions</i> a theme park<br><i>le musée du Louvre</i> the Louvre museum<br><i>l'Arc de Triomphe</i> the Arc de Triomphe<br><i>des cafés (m)</i> some cafés<br><i>des magasins (m)</i> some shops | <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>True or False?</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 2</b></li> <li><u>Classroom Activity:</u><br/>Split the class into small groups and ask them to prepare a short presentation about Paris, imagining that they are trying to persuade people to visit the city. Encourage pupils to use the full sentences from both the <b>Question and Answer</b> lessons. Then they can take it in turns to present their work to the class.</li> <li><u>Printable: Worksheet</u><br/>Hand out copies of the worksheet for this Lesson Pack and ask pupils to complete the activities. Question 1 asks pupils to circle any of the sentences that include the French for "you can", and Question 2 also requires them to translate a French sentence containing "on". Use the 'On' slides in the 'Pronouns' PowerPoint from the <b>Grammar Lesson Pack</b> to remind pupils of how "on" is used in French.</li> </ul> | <div>  </div> <ul style="list-style-type: none"> <li><u>Printable: Worksheet</u></li> <li><u>Classroom Activity:</u><br/>Ask the pupils to make French labels for the class store of craft materials.</li> <li><u>Classroom Activity:</u><br/>Get pupils to take it in turns to draw something from the vocabulary list on the board. They ask the rest of the class "<i>Qu'est-ce que c'est?</i>" ("What is it?") after drawing a few lines. The other pupils must guess what is being drawn using full French sentences, e.g. "<i>C'est la laine.</i>" ("It's wool."). For more advanced pupils, encourage them to use a question — "<i>Est-ce que c'est X?</i>" ("Is it X?").</li> <li><u>Printable: Flashcards</u><br/>Shuffle the flashcards and hold them up to the class one by one. Start by asking them "<i>Est-ce que c'est X? Oui or non?</i>" ("Is this X? Yes or no?") — the pupils reply "oui" or "non". Then make it slightly harder by asking "<i>Est-ce que c'est X ou Y?</i>" ("Is this X or Y?"). Once the pupils are more confident, try asking "<i>Qu'est-ce que c'est?</i>" ("What is this?") — the pupils will now have to remember the correct vocabulary from memory.</li> </ul> |
|                                             | <b>Question and Answer 1:</b><br><i>Qu'est-ce qu'il y a à Paris?</i><br>What is there in Paris?<br><i>Il y a...</i> There is... / There are...<br><b>Question and Answer 2:</b><br><i>Qu'est-ce qu'on peut visiter à Paris?</i><br>What can you visit in Paris?<br><i>On peut visiter...</i> You can visit...                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

# Unit Q — In France (Unité Q — En France)

| Lesson Pack 3: In Paris<br>Leçon 3: À Paris |                  |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| WEEK 3                                      | Language Content | Key Activities | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                             |                  |                | <p>• “<i>Qu’est-ce qu’on peut visiter à Paris?</i>” (“What can you visit in Paris?”) — when two verbs are used together in the present tense, only the first one needs to be conjugated to agree with the subject of the sentence — here it’s “<i>on peut</i>”. The second verb (“<i>visiter</i>”) stays in its infinitive form — just like it does in English — “What <b>can</b> you <b>visit</b>...”</p> <p>• “<i>Des cafés</i>” (“some cafés”) and “<i>des magasins</i>” (“some shops”) are not included in <b>Question and Answer 2</b> because the verb “<i>visiter</i>” (“to visit”) doesn’t work with these items of vocabulary.</p>                                                                                                                                                                |
|                                             |                  |                | <p>Additional Activities</p> <ul style="list-style-type: none"> <li><u>Classroom Activity:</u><br/>Ask the pupils to research the Eiffel Tower and to write a fact file with what they find out. Include facts and figures such as the height of the tower, and the number of people who climb to the top each year. See how many words from their fact file they can translate into French.</li> <li><u>Classroom Activity:</u><br/>This works in a similar way to the “I went to the market...” game. Start off the game by saying “<i>À Paris on peut voir la Tour Eiffel.</i>” (“In Paris you can see the Eiffel Tower.”). Pupils take it in turns to repeat your sentence and add another noun. Encourage them to include any other French nouns that they know — even if it sounds silly.</li> </ul> |



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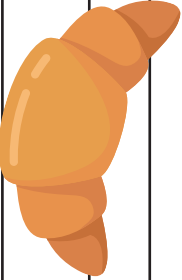
| Lesson Pack 4: They speak French<br>Leçon 4: On parle français |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| WEEK 4                                                         | Language Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                | <p><u>Vocabulary:</u></p> <p><i>la France</i> France</p> <p><i>la Belgique</i> Belgium</p> <p><i>le Canada</i> Canada</p> <p><i>la Suisse</i> Switzerland</p> <p><i>le Luxembourg</i> Luxembourg</p> <p><i>le Sénégal</i> Senegal</p> <p><i>l'Algérie (f)</i> Algeria</p> <p><i>la Côte d'Ivoire</i> Ivory Coast</p> <p><u>Question and Answer 1:</u></p> <p><i>C'est quel pays?</i></p> <p>What country is it?</p> <p><i>C'est...</i> It's...</p> <p><u>Question and Answer 2:</u></p> <p><i>On parle français en / au...?</i></p> <p>Do they speak French in...?</p> <p><i>Oui, on parle français en / au...</i></p> <p>Yes, they speak French in...</p> <p><i>Non, on ne parle pas français en / au...</i></p> <p>No, they don't speak French in...</p> | <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Spell It!</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li><u>Lesson:</u><br/><b>Question or statement?</b></li> </ul> <p>Rather than calling out questions and statements yourself, divide the class into pairs and get them to practise with each other. One pupil should say a question or a statement, using vocabulary from the lesson, whilst the other says whether it's a question or statement. If they heard a question, they should give an appropriate answer. Pupils should use intonation to mark the difference between questions and statements.</p> <ul style="list-style-type: none"> <li><u>Printable:</u> <b>Worksheet</b></li> </ul> | <p>The countries in the vocabulary are some of the main countries where French is spoken.</p> <ul style="list-style-type: none"> <li>"<i>Quel</i>" means "what/which" — this is the masculine singular version because it's "<i>un pays</i>".</li> <li>You mustn't leave out the definite article ("<i>le</i>" / "<i>la</i>" / "<i>les</i>") in French — "<i>C'est la Suisse.</i>" ("It's Switzerland.")</li> <li>"<i>On parle français en Écosse?</i>" ("Do they speak French in Scotland?") — you make this sound like a question by making your voice go up at the end. Otherwise it just means "<i>On parle français en Écosse.</i>" ("They speak French in Scotland.").</li> <li>The cedilla (,) on the "c" in "<i>français</i>" ("French") affects the way it's pronounced — it creates a soft "c" sound. Encourage pupils to remember to include the cedilla when writing "<i>français</i>" — otherwise, it's not correct.</li> </ul> |
|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><u>Additional Activities</u></p> <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Question and Answer 2</b></li> <li><u>Printable:</u> <b>Flashcards</b></li> <li><u>Classroom Activity:</u><br/>Point out the different French-speaking countries on a map of the world so pupils can see where they are — they could also mark these countries on a map of their own. Then ask them to look on the internet for other countries that speak French and to mark them on their maps.</li> <li><u>Classroom Activity:</u><br/>Ask the pupils to think about all of the different languages that are spoken in the UK. You can make a list on the board as a class. Then, use a bilingual dictionary to find the French translation for some of the languages.</li> </ul>                                                                                                                                                        |



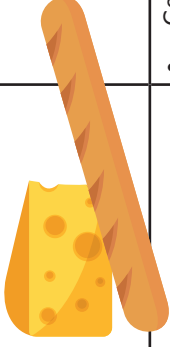
# Unit Q — In France (Unité Q — En France)

| Lesson Pack 4: They speak French<br>Leçon 4: On parle français |                  |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 4                                                         | Language Content | Key Activities                                                                       | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                |                  |  | <ul style="list-style-type: none"> <li>When you want to say “in” or “to” a country in French, there are a number of words that you could use. You use “en” if the country is feminine and singular — “en Chine” (“in/to China”), or if it’s masculine singular and begins with a vowel — “en Iran” (“in/to Iran”). Use “au” for masculine singular countries that begin with a consonant — “au pays de Galles” (“in/to Wales”). If the country is plural, use “aux” — “aux États-Unis” (“in/to the USA”).</li> <li>You can make any sentence negative by sandwiching “ne” and “pas” around the verb.</li> </ul> |
|                                                                |                  |                                                                                      | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# Unit Q — In France (Unité Q — En France)

| Lesson Pack 5: French food<br>Leçon 5: La nourriture française |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 5                                                         | Language Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                | <p><u>Vocabulary:</u></p> <p><i>la quiche</i> quiche</p> <p><i>la baguette</i> baguette</p> <p><i>les crêpes (f)</i> pancakes</p> <p><i>le camembert</i> camembert</p> <p><i>les croissants (m)</i> croissants</p> <p><i>les escargots (m)</i> snails</p> <p><i>les croque-monsieur (m)</i> ham and cheese toasties</p> <p><i>les cuisses de grenouille (f)</i> frog's legs</p> <p><u>Question and Answer 1:</u></p> <p><i>Qu'est-ce qu'on mange en France?</i><br/>What do they eat in France?</p> <p><i>En France, on mange...</i><br/>In France, they eat...</p> <p><u>Question and Answer 2:</u></p> <p><i>Tu as déjà mangé...?</i><br/>Have you eaten ... before?</p> <p><i>Oui, j'ai mangé...</i><br/>Yes, I've eaten...</p> <p><i>Non, je n'ai pas mangé...</i><br/>No, I haven't eaten...</p> | <ul style="list-style-type: none"> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Find It!</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 1</b></li> <li><u>Lesson:</u><br/><b>Question and Answer 2</b></li> <li><u>Classroom Activity:</u><br/>Ask the pupils to work in pairs to prepare and present a short conversation about French food using the <b>Question and Answer</b> lessons.<br/>Ensure both pupils in the pair take turns to ask and respond to the questions.</li> <li><u>Printable:</u> <b>Worksheet</b></li> </ul> | <p></p> <ul style="list-style-type: none"> <li><u>Classroom Activity:</u><br/>Ask the pupils to find pictures of each of the French foods that you've been talking about (and see if they can find any others) to make a wall display. They can label the pictures in both French and English.</li> <li><u>Printable: Flashcards</u><br/>Print out the flashcards and stick them to different areas. Then, call out "On mange..." ("We eat...") and the name of a food. The pupils will have to listen to what you say and run to the area which has the matching food. You could also ask the pupils to take it in turns to call out the sentence.</li> </ul> |
| Additional Activities                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# Unit Q — In France (Unité Q — En France)

| Lesson Pack 6: Croque-monsieur<br>Leçon 6: Le croque-monsieur                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| WEEK 6                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Additional Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Language Content</p> <p><u>Vocabulary:</u></p> <p><i>la farine</i> the flour</p> <p><i>le four</i> the oven</p> <p><i>chaud</i> hot</p> <p><i>fouetter</i> to whisk</p> <p><i>ajouter</i> to add</p> <p><i>faire fondre</i> to melt</p> <p><i>tartiner</i> to spread</p> <p><i>le fromage râpé</i> the grated cheese</p> <p><i>une tranche de pain</i> a slice of bread</p>  | <ul style="list-style-type: none"> <li><u>Revision Activity:</u><br/>Before starting the lesson, get pupils to discuss what they think a croque-monsieur is. Encourage them to try to remember what “monsieur” means (see Core Unit 1) and ask them what they think “croque” means.</li> <li><u>Lesson:</u><br/><b>Vocab</b></li> <li><u>Lesson:</u><br/><b>Story: ‘Le croque-monsieur’</b></li> <li><u>Printable:</u><br/><b>Worksheet and Story Quiz</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Some of the words used in this recipe haven’t been mentioned in the unit, so here are some extra items of vocabulary that might come in useful:<br/><i>le jambon</i> the ham<br/><i>l’œuf (m)</i> the egg<br/><i>une recette</i> a recipe<br/><i>le beurre</i> the butter<br/><i>le lait</i> the milk<br/><i>mettre</i> to put<br/><i>le restant</i> the remaining</li> <li>When you’re talking about a quantity of something — “50 g de <i>beurre</i>” (“50 g of butter”) or “<i>un peu de sauce</i>” (“a bit of sauce”) — “<i>de</i>” (“of”) doesn’t change.</li> <li>“<i>Petit à petit</i>” means “little by little” — it’s a useful phrase to know if you want to talk about cooking.</li> <li>“<i>Pendant</i>” means “for” or “during” — its meaning is not the same as “<i>pour</i>” (“for <b>something</b>”).</li> <li>The verbs in the recipe are written in their infinitive form e.g. “<i>Ajouter la farine</i>” (“Add the flour”).</li> </ul> | <ul style="list-style-type: none"> <li><u>Printable: Flashcards</u></li> <li><u>Classroom Activity:</u><br/>Try making the croque-monsieur with your class using the recipe.</li> <li><u>Classroom Activity:</u><br/>After you’ve made the croque-monsieur, ask the pupils to think of different ways to adapt the recipe to make it better. They can draw and label a diagram of this snack in French, using a dictionary to find any words that they don’t know.</li> <li><u>Classroom Activity:</u><br/>Divide the class into small groups, and give each group a weighing scale and a selection of items. Draw a table to record the weights of each item. Then, ask the pupils to translate the weights into French using the French numbers that they learnt in Core Units 1-3. You’ll need to teach the pupils some larger numbers if any of the items weigh more than 31 grams. If you want to include the units, use “grammes”, e.g. “<i>dix grammes</i>” (“ten grams”).</li> </ul> |
| <b>WHOLE UNIT ACTIVITIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Get your class to think about cultural differences in different countries, e.g. in France people greet friends with a kiss on each cheek. They could use the internet to research different greetings from around the world.</li> <li>Have “<i>un goûter</i>” (an afternoon snack most commonly associated with pupils) or “<i>un petit déjeuner</i>” (“breakfast”). You could bring in some French foods like pains au chocolat, croissants or crêpes. You could also make the croque-monsieur from Lesson Pack 6. Encourage pupils to ask for things in French — “<i>je voudrais une boisson, s’il vous plaît.</i>” (“I would like a drink, please.”).</li> <li>Get your pupils to work together in small groups to make a wall display all about France, using vocabulary from the whole unit.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |