

Overview of Unit 13: Getting to Know You

In this unit, your class will apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge. They will learn to express their emotions and to talk about the future, using two different tenses. An old favourite story provides a fun background for some of the grammar work, whereas career ambitions help with the rest. Each lesson includes detailed teacher guidance where necessary and all vocabulary is supported by sound files for correct pronunciation.

New language introduced in this unit

Médecin (m/f) [doctor], **dentiste** (m/f) [dentist], **coureur/coureuse** [racing driver], **aviateur/aviatrice** [pilot], **soldat** [soldier], **coiffeur/ coiffeuse** [hairdresser], **moniteur/monitrice de ski** [ski instructor], **professeur/professeure** [teacher], **fermier/ fermière** [farmer], **artiste** (m/f) [artist], **pompier** (m/f) [fire fighter], **futur simple** [simple future tense], **verbe** (m) [verb]. **Accent** (m) [Accent], **Aigu** ^ [Acute], **Grave** [Grave], **Circonflexe** ^ [Circumflex], **Tréma** " [Dieresis or umlaut], **Cédille**, **[Cedilla]**, **Lettre** (f) [Letter], **Prénom** (m) [First name], **Écrit** [Written], **Épeler** [To spell], **Majuscule** [Capital], **Minuscule** [Lower case]. **Agacé(e)** [annoyed], **heureux/euse** [happy], **fatigué(e)** [tired], **fier/fière** [proud],

impatient(e) [excited/hyper], **anxieux/euse** [worried/nervous], **étonné(e)** [shocked], **content(e)** [pleased], **fâché(e)** [angry/cross], **triste** [sad], **gêné(e)** [embarrassed], **effrayé(e)** [scared], **adjectif** (m) [adjective], comment **ça va** ? [how are you?], **je suis...** [I feel/am...] **Aller** [To go], **Je vais** [I go], **Tu vas** [You go], **Il/Elle/On va** [He/She/It/One goes], **Faire** [To do/make], **Traverser** [To cross], **Manger** [To eat], **Arriver** [To arrive], **Propulser** [To push], **Tomber** [To fall], **Attendre** [To wait], **Marcher** [To walk], **Courir** [To run], **Bouc** (m) [Goat] **Vallée** (f) [Valley], **Colline** (f) [Hill], **Rivière** (f) [River], **Pont** (m) [Bridge], **Petit-déjeuner** (m) [Breakfast], **Sabot** (m) [Hoof], Auxiliary verb, Infinitive

Expectations at the end of this unit:

<p>All children should be able to:</p>	<ul style="list-style-type: none"> • demonstrate their prior learning from previous units; • give an intention for the immediate future; • use body language or gesture to help understand; • say a simple future sentence; say how they are feeling; • follow a simple story and recognise key vocabulary; • present information about themselves with support.
<p>Most children will be able to:</p>	<ul style="list-style-type: none"> • recognise the difference between English and French future tenses; • ask how to spell a word in French; • name the accents on French alphabet letters; • substitute vocabulary to change a sentence; • orally make a short personal presentation.
<p>Some children will be able to:</p>	<ul style="list-style-type: none"> • use the terms auxiliary verb and infinitive verb; • spell out words using the correct letter names, including accents; • explain how adjectives are different according to the gender of the noun; • follow a story and take an educated guess at unknown words, using their reading strategies; • make a longer personal presentation by combining a range of topic knowledge.



Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1. Look What I Can Do!	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> can demonstrate my skills and knowledge in a variety of ways. 	<ul style="list-style-type: none"> Lesson Plan Pack
2. When I Grow Up...	Understand basic grammar (key features and patterns) 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. Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> I can use the simple future tense. I can respond appropriately to what someone says. 	<ul style="list-style-type: none"> Lesson Plan Pack
3. How Do You Spell That?	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> I can use appropriate pronunciation to help others understand me better 	<ul style="list-style-type: none"> Lesson Plan Pack Puppet
4. How Are You Feeling?	Understand basic grammar appropriate to the language being studied and how these differ from or are similar to English. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> I can select the appropriate form of a word for the context. I can use a dictionary to develop my sentences. 	<ul style="list-style-type: none"> Lesson Plan Pack Bilingual dictionaries (books or online) Fly swatters



5. What Am I Going to Do?	<p>Understand basic grammar (key features and patterns) 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.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<ul style="list-style-type: none"> • I can use the near future tense. • I can follow a simple story. 	<ul style="list-style-type: none"> • Lesson Plan Pack
6. Je Me Présente	<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p>	<ul style="list-style-type: none"> • I can remember appropriate language to express my ideas. • can select key words for descriptions. 	<ul style="list-style-type: none"> • Lesson Plan Pack • Bilingual dictionaries (books or Online) • Fly swatters

