

## Unit 3 En famille

### ABOUT THE UNIT

In this unit children learn the nouns for members of a family. They learn to describe colours, to express preferences and the months of the year.

### WHERE THE UNIT FITS IN

Children are developing the language and vocabulary they need to talk about themselves. There are opportunities to make presentations and consolidate knowledge of vocabulary for numbers. With the introduction of vocabulary for colours, they can express personal opinions and preferences.

### PRIOR LEARNING

It is helpful if children already know:

- the days of the week
- classroom objects
- numbers 0 to 21
- *J'ai, Tu as?*

### OUT-OF-SCHOOL LEARNING

Encourage children to collect photographs/pictures of fictitious or real members of a family, eg *cartoon, soap opera, royal, invented, children's own*, and bring them to school to use when they are making a presentation. Children may like to perform the presentation at home, teaching their parents or brothers/sisters in the same way they are learning.

### NEW LANGUAGE CONTENT

- introducing family members
- numbers 22 to 31
- colours
- expressing preference
- months of the year

### RESOURCES

- pictures, photographs or flashcards depicting a family
- colour cards
- coloured pencils or felt-tips
- prints or pictures of famous paintings
- word cards for the months of the year
- large calendar
- blank grids

### LINKS WITH OTHER SUBJECTS

Number work reinforces aspects of the mathematics curriculum and sound and spelling work reinforces aspects of the curriculum for English. There are opportunities to reinforce aspects of the curricula for ICT and RE. Aspects of citizenship are reinforced.

### EXPECTATIONS

#### At the end of this unit

*most children will:*

understand and use set phrases to talk about the family; count and understand numbers from 22 to 31; pronounce and spell most of the months of the year correctly; respond appropriately when asked the date and the colour of items; begin to develop skills in communicating in the foreign language in pairs and groups; begin to use correct intonation in speaking activities

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

understand the months of the year and numbers 22 to 31; require support from a spoken model or visual cue in producing responses to simple questions and commands; initiate conversation when working in pairs or groups with considerable support; discriminate sounds and identify meaning when items are repeated several times

*some children will have progressed further and will:*

use visual cues to produce phrases, sentences or passages, using mainly memorised language; begin to apply aspects of grammar in new contexts; initiate conversations when working in the foreign language in pairs or groups

## FUTURE LEARNING

In future units children will consolidate their skills in using dates and numbers in new contexts, and will have more opportunity to express personal opinions.

## CORE VOCABULARY AND STRUCTURES

<i>Qui est-ce?</i>	<i>les mois</i>
<i>Voici ...</i>	<i>janvier</i>
<i>Mon père/beau père</i>	<i>février</i>
<i>Ma mère/belle mère</i>	<i>mars</i>
<i>Mon frère/demi-frère</i>	<i>avril</i>
<i>Ma soeur/demi-soeur</i>	<i>mai</i>
<i>Mon grand-père</i>	<i>juin</i>
<i>Ma grande-mère</i>	<i>juillet</i>
	<i>août</i>
<i>C'est moi</i>	<i>septembre</i>
	<i>octobre</i>
<i>Tu as? Est-ce que tu as?</i>	<i>novembre</i>
<i>J'ai/Je n'ai pas de frère/soeur</i>	<i>décembre</i>

*Je suis enfant unique  
qui s'appelle*

*vingt-deux à trente et un*

*C'est quelle couleur?*

*C'est ...*

*bleu*

*blanc*

*rouge*

*noir*

*jaune*

*vert*

*orange*

*violet*

*marron*

*rose*

*gris*

*Ma couleur préférée*

*bleue*

*blanche*

*noire*

*verte*

*grise*

*violette*



## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

#### 1

- to introduce members of their family
  - Introduce the words for members of the family using pictures, prints of paintings, flashcards or a family tree.
  - Take the example of a fictitious, historical or famous family. Give plenty of opportunity for repetition, gradually introducing the question *Qui est-ce?* to elicit the response *c'est le frère*.
  - Ask children about brothers and sisters, eg *J'ai un frère. Et toi? Est-ce que tu as un frère? Oui, j'ai un frère. Non, je n'ai pas de frère.*
  - Introduce the question *Comment il/elle s'appelle?* allowing a one-word response, while encouraging children to use short phrases, eg *il s'appelle Hardip.*
  - ▲ Extend to *Tu as une soeur? Oui, j'ai une soeur qui s'appelle Anne. Elle a six ans et elle habite à Durham.*
  - ▲ Introduce *mon, ma* and *mes*. Children could make a family tree of a famous, historical or imaginary family. They could use photographs or pictures of each member and copy or write short descriptions for each one, eg *Voici ma soeur qui s'appelle Janine.*
  - ▲ Children present their family tree to a partner or to a small group. Some children may need to use their written work for support. If the phrases are written out and displayed around the room, children can be encouraged to refer to them for support. Other children should be encouraged to use just the picture as a visual cue.

#### 2

- to say today's date
  - Revise vocabulary for numbers 11 to 21 and introduce 22 to 31.
  - Revise vocabulary for the days using whole-class games, songs and rhymes.
  - Make children aware of the predictability of the pattern after number 20 and similarities in number patterns to English and other languages.
  - Gradually introduce the question *Quelle est la date aujourd'hui?* using a large calendar, giving children plenty of opportunities to practise combining the day, date and current month.
  - As a listening exercise, read out a number of dates. Ask the children to pick out today's date heard from a given list. Provide the list on the board and ask children to copy down the item they hear. For more support, give children their own copy on paper and ask them to circle the correct answers. Some children will be able to write down what they hear with no visual support.
  - Children could work in pairs to play 'Date battleships' as an information gap activity. Pupil A will have some (January) dates and some blanks in a grid. Pupil B will have the dates that correspond to A's blanks and vice versa. Children take turns to question each other, using the letter and number of a square, eg *A4, 20 janvier?* They respond with *Oui, A4, 20 janvier* or *non, désolé(e).*
  - ▲ The above activity could lead to discussion of other world calendars.

#### 3

- to describe items using vocabulary for colours
  - Introduce vocabulary for colours with flashcards or a large picture of a rainbow, giving plenty of repetition. Gradually introduce the question *C'est de quelle couleur?* to elicit the response *c'est noir*.
  - Introduce *Est-ce que tu aimes ...?* eliciting *j'aime le bleu, je n'aime pas le vert*.
  - Develop this by adding the question *Quelle est ta couleur préférée/tu aimes le noir?* to elicit the response *le bleu/le rouge/j'aime le blanc*.
  - Play a 'telepathy game' asking children to guess which colour you are thinking of, using the phrase, *je pense à une couleur, c'est quelle couleur?* to elicit the response *C'est le jaune?* Play the game at speed, responding with a simple *non, pas vert* for wrong answers.
  - Use songs or rhymes to encourage children to memorise the words. Encourage children to create their own songs.
  - Once children are confident using the vocabulary for colours, consolidate the use of the adjectives by combining them with a classroom item, eg *Montrez-moi un crayon vert*, expecting children to respond appropriately. Increase the level of difficulty by widening the range and number of items and colours.
  - Introduce children to the different sounds of the colour adjectives when applied to feminine nouns, eg *un crayon blanc compared with une gomme blanche*. Stress the effect on pronunciation and spelling. Ask the children to match the appropriate text flashcard to the item.
  - As a listening activity, read out names of objects with colour adjectives after them. The children make a very quick coloured sketch to show they understand, eg *j'ai un crayon rouge. Tu as un livre vert?* They could be asked to correct each other's work and call out their score in the target language, eg *Donnez-moi les notes, en français, s'il vous plaît!*
  - Play a guessing game 'What's in the bag?' Bring in a bag of coloured items and ask *'Qu'est-ce qu'il y a dans le sac?'*

## LEARNING OUTCOMES

### CHILDREN

- identify correctly names for members of the family
- understand and say whether or not they have brothers or sisters, eg *j'ai un frère/une soeur. Je n'ai pas de frère/soeur*
- respond with *il s'appelle John* when asked someone's name
- role play members of an imaginary or famous family, eg *Voici mon père or c'est ma mère*
- copy familiar short phrases correctly
- name and describe people
- use visual cues to produce short phrases, using mainly memorised language

- understand and use numbers 1 to 31 actively and out of sequence
- make use of their knowledge of English or another language in learning another language
- say the date in response to the question, eg *c'est mardi, 24 janvier*
- listen to identify meaning
- communicate in pairs, using cues to help them initiate and respond
- use letters of the alphabet in new contexts

- say the colour in response to the question, eg *c'est quelle couleur? c'est le vert*
- use short phrases to express personal responses, eg *je n'aime pas le vert, j'aime le rouge*
- use correct intonation to indicate they are asking a question
- show they understand nouns used with colours
- show they understand simple classroom commands
- listen carefully in order to discriminate sounds and identify meaning
- show they understand familiar statements

## POINTS TO NOTE

- Use a fictitious, historical or soap opera family as a model to present and practise family vocabulary. Sensitivity will be needed if the teacher decides to question children about their own families.
- Teachers may wish to introduce words for other members of the family, such as *grands-parents, grand-mère, grand-père*.
- When using someone else's family as a model children can either take on the role and say *mon père s'appelle ...* or say *c'est le frère de ...*
- Children may have met family trees in other contexts, eg *historical figures or characters from a novel*. This activity provides an opportunity to reinforce knowledge of how a family tree is constructed.
- Compare ways in which positive statements are changed into negatives in French and English (NLS year 4).

- Point out that the initial letters of days and months are written in lower case in French.
- The date in French is written without the definite article eg *mardi 24 janvier*. However, in answer to the question *Quelle est la date?* children should reply *le 24 janvier*.
- Ask a volunteer to write the date on the board every day.
- Differentiate by asking some children to complete the exercise with no visual clues, simply writing down the dates they hear.
- Children could swap papers and mark each other's work or mark their own using a different coloured pencil.
- Some children will need visual cues on their grid to support them in initiating the phrases. It may be better to work with lower numbers and one familiar sounding month. Other children should be encouraged to create their own grids, increasing the random factor and using the full range of dates and months.

- Substitute single words in songs, eg *the colour words*.
- Point out that some adjectives in French go after the noun, but that some go before, eg *petit/grand*. Get the children to look out for adjectives in their reading and point out their position to you.
- There are plenty of opportunities for children to consolidate this activity in further reading and writing tasks. Give a short passage containing a description of the contents of a school bag. Ask children to substitute text with appropriate pictures to complete sentences. Children could copy the phrases correctly or write short sentences describing the contents of their own school bag.
- Prints of famous paintings can be used to introduce vocabulary, eg *for colours, family members, weather*.
- Draw attention to French paintings of specific styles and periods, eg *Impressionist*, and discuss them in English.
- Ask the children what happens when colours are mixed, eg *bleu et jaune? vert; rouge et jaune? orange*.
- Compare the position of colour adjectives in English and in French, eg *a blue book – un livre bleu*.
- Games like *'Jacques a dit'*, *'Paircards'* and *'Loto'* can be played at any point during the day to consolidate vocabulary and adjectives.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

4

- about sounds and the spellings of certain words
- Revise work on sounds from unit 2 and consolidate by drawing out specific sounds of new words introduced in this unit, eg
  - *tu, une, salut*
  - *feutre, jeudi, joyeux, voeux* and add *bleu*
  - *garçon, bonjour, crayon* and add *marron, mon*
  - *je, âge* and add *rouge*
  - *chaise, touchez* and add *chaud*
  - *treize, seize, chaise*
  - *cinq, vingt* and add *vingt-trois*
- Revise the spelling of words from unit 2. Consolidate by adding more familiar words from this unit, eg *mon, ma, moi, mai, septembre*.
- ▲ Make up poems using rhyming words.

### END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Children copy out, adapt a model or write a short text about themselves or a famous person. They include details such as name, age, where they live and possibly introduce family members. They could use a word processor to redraft work.
- Children could make short presentations to others, using their own texts for support. They could use a multimedia package to improve the quality of the presentation. They could record the presentation on video or audio cassette.
- If the school has a French-speaking partner school, the text and presentation can be e-mailed or posted and information exchanged.

## LEARNING OUTCOMES

### CHILDREN

## POINTS TO NOTE

- recognise sounds when they hear them
- produce the written form of certain sounds and words
- pick out from a short written text words that rhyme/contain the same sound
- recognise familiar words when spelt out, and can write them down
- learn more about how sounds are represented in writing

- These activities do not need to be discrete items – they can be integrated with the other possible activities as and when teachers feel it appropriate.
- As children become more confident using the alphabet, encourage them to respond to the question *Comment ça s'écrit?*

- take part in brief prepared tasks, using visual cues to help them
- write short sentences on familiar topics using aids
- use the language for real purposes