

Overview of Unit 14: All About Ourselves

In this All About Ourselves unit, your class will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills

New language introduced in this unit

les cheveux (m) [hair], **les dents** (f) [teeth], **lèvre** (f) [lip], **langue** (f) [tongue], **joue** (f) [cheek], **menton** (m) [chin], **cou** (m) [neck], **poitrine** (f) [chest], **dos** (m) [back], **ventre** (m) [tummy/belly], **doigt** (m) [finger], **pouce** (m) [thumb], **orteil** (m) [toe], **derrière** (m) [bottom], **voici** [this is], **corps** (m) [body], **visage** (m) [face] **les cheveux** [hair], **long(s)** [long], **court(s)** [short (length)], **mi-long(s)** [medium/average], **raides** [straight], **bouclés** [curly], **ondulés** [wavy], **blonds** [blonde], **châtains** [chestnut brown], **roux** [ginger], **noirs** [black], **les yeux** [eyes], **bleu(s)** [blue], **vert(s)** [green], **brun(s)** [brown], **gris** [grey], **violet(s)** [violet], **adjectif** [adjective]. **Qu'est-ce que tu fais ?** [What are you doing?], **prends** [take], **cherche** [look for], **ouvre** [open], **ferme** [close], **range** [tidy], **ramasse** [gather/collect], **écris** [write], **lis** [read], **aide** [help], **croise** [fold/cross], **pose** [put down/place], **tends** [stretch], **lève** [raise/lift], **ami** (m) [friend], **phrase** (f) [sentence].

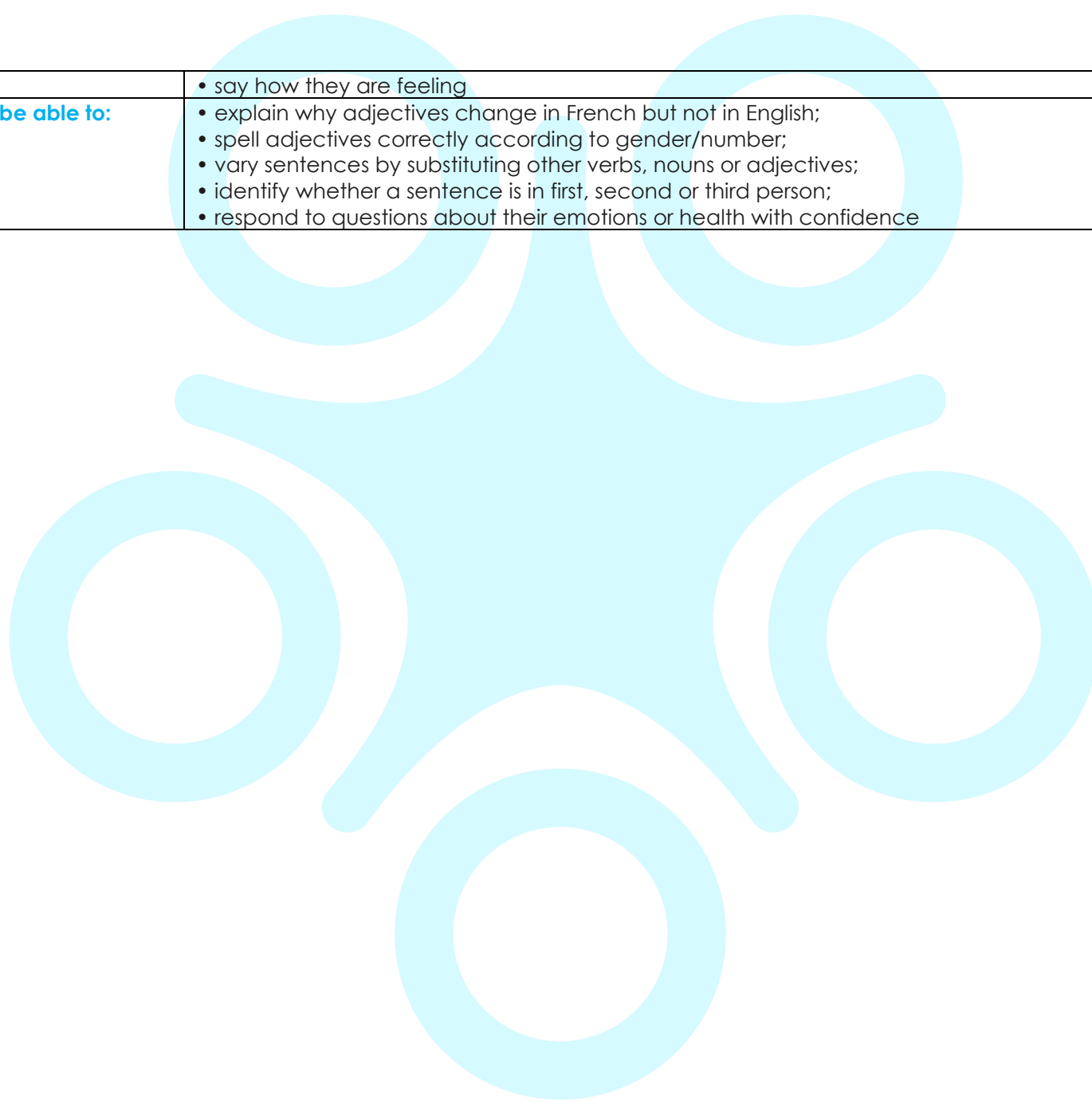
- il porte** [he's wearing], **elle porte** [she's wearing], **Qu'est-ce qu'il/elle porte ?** [What's he/she wearing?], colour adjectives, clothing nouns **heureux/heureuse** [happy], **désolé(e)** [sorry], **énervé(e)** [annoyed], **fatigué(e)** [tired], **fier/fière** [proud], **surpris(e)** [surprised], **fâché(e)** [angry], **content(e)** [pleased], **triste** [sad], **je suis** [I am], **tu es** [you are - informal], **Comment te sens-tu aujourd'hui ?** [How are you feeling today?] **J'ai mal** [I've got a pain], **avoir mal au coeur** [to feel sick], **médecin** (m) [doctor], **médicament** (m) [medicine], **malade** [ill], **Qu'est-ce qui ne va pas ?** [What's the matter?], **au /à la /à l' / aux...** [in the...]

Expectations at the end of this unit:

<p>All children should be able to:</p>	<ul style="list-style-type: none"> name some parts of the body; respond appropriately when asked a simple question; give a simple description of their eyes and hair; place the adjective correctly in a simple sentence; use a small number of everyday verbs in simple dialogues; make simple statements in the third person; match emotion/health words with their pictures.
<p>Most children will be able to:</p>	<ul style="list-style-type: none"> name facial features; extend a description using a conjunction and further adjectives; make noun/adjective combinations 'agree' according to gender and number, in pronunciation; ask and answer questions about everyday actions in the classroom; make questions and answers in the third person;



	<ul style="list-style-type: none">• say how they are feeling
Some children will be able to:	<ul style="list-style-type: none">• explain why adjectives change in French but not in English;• spell adjectives correctly according to gender/number;• vary sentences by substituting other verbs, nouns or adjectives;• identify whether a sentence is in first, second or third person;• respond to questions about their emotions or health with confidence



Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1. The Body	To listen attentively to spoken language and show understanding by joining in and responding,	<ul style="list-style-type: none"> I can demonstrate my listening skills by showing I have understood spoken language. 	<ul style="list-style-type: none"> Lesson Plan Pack bilingual dictionaries
2. What Do I Look Like?	To describe people, places, things and actions orally and in writing	<ul style="list-style-type: none"> I can order a sentence correctly. I can adapt my words according to grammar rules. 	<ul style="list-style-type: none"> Lesson Plan Pack copy of each child's school photo, if available
3. What Are You Doing?	To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> I can apply my sentence structure knowledge and vocabulary to hold short conversations. 	<ul style="list-style-type: none"> Lesson Plan Pack puppet
4. Fashion	To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> I can apply my sentence structure knowledge and vocabulary to hold short conversations. 	<ul style="list-style-type: none"> Lesson Plan Pack magazines / pictures of people to be cut up



5. How Are You Feeling Today?	To understand key features and patterns of French; To 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 alter an adjective to match gender. • I can pronounce the difference between two versions of the same adjective. 	<ul style="list-style-type: none"> • Lesson Plan Pack • traditional French music
6. What's the Matter?	To appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none"> • I can follow a simple story, using known language to help me understand unfamiliar parts. 	<ul style="list-style-type: none"> • Lesson Plan Pack

