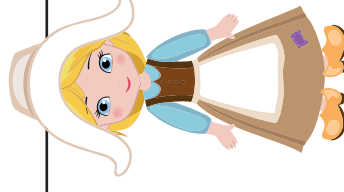


Unit 2 — Family (Unité 2 — La famille)

Overview

This unit is about family and builds on the family vocabulary from Unit Core 1, Lesson Pack 5. As well as introducing vocabulary for some extended family members, the unit covers how to talk about household tasks and family-based weekend activities. The lessons in this unit include sentences in the present and past tenses. The final Lesson Pack is a version of the traditional fairy tale “Cinderella”, which includes vocabulary from previous Lesson Packs in this unit.

Useful Prior Knowledge	New Language Content
- Numbers - Knowledge of the traditional fairy tale “Cinderella”	- Naming extended family members - Saying how many siblings they have - Talking about the household tasks they do and have done - Forming sentences using “on” - Vocabulary associated with birthday parties



Target Learning Outcomes:

Speaking: S4d, S4o(i), S4o(iii)

Reading: R4o(i)

Writing: W4o(iii)

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:
- Talk about what they have done using the perfect past tense when provided with a model sentence. - Identify third person plural forms of common verbs, with help. - Recognise the two different second person subject pronouns — “tu” and “vous”. - Use single words from the unit to substitute into model sentences, creating new sentences.	- Talk and write about what they have done using the perfect past tense with little help. - Identify third person plural forms of common verbs in the present tense, with little help. - Understand the difference between the two different second person subject pronouns — “tu” and “vous” — and use them appropriately. - Use words and sentence structures from the unit to create new sentences with little help.	- Talk and write about what they have done using the perfect past tense with confidence. - Identify third person plural forms of common verbs with confidence. - Understand the difference between the two different second person subject pronouns “tu” and “vous” and apply them appropriately in writing and speech. - Confidently use words and sentence structures from the unit to create new sentences.

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Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes.
- They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.

WEEK 1			
Lesson Pack 1: My family Leçon 1: Ma famille			
Language Content	Key Activities	Lesson Notes	Additional Activities
Vocabulary: <i>ma mère</i> my mother <i>mon père</i> my father <i>ma sœur</i> my sister <i>mon frère</i> my brother <i>ma grand-mère</i> my grandmother <i>mon grand-père</i> my grandfather <i>mes parents</i> my parents <i>mes grands-parents</i> my grandparents <i>ma famille</i> my family Question and Answer: <i>C'est qui?</i> Who is it? <i>C'est... / Ce sont...</i> It's... / They're	Lesson: Vocab Lesson: Spell It! Lesson: Question and Answer Lesson: Song: 'Ma famille sait voler' Printable: Worksheet	- If you're asking pupils to write the names for French family members, remind them to include the accent on the letter "è" when needed — the words aren't spelt correctly without it. "Ma sœur" — you should use an "œ" to spell "sœur". Practise writing out French characters such as "œ" and "ç" with your class, so they get used to writing them. - This lesson also uses the possessive pronouns "mon", "ma" and "mes" to mean "my". Use "mon" for masculine words, "ma" for feminine words and "mes" for plural words. "C'est" ("it's") is used for singular nouns, but "ce sont" ("they're") is used for plurals. "Ma mère sait voler" ("My mother can fly") — "sait" comes from the verb "savoir" ("to know"), so this could be translated literally as "my mother knows how to fly".	Printable: Flashcards Classroom Activity: Teach the pupils the French rhyme "<i>La famille des doigts</i>" ("The Finger Family") — you can find the lyrics online. There are also some simple actions that go with this rhyme which you can teach the pupils. Classroom Activity: Get the pupils to work in groups to make up their own song about family members using the vocabulary from this lesson — they can use the tune of their favourite pop song.



Unit 2 — Family (Unité 2 — La famille)

WEEK 2		Lesson Pack 2: Describe your family Leçon 2: Décrivez ta famille	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>ma belle-mère</i> my stepmother <i>mon beau-père</i> my stepfather <i>ma cousine</i> my cousin (female) <i>mon cousin</i> my cousin (male) <i>ma tante</i> my aunt <i>mon oncle</i> my uncle <i>fille unique</i> only child (girl) <i>fils unique</i> only child (boy) <i>ma demi-sœur</i> my stepsister / my half sister <i>mon demi-frère</i> my stepbrother / my half brother	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer 1 • <u>Grammar Lesson:</u> Recap the 'Conjugating Verbs' slide in the 'Verbs — Part 1' PowerPoint from the Grammar Lesson Pack to help pupils distinguish between the "tu" and "vous" forms of verbs. • <u>Classroom Activity:</u> Ask pupils to imagine they're asking someone they don't know about their family. Ask them how they would change questions such as "Tu as un cousin?" ("Do you have a cousin?") to be more polite. Pupils should use the "vous" form: "Vous avez un cousin?" ("Do you have a cousin?") to show that they understand the difference between "tu" and "vous". • <u>Printable:</u> Worksheet	This Lesson Pack introduces the names of more family members. Question and Answer 2 also includes numbers 1-5 (covered in Unit Core 1, Lesson Pack 4) — you might want to have a quick recap of these before you teach Question and Answer 2. • In French, the words for "half brother" and "stepbrother" are the same — "demi-frère". "Half sister" and "stepsister" are both translated as "demi-sœur". • There are two words for "cousin" in French ("le cousin" or "la cousine") — the word changes depending on the gender of the person you're talking about. • The word for "daughter" in French is "fille" — which is why "only child (girl)" is "fille unique". "Une fille" can also mean "a girl". The word for "son" is "fils". • The questions in both Question and Answer lessons have been formed using the intonation method.	• <u>Lesson:</u> Question and Answer 2 • <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Give each of the pupils a blank piece of paper and describe your family in French — make it as interesting as possible. The pupils draw and label the family that you describe. • <u>Classroom Activity:</u> Ask the pupils to think of a famous family and then write some simple sentences in French about them. They can write the sentences from one family member's point of view to make it easier.



Unit 2 — Family (Unité 2 — La famille)

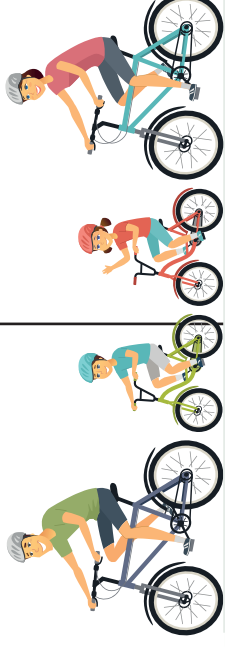
Lesson Pack 2: Describe your family Leçon 2: Décris ta famille			
WEEK 2	Language Content	Key Activities	Lesson Notes
	<u>Question and Answer 1:</u> <i>Tu as...?</i> Do you have...? <i>Oui, j'ai...</i> Yes, I have... <i>Non, je n'ai pas de...</i> No, I don't have... <u>Question and Answer 2:</u> <i>Tu as des frères ou des sœurs?</i> Do you have any brothers or sisters? <i>Oui, j'ai...</i> Yes, I have... <i>Non, je suis fils unique.</i> No, I'm an only child. (boy) <i>Non, je suis fille unique.</i> No, I'm an only child. (girl)		- Remind pupils that negative sentences are formed by sandwiching "ne" and "pas" around the verb — in this case it's "avoir" ("to have"). Don't forget that when you use "ne" in front of a word starting with a vowel or a mute "h", you remove the "e" and add an apostrophe — "Je n'ai pas de cousin." ("I don't have a cousin."). - If you want to say "I have one sister", it's "j'ai une sœur" — the word for "one" must agree with the verb it's referring to. - When you say you're an only child in French, you don't need to use the indefinite article, e.g. "je suis <i>fils unique</i>". - If pupils want to say that they have brothers and sisters, encourage them to make more complex responses, using "et" ("and"). For example, "j'ai un frère et deux sœurs." ("I have one brother and two sisters.")
			

Unit 2 — Family (Unité 2 — La famille)

WEEK 3	Lesson Pack 3: Household tasks Leçon 3: Les tâches ménagères		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>Je range ma chambre.</i> I tidy my bedroom. <i>Je fais mon lit.</i> I make my bed. <i>Je passe l'aspirateur.</i> I vacuum. <i>Je mets la table.</i> I set the table. <i>Je fais la vaisselle.</i> I wash up. <i>Je lave la voiture.</i> I wash the car. <i>Je remplis le lave-vaisselle.</i> I load the dishwasher. <i>Je balaie.</i> I sweep the floor. <u>Question and Answer 1:</u> <i>Qu'est-ce que tu fais chez toi?</i> What do you do at your house? Various responses... <u>Question and Answer 2:</u> <i>Tu as ... hier?</i> Did you ... yesterday? <i>Oui, j'ai ... hier.</i> Yes, I ... yesterday. <i>Non, je n'ai pas ... hier.</i> No, I didn't ... yesterday	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 <u>Classroom Activity:</u> Ask pupils to write a few sentences about the household tasks that they've done this week. They can use the responses from Question and Answer 2, replacing the word "hier" ("yesterday") with days of the week (Unit Core 2, Lesson Pack 1). <u>Printable:</u> Worksheet 	"<i>Je mets la table.</i>" ("I set the table.") — "<i>mets</i>" comes from the verb "<i>mettre</i>" ("to put"), so it literally means "I put the table." "<i>Qu'est-ce que...?</i>" ("What...?") has been used to ask the question in Question and Answer 1. "<i>Chez toi</i>" means "at your house" or "at your home". If you want to talk about somebody else's home, replace "<i>toi</i>" with their name, e.g. "<i>chez Sarah</i>" ("Sarah's house"). You can also use "<i>chez moi</i>" to say "at my home" or "at my house". Question and Answer 2 is in the perfect past tense. "<i>Tu as ... hier?</i>" ("Did you ... yesterday?") — this question is formed by making your voice rise at the end of the sentence. - To make a negative sentence, sandwich "<i>ne</i>" and "<i>pas</i>" around the verb — "<i>Je n'ai pas lavé la voiture.</i>" ("I didn't wash the car."). Don't forget that when you use "<i>ne</i>" in front of a word starting with a vowel or a mute "h", you remove the "e" and add an apostrophe.	<u>Printable: Flashcards</u> Hand out pictures (or flashcards) of people doing different household tasks. Call out sentences from the Lesson Pack and get the pupils to hold up the relevant images. <u>Classroom Activity:</u> Split the class into pairs. A pupil from each pair says a couple of French sentences about chores to their partner. The other pupil draws a quick picture to match their partner's sentences.

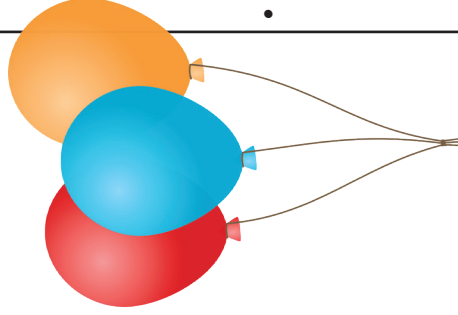
Unit 2 — Family (Unité 2 — La famille)

Lesson Pack 4: A family weekend Leçon 4: Un weekend en famille			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>aller à la plage</i> to go to the beach <i>manger un bon repas</i> to eat a good meal <i>rendre visite à ma grand-mère</i> to visit my grandmother <i>faire une promenade à vélo</i> to go on a bike ride <i>aller à la campagne</i> to go to the countryside <i>faire un pique-nique</i> to have a picnic <i>faire une soirée film</i> to have a film night <i>faire du shopping</i> to go shopping <u>Question and Answer 1:</u> <i>Qu'est-ce que tu fais avec ta famille pendant le weekend?</i> What do you do with your family at the weekend? Various responses... <u>Question and Answer 2:</u> <i>Qu'est-ce que tu as fait avec ta famille le weekend dernier?</i> What did you do with your family last weekend? Various responses...	<u>Lesson:</u> Vocab <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 Get pupils to practise this conversation in pairs. This will help them to feel more comfortable about speaking using the past tense. <u>Lesson:</u> True or False? <u>Printable:</u> Worksheet	- The verbs used in the phrases in the Vocab lesson are all in their infinitive forms. They are conjugated into the first person plural present tense form (using "on") in Question and Answer 1. - Some of these phrases aren't direct translations of the English. For example, "<i>faire un pique-nique</i>" ("to have a picnic") — "<i>faire</i>" means "to do" or "to make", so the phrase can be literally translated as "to do a picnic". "<i>pendant</i>" means "for" or "during" — its meaning is not the same as "<i>pour</i>" ("for something"). Question and Answer 2 is about what happened "last weekend", so it's written in the perfect past tense.
			<u>Additional Activities</u> <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask pupils to draw a picture of what they'd like to do on a family weekend. Then get them to label it in French. <u>Classroom Activity:</u> Get the pupils to take it in turns to draw an item from the vocabulary list on the board. They must ask the rest of the class "<i>Qu'est-ce que c'est?</i>" ("What is it?") after each few lines. The other pupils must guess what is being drawn using full sentences, e.g. "<i>C'est 'aller à la campagne'.</i>" ("It's 'to go to the countryside'"). For more advanced pupils, encourage them to use a question when guessing — they can use intonation — "<i>C'est 'aller à la campagne'?</i>", or use "<i>Est-ce que c'est 'aller à la campagne'?</i>" ("Is it 'to go to the countryside'?").



Unit 2 — Family (Unité 2 — La famille)

Lesson Pack 5: My birthday party Leçon 5: Ma fête d'anniversaire			
WEEK 5	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>un ballon</i> a balloon <i>un cadeau</i> a present <i>ma famille</i> my family <i>une fête d'anniversaire</i> a birthday party <i>un gâteau d'anniversaire</i> a birthday cake <i>une carte d'anniversaire</i> a birthday card <i>un chapeau d'anniversaire</i> a party hat <u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est...</i> It's... <u>Question and Answer 2:</u> <i>Qui est à la fête d'anniversaire?</i> Who is at the birthday party? <i>... est à la fête d'anniversaire.</i> ... is at the birthday party.	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer 1 • <u>Lesson:</u> Question and Answer 2 • <u>Printable:</u> Worksheet	Additional Activities • <u>Printable: Flashcards</u> Use the flashcards to practise the vocabulary from this lesson. Shuffle the cards 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 only need to reply with “<i>oui</i>” or “<i>non</i>”. Then you can make it slightly harder by asking “<i>Est-ce que c’est X ou Y?</i>” (“Is this X or Y?”) — this time the pupils will have to choose between two items of vocabulary and reply with the correct answer. 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 item of vocabulary from memory. • <u>Classroom Activity:</u> Get the pupils to draw a picture of a birthday party and label it in French.



Unit 2 — Family (Unité 2 — La famille)

Lesson Pack 6: Cinderella Leçon 6: Cendrillon			
WEEK 6	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>le carrosse</i> the carriage <i>la pantoufle</i> the slipper <i>le monde</i> the world <i>la citrouille</i> the pumpkin <i>triste</i> sad <i>laid</i> ugly <i>méchant</i> wicked <i>la bonne fée</i> the fairy godmother <i>tomber amoureux</i> to fall in love	<u>Revision Activity:</u> Use the 'Conjugating Verbs' slide (in the 'Verbs — Part 1' PowerPoint from the Grammar Lesson Pack) to recap the third person singular and plural forms of verbs in the present tense. This will prepare pupils for reading the story and help them complete the task below that requires pupils to circle verbs in the third person plural. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: 'Cendrillon' <u>Printable:</u> Worksheet and Story Quiz <u>Printable:</u> Distribute copies of the Story Text in French to the class. Ask them to circle any verbs in the third person plural.	- In French, Cinderella's fairy godmother is called "<i>la bonne fée</i>" ("the good fairy"). "...qui s'appelle Cendrillon" ("who is called Cinderella") — the verb "<i>s'appeler</i>" is reflexive. "<i>Tout</i>" ("all") changes depending on the gender and number of the noun that it refers to. "<i>peuvent</i>" comes from the irregular verb "<i>pouvoir</i>" ("to be able to"). "<i>Tu iras au bal, Cendrillon!</i>" ("You will go to the ball, Cinderella!") — "<i>iras</i>" comes from the verb "<i>aller</i>" ("to go") — it is in the simple future tense. "<i>Tout de suite</i>" means "straight away". "<i>La pantoufle ne va à personne</i>" ("the slipper doesn't fit anyone") — "<i>ne</i>" and "<i>personne</i>" can be sandwiched around a verb in the same way as "<i>ne</i>" and "<i>pas</i>" to mean "nobody" or "not anyone". "<i>Va</i>" comes from "<i>aller</i>" ("to go"), but in this context it has been translated as "fit" because the sentence literally means that "the slipper doesn't go well with anyone".
			<u>Additional Activities</u> <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Discuss how this version of Cinderella is different to the more traditional version. Encourage the pupils to give opinions on the two different versions. <u>Classroom Activity:</u> Ask the pupils to suggest another ending to the story. <u>Classroom Activity:</u> Ask the pupils to think of three new adjectives to describe each of the characters in the story. Then get them to translate the adjectives into French using a dictionary.
WHOLE UNIT ACTIVITIES			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 pupils 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!

