

## Overview of Unit 9: Going Shopping

In this 'Going Shopping' unit your class will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.

## New language introduced in this unit

- **Qu'est-ce que c'est ?** [What's this?], **la pomme** (f) [apple], **l'orange** (f) [orange], **la banane** (f) [banana], **la fraise** (f) [strawberry], **la pêche** (f) [peach], **la prune** (f) [plum], **la poire** (f) [pear], **les raisins** (m) [grapes]. **J'aime...** [I like], **Je n'aime pas...** [I don't like], **J'aime beaucoup...** [I like ... a lot], **J'aime un peu...** [I like ... a little].
- **Qu'est-ce que c'est ?** [What's this?], **les légumes** (m) [vegetables], **la pomme de terre** (m) [potato], **l'oignon** (m) [onion], **l'ail** (m) [garlic], **la carotte** (f) [carrot], **le chou-fleur** (m) [cauliflower], **le chou** (m) [cabbage], **le brocoli** (m) [broccoli], **le poivron** (m) [pepper], **Je voudrais...** [I would like...]
- **les vêtements** (m) [clothes], **Qu'est-ce que c'est ?** [What is it?], **un pantalon** (m) [trousers], **un manteau** (m) [coat], **un pull** (m) [jumper], **un cardigan** (m) [cardigan], **une robe** (f) [dress], **une jupe** (f) [skirt], **une chemise** (f) [shirt], **une écharpe** (f) [scarf], **blanc/blanche** [white], **violet/violette** [purple], **noir/ noire** [black], **gris/grise** [grey], **bleu/bleue** [blue], **vert/verte** [green], **orange** [orange], **rouge** [red], **rose** [pink], **marron** [brown], **jaune** [yellow], **Avez-vous... ?** [Do you have...?], **Oui, J'ai...** [Yes. I have...], **Non, je n'ai pas...** [No, I haven't...].
- **le magasin de chaussures** (m) [shoe shop], **la fromagerie** (f) [cheese shop], **la boucherie** (f) [butchers], **la boulangerie** (f) [bakery] **la pâtisserie** (f) [cake shop], **le marché** (m) [market], **la bijouterie**(f) [jewellers], **le magasin de jouets** (m) [toy shop], **le magasin de vêtements** (m) [clothes shop], **la confiserie** (f) [sweet shop], **du pain** (m) [bread] **un gâteau** (m) [cake], **des saucisses** (f) [sausages], **une sucette** (f) [lollipop], **un chou** (m) [cabbage], **un collier** (m) [necklace], **un ballon de football** (f) [football], **une paire de chaussures** (f) [pair of shoes], **une chemise** (f) [shirt], **du fromage** (f) [cheese], **Où puis-je acheter?** [Where can I buy?], **Vous pouvez l'acheter au/à la** [You can buy it at].
- **zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.** [zero - ten], **onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt,** [eleven – twenty], **vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente,** [twenty one–thirty], **quarante** [forty], **cinquante** [fifty], **soixante** [sixty], **soixante-dix** [seventy], **quatre-vingts** [eighty], **quatre-vingt-dix** [ninety], **cent** [hundred], **C'est combien ?** [How much is that?], **C'est...** [It's...], **Voici votre monnaie** [Here's your change].
- **une boîte de chocolats** (f) [box of chocolates], **des boucles d'oreilles** (f) [earrings], **un bateau** (f) [boat], **une montre** (f) [watch], **des bonbons** (f) [sweets], **des côtelettes** (f) [chops], **une bague** (f) [ring].



**Expectations at the end of this unit:**

<b>All children should be able to:</b>	<ul style="list-style-type: none"><li>• Listen and respond to topic vocabulary.</li><li>• Answer questions using the topic vocabulary.</li><li>• Take part in role play as a shopper/ shopkeeper, speaking in French.</li><li>• Greet and respond.</li></ul>
<b>Most children will be able to:</b>	<ul style="list-style-type: none"><li>• Choose the correct form when changing le to du; la to de la and les to des.</li><li>• Use adjectives (colours) and place them after the noun.</li></ul>
<b>Some children will be able to:</b>	<ul style="list-style-type: none"><li>• Change adjectives to feminine when needed.</li><li>• Use the appropriate form for 'at' (au or à la).</li></ul>



### Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
<b>1 Fruit</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether they like certain fruit. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of completing an activity sheet.	<ul style="list-style-type: none"> <li>I can express an opinion in French.</li> <li>I can write sentence answers to a question, using quantifiers.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan</li> <li>Music for stations game (suggested one of the French songs learnt)</li> </ul>
<b>2 Vegetables</b>	Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of choosing the correct French word for some.	<ul style="list-style-type: none"> <li>I can change the French word for 'the' to the French word for 'some'.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> </ul>
<b>3 Clothes</b>	Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes. Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking/answering questions in complete sentences about clothing.	<ul style="list-style-type: none"> <li>I can use adjectives to describe nouns.</li> <li>I can answer questions in a complete sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>White boards/paper</li> </ul>
<b>4 Where can I buy?</b>	Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of asking/answering questions about where you can buy certain items.	<ul style="list-style-type: none"> <li>I can answer questions in a complete sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Strips of paper for Line Bingo</li> </ul>



<b>5 French Money</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.	<ul style="list-style-type: none"> <li>I can ask and answer a question in French.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Euro Money Cut Outs</li> </ul>
<b>6 Let's Go Shopping!</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.	<ul style="list-style-type: none"> <li>To give a sentence subject-verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Euro Money Cut Outs</li> <li>Easter Treat Basket Paper Model</li> </ul>

