

Overview of Unit 19: Let's Visit a French Town

In this 'Let's Visit a French Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of every lesson plan where necessary.

New language introduced in this unit

je/tu/il/elle/nous/vous/ils/elles [I/you/he/she/we/you/they], **où** [where], **habiter** [to live], city names **nager** [to swim], **prier** [to pray], **acheter** [to buy], **apprendre** [to learn], **prendre** [to catch – train/bus], **regarder** [to watch], faire **une promenade** [to go for a walk], **école** (f) [school], **église** (f) [church], **piscine** (f) [swimming pool], **gare** (f) [railway station], **cinéma** (m) [cinema], **parc** (m) [park], **mosquée** (f) [mosque], **librairie** (f) [bookshop] **préposition** (f) [preposition], **à côté de** [next to], **en face de** [opposite], **librairie** (f) [bookshop], **bibliothèque** (f) [library], **boucherie** (f) [butcher], **restaurant** (m) [restaurant], **banque** (f) [bank], **patinoire** (f) [ice rink], **office du tourisme** (m) [tourist information], **mairie** (f) [town hall], **Où est ___?** [Where is ___?]

Numbers up to 1000, **Tu as quel nombre?** [What number have you got?], **J'ai le nombre ___** [I've got number ___], plus **grand que** [bigger than], **plus petit que / moins grand qu** [smaller than/ less big than], **adjectif** (m) [adjective], **X est ___ de plus que Y** [X is ___ more than Y], **X est ___ de moins que Y** [X is ___ less than Y], **soustraction** (f) [subtraction], **moins** [less/subtract], **fait** [equals/makes] **armoire** (f) [wardrobe], **tapis** (m) [rug], **television** (f) [TV], **canapé** (m) [sofa], **fauteuil** (m) [armchair], **four** (m) [oven], **tablier** (m) [apron], **table** (f) [table], **devoirs** (m pl) [homework], **serviette** (f) [towel], **couverture** (f) [blanket], **ours/nounours** (m) [teddy], **casquette** (f) [cap], **valise** (f) [suitcase], **chaise** (f) [chair] **ordinal** [ordinal], **nombre** (m) [number], **premier** (m) / **première** (f) [first], **deuxième** (m/f) [second], **troisième** [third], **quatrième** [fourth], **cinquième** [fifth], **sixième** [sixth], **septième** [seventh], **dernier** (m) / **dernière** (f) [last], **à grave** ['e' with grave accent], days of the week

Expectations at the end of this unit:

All children should be able to:

- make simple sentences with habiter (to live);
- listen to and join in a song;
- recognise key words and phrases and respond;
- use gestures to support what they are saying;
- use a bilingual dictionary with support;
- identify places in a French town or city;
- listen for familiar vocabulary;
- recognise ordinal numbers;
- recognise a spelling pattern



Most children will be able to:	<ul style="list-style-type: none">• choose the correct form to go with the subject of the sentence;• talk about what there is to do in a town;• use simple prepositional phrases;• use a bilingual dictionary;• ask/answer questions about where a place is;• use appropriate words for number operations;• recognise and use ordinal numbers;• identify a spelling pattern;• join in with a song or poem to help remember new language.
Some children will be able to:	<ul style="list-style-type: none">• vary the noun and verb appropriately for their purpose;• compare and order numbers up to 1000;• use prior learning to help make informed guesses;• apply a spelling pattern to make a new word.



Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1. Who Lives Where?	To understand basic grammar 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. To appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> I can show how verbs change depending on the subject. I can join in a song with familiar Structures. 	<ul style="list-style-type: none"> Lesson Plan Pack
2. I Go to School to Learn	To present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> I can explain to someone why I do something. 	<ul style="list-style-type: none"> Lesson Plan Pack
3. Where Is the Library?	To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. To describe people, places, things and actions orally and in writing;	<ul style="list-style-type: none"> I can locate new vocabulary in a bilingual dictionary. I can describe the position of places in French towns. 	<ul style="list-style-type: none"> Lesson Plan Pack Bilingual dictionaries (book or online) Strips of card for headbands (wide border roll works well) Stapler



4. Maths	To speak in sentences, using familiar vocabulary, phrases and basic language structures;	<ul style="list-style-type: none"> • I can use French terms for mathematical activities. 	<ul style="list-style-type: none"> • Lesson Plan Pack • 0-9 dice • Large digit cards
5. Welcome to My Home	To listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> • I can follow and respond to an audio presentation. 	<ul style="list-style-type: none"> • Lesson Plan Pack
6. Ordinal Numbers	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 identify and apply spelling patterns 	<ul style="list-style-type: none"> • Lesson Plan Pack

