

Unit 8: Dans ma chambre

Objectives

To know everyday words and phrases relating to the bedroom; to use prepositions for position; to identify vocabulary for days of the week.

Introducing the vocabulary

- Make cards with the following prepositions written on: *sur*, *sous*, *dans*, *derrière*, *devant* and ask the children to invent hand signals to denote each. Each time you hold up a card and call out the words, they should make the appropriate hand signal. Some may be then able to call out the word as you make the hand signal.

Vocabulary extension

- Ask volunteers to stand one behind the other to model *derrière* and *devant*. Ask the questions: *Qui est derrière ... [name] ?* and *Qui est devant ... [name] ?* Use a chair to model *sous* and *sur* by placing classroom objects under or on the chair. For each object ask: *C'est sur la chaise ou c'est sous la chaise ?* Then use an empty box to demonstrate *dans*. Place an object in the box and say: *C'est dans la boîte ?* Finally practise all five prepositions by use of the box and classroom objects. Ask volunteers to place an object in a position and choose a child to respond.

Core activities

- Open 'Interactive flashcard: *Ma chambre*' which shows bedroom items. Click on the items to hear the French word spoken and see it displayed. Which of these items of furniture do the children have in their own bedrooms? What other items do they have? (They could use French/English dictionaries to investigate new vocabulary.) Display the furniture words from the flashcard.
- Using 'Interactive activity: *Dans ma chambre*', ask the children to match up pictures from the flashcard with sentences containing a preposition. This gives practice in identifying and understanding prepositions within sentences. Refer back to the preposition cards used earlier.
- Listen to the song '*Je me brosse les dents*'. This rehearses the days of the week and introduces the reflexive verb *se brosse*. As a listening activity, ask the children to perform a toothbrush action each time they hear the phrase *Je me brosse les dents*, and then to join in orally. Sing the days of the week in order, to the tune of '*Frère Jacques*': *Lundi mardi* (repeat), *mercredi* (repeat), *jeudi vendredi* (repeat), *samedi dimanche* (repeat). When the children are confident, sing as a round. Listen to '*Je me brosse les dents*' again, identifying the days of the week and ask the children what the gist of the song is. You may want to introduce the vocabulary *le matin* (the morning) and *le soir* (the evening).
- Give the children a copy of photocopiable page 42 (*Jean-Luc se lève*) and ask them to help *Jean-Luc* carry out his morning tasks in the right order.

Extension activities

- Look at reflexive verbs, as in *je me brosse les dents*. You may wish to introduce the term 'reflexive verb', explaining that 'reflexive' means 'to refer back to oneself'. Ask the children: What do I do when the alarm clock goes off? Mime the actions of waking up (yawning, stretching), getting up, washing, brushing teeth, getting dressed, then going downstairs. Explain that *je me brosse les dents* translates easily as 'I brush my teeth' and *je me brosse les cheveux* as 'I brush my hair' but that French people also say 'I wake myself up', 'I get myself up', 'I wash myself', 'I get myself dressed'; and that *me* means 'myself'. Can children see why this makes sense? Do they prefer the English or French way of expressing these actions?

Resources

Interactive flashcard:
Ma chambre

Interactive activity:
Dans ma chambre

Photocopiable page 42:
Jean-Luc se lève

Photocopiable: *Je me brosse les dents*

Song: *Je me brosse les dents*

Translation: *Je me brosse les dents*

Preparation

Cards with prepositions *sur*, *sous*, *dans*, *derrière*, *devant* written on.

A chair, a box and various small classroom objects for prepositions work

Interactive whiteboard