

Unit 2: Ma maison

Objectives

To know everyday words and phrases for describing the home; to use the verb *être* (to be).

Introducing the vocabulary

- Quickly sketch a plan of a house on the whiteboard. Ask volunteers to choose which rooms are to be the kitchen, bedrooms, bathroom, lounge, dining room. As they choose each room, draw a symbol inside, for example a frying pan in the kitchen, a toothbrush in the bathroom. (These could be in different colours to help the children memorise them.)
- Now draw the symbols separately, giving the French name for the room it represents. Model the *le/la* sounds, and how to use the mouth to make them. Encourage the children to echo you.

Vocabulary extension

- Change your voice as you pronounce the French words – go slow and fast, squeaky and deep voiced – and ask the children to echo.
- Group words into *le* and *la* groups. Continue to say *le* and *la* in slightly exaggerated ways.

Core activities

- Briefly explain the difference between *la maison* and *ma maison*.
- Rehearse the sentence, *Dans ma maison il y a ...* with the children. Using the house you have drawn, model *Dans ma maison il y a deux chambres*. Can anyone else say something about the house, starting with *Dans ma maison il y a ...* ?
- Ask for a volunteer to mime an activity such as watching TV. Ask: *Où est-il/elle ?* and the children guess the room in French, saying *Il/Elle est dans ...*. The child who guesses correctly takes the next turn. Each mime must be of a different activity – children should be able to think of several for each room.
- ‘Interactive activity: *Où est Fifi ?*’ shows family members and a pet cat in various rooms of a house. Challenge the children to match the sentences describing where each family member is in the house with the correct picture.
- Use photocopiable page 35 (*Monsieur Pouce*) to introduce a traditional French finger rhyme. Puppets could be used.

Extension activities

- Use ‘Interactive flashcard: *Arrangez les meubles*’ to introduce additional vocabulary for furniture: *un lit, une table, une chaise, un fauteuil, un canapé, une cuisinière* and *une télévision*. The flashcard shows a van full of furniture. Ask the children to repeat the spoken words as you click on the items of furniture. Can they identify which words are similar to English? Can they sort them into masculine and feminine?
- Ask the children to draw the furniture in the correct room on the house sketch and say the name of the room. Some children may be able to compose a short sentence, for example *Le lit est dans la chambre*. It is good if they can change meaningfully between *le* and *la* (or *un* and *une*).

Cross-curricular ideas

Art and design: To design and draw an ideal home or a haunted house.

Ask the children to design and draw their ideal home or a haunted house (with cobwebs etc). Can they label their house in French? Encourage the use of French dictionaries for children who are interested in finding out unknown vocabulary. Make a display of the children’s designs.

PE: To play a warm-up game in French.

To warm up at the start of an indoor lesson, play ‘*Pièces*’. Place cards around the hall, each with a name of a room in French in large lettering. You will also need a small pack of cards with the room names on. Children

Resources

Interactive flashcard:
Arrangez les meubles

Interactive activity:
Où est Fifi ?

Photocopiable page 35:
Monsieur Pouce

Preparation

Interactive whiteboard

Puppets (optional)