

# Unit 11 J'habite

## ABOUT THE UNIT

In this unit children learn to understand and use the names for places in their local area. They learn to understand, ask and give directions and further develop their dictionary skills. There are opportunities to exchange information about their local area with another school at home or abroad.

## WHERE THE UNIT FITS IN

Children have learnt something about towns in France in unit 6 and they will be able to consolidate work from this unit in unit 12 when they find out about a distant location.

Children might exchange information about their local area with French-speaking partners or a secondary school.

## PRIOR LEARNING

It is helpful if children already know:

- something of the geography of France
- numbers
- how to use a bilingual dictionary

## OUT-OF-SCHOOL LEARNING

Children with access to the internet will be able to research authentic websites of towns in France. They can work at home on the guide of the local area, to be exchanged with a partner or local school. They should be able to read some of the simple tourist leaflets and brochures to find specific information. Producing a treasure map, imaginary town and instructions for finding the treasure will consolidate much of the new language in this unit.

## NEW LANGUAGE CONTENT

- names of places in a town
- addressing strangers politely to ask the way
- understanding and giving simple directions

## RESOURCES

- large maps of Britain and France
- maps of the local area
- photos and pictures
- camcorder and portable audio-recording equipment, eg *tape recorder*
- pictorial and text flashcards with new vocabulary
- tourist guides and brochures about French towns
- toy cars, buses, etc.
- Roamer
- grid sheets
- board games, eg *'Twister'*
- song relating to directions
- video or description of a French town
- access to ICT and the internet

## LINKS WITH OTHER SUBJECTS

Activities in this unit link to aspects of numeracy and geography, and there are opportunities to use ICT to record and exchange information.

There are opportunities to create a treasure map and/or a local guide, linking with work in art and design/photography.

## EXPECTATIONS

### At the end of this unit

*most children will:*

understand and give directions to key places in the local area; describe their own area/town/village; understand the key information in tourist guides to a French town; contribute to a guide to their area in French, using labels, descriptions and pictures/photos/ICT; address strangers politely when asking the way

*some children will not have made so much progress and will:*

understand directions with some support; respond using short phrases or single words; remember some of the key vocabulary and phrases; copy single words with support

*some children will have progressed further and will:*

use new vocabulary and structures imaginatively and confidently, with little teacher support; give and exchange information orally and in written form, with details; read original material in French with understanding, using the dictionary unaided to assist with unknown vocabulary

## FUTURE LEARNING

In unit 12, children will draw on the new language from this unit to study a distant French-speaking location. Knowledge of asking directions will enable them to be more confident on a visit abroad. New language will help children understand tourist brochures, thus developing cultural awareness.

On future visits to France they will be able to use this language to enable them to find their way around.

## CORE VOCABULARY AND STRUCTURES

*Excusez-moi Monsieur,  
Madame, Mademoiselle*

*Je cherche ... s'il vous plaît*

*Où est ... ?*

*la poste*

*la piscine*

*l'école*

*le marché*

*la maison (de Paul)*

*le magasin*

*il y a (deux) (églises) à ...*

*à droite*

*à gauche*

*(allez) tout droit*

*tournez*

*un plan*

*une île*

*le trésor*

*une chasse au trésor*

*des photos*

*une brochure*

*une carte*



## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

#### 1

- to understand and use the names of places in their local area
- Begin by revising *j'habite* (+ name of town or village). Add further details of location, eg *J'habite à Hexham. C'est dans le nord de l'Angleterre.*
- ▲ Using pictures of people and place names on a map, introduce and practise the other compass points eg *nord-est, sud-ouest.*
- Introduce and practise vocabulary for two or three places in the town using photographs, picture cards or video programmes if available, eg *Voici la poste, l'école, le cinéma, l'église, le supermarché.*
- When children can pronounce the new words accurately, show the written forms of a few words using text flashcards.
- ▲ Add the keywords to the class dictionary and word lists.
- ▲ Add *A Preston il y a ..., il n'y a pas de ...*
- ▲ Compare shops and houses with those in France.
- ▲ Children could imagine they are inhabitants of an imaginary town and create descriptions of themselves.

#### 2

- to understand and give simple directions
- Introduce the key phrases, encouraging children to ask and respond, eg *Où est le ...? Je cherche le ...*
- Put flashcards around the room, ask *Où est ...?* and ask children to point.
- Separate the masculine and feminine pictorial flashcards (and later any with *l'* or plurals) to illustrate the difference according to gender. Practise with the feminine first, then add the masculine form. Show the children the written forms. Encourage children to act out role plays to use the new language. Ask for volunteers to show the rest of the class.
- Teach *à gauche, à droite* and *tout droit*, asking children to respond physically.
- Using a simple large-scale map or overhead transparency (OHT) with the key buildings and a grid of streets, illustrate simple directions. Use a figurine or toy car to emphasise left and right. Ask children to move the figurine correctly.
- To practise left and right, use the game 'Twister', revising *la main* and *le pied*, and adding *droit(e)* and colours. Divide the class into two teams and ask for two volunteers to go on the twister mat. Each team takes a turn to give an instruction, eg *le pied droit sur le rouge*, until the volunteers are unable to move without falling or make an incorrect movement.
- Ask children to devise role plays to practise asking the way. Place picture cards around the classroom. Children work in pairs, asking and answering questions about where things are.
- ▲ Programme the Roamer to move forward and to the left or right to follow chalk marks on the playground, with children saying what they have programmed the Roamer to do, eg *tout droit pour deux, tournez à gauche.*
- ▲ Using plans of real French towns, the children could ask and give directions for getting around them.
- Play audio or video recordings of native speakers giving directions, and ask the children to listen for keywords or phrases, or to respond by following the path of a visitor on a worksheet map or class OHT.

#### 3

- begin to use the new phrases when speaking to strangers
- Encourage children to record dialogues and role plays, with appropriate prompts or cue cards to practise both asking for and giving instructions.
- If a native speaker is available, or a French-speaking visitor, encourage children to ask the way following either a street map or instructions with gestures.

#### 4

- produce a guide booklet in French with pictures of the local area to exchange with a French-speaking partner school
- Organise children into groups to produce different parts of a guide booklet to illustrate their local area. They label pictures and photos of their area, giving as much detail and description as possible.
- Make use of children's knowledge of various text types in English, layout, purpose, choice of language and graphics in order to help them create texts in French.
- Arrange to exchange this material with a French-speaking partner school.
- The children could produce part of the school prospectus in French, which could be put on the school or LEA website.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- recognise and respond to the new vocabulary
- pronounce the new words accurately
- label pictures accurately and add the names to the class dictionary

- Vary the vocabulary according to the location of the school. For some children a particular building may be of significance, eg *la mosquée, la ferme*.
- Extend the descriptions to include people who work in the town, further weather phrases, time, transport.
- English: children learn to compile a class/group dictionary using personally written definitions (NLS year 5).

- recognise and use the phrases for asking and giving directions
- practise these orally in role plays
- listen and understand native French speakers in context
- play games using the new language confidently
- where possible use ICT to reinforce new language

- Children may have already learnt left and right in gymnastic sessions, or when learning parts of the body (unit 9). Some find it difficult to remember left and right in English, and require continual reinforcement.
- Face the same way as the children when demonstrating direction.
- Physical actions in the hall or playground will help to reinforce the vocabulary and concepts.
- Incorporate left, right and other directions into the physical response game as a warm-up activity for PE.
- English: builds on work to develop listening skills (national curriculum, key stage 2).

- greet a 'stranger' politely and ask the way
- show understanding by following instructions

- use descriptive language applied to their own area
- create display text in French using appropriate layout and graphics

- Many children will enjoy working on this out of school to achieve a professional result, using illustrations and cuttings from local tourist information. If it is to be sent to a partner school, the standard of the finished product will improve.
- ICT could be used in the production of the guide booklet.
- There are potential links with aspects of the art and design/technology curriculum. Children might produce clay models of their local area to use in role-play work, or a collage and display labelled in French.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

5

- to read longer passages in French with understanding
- Distribute pamphlets and brochures from French sources, *eg tourist offices or downloaded from the internet*.
- Give groups of children or individuals tasks using this material to show that they have understood the keywords and phrases, responding in French or English. Encourage them to use the class dictionary or bilingual dictionary to find the meaning of new words.
- ▲ Encourage children to write a letter to a French tourist office asking for information about a town of their choice. Provide a model letter.

6

- to use language creatively
- ▲ Tell or read a story about hidden treasure in French.
- ▲ Present the idea of a desert island with a treasure map, *eg leave a bottle with a message giving instructions to the class to find hidden 'treasure' (pictures, tokens or house points) around the classroom, playground or school*. Encourage children to devise their own maps on a grid system, with instructions in French to lead the treasure seeker around the 'island'. These instructions can be audio-recorded or written, and the paper singed for a realistic effect. Ask children to act out the treasure seekers as they read the instructions and search for the treasure.

### END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Children could be encouraged to give a performance of the treasure seekers, with displays of the maps and written work, either in an assembly or parents' meeting.
- They could produce a radio or video television programme about the local area, with recordings of role plays and descriptions. Comparative material from a French partner school could be displayed.
- Children might use their new skills and knowledge to create an ideal imaginary town where they would ideally like to live.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

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- read with understanding
- use a dictionary to find new words, and add these to a word list

- Some children will need simpler versions of descriptions, perhaps with rewrites of the original version glued onto the pamphlets to retain a sense of authenticity.
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- work in groups or individually to produce a treasure map and instructions for finding the treasure
- discover the treasure on a different island, following instructions

- This could link with a drama activity, or form the basis for a colourful display.
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