

## Unit Objective:

To ask and respond to key questions in French.

By the end of this unit we will be able to:

Use key French question words related to famous traditions and celebrations in French-speaking countries

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Use the structure '**C'est une fête + adjective**' (*It is a ... festival*) and attempt to apply accurately the rules of adjectival agreement.

Develop an appreciation of traditions and celebrations different to our own culture.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Je me présente' and 'Où date' units.
- That nouns in French have gender and this has an impact on the determiner and the adjective.

## Skills we will develop:

To interact with authentic spoken and written French that is relevant to the traditions and celebrations studied. Asking and responding to relevant question words which will help to develop personal opinions applicable to other units.

## Activities we will complete:

A number of different activities to learn about the traditions and celebrations using a variety of speaking, listening, reading and written tasks (including emails, and group speaking activities). After recycling and revisiting '**c'est**' (*it is*), we will develop answering questions using this high frequency verb. Learning how to use the structure '**C'est une fête + adjective**' to complete more demanding tasks in all four of the skills. There will be a variety of exposure to traditional texts in the language, for example authentic poems.

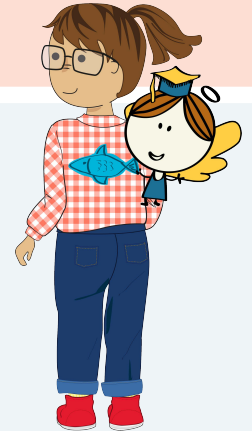
## Grammar we will learn &amp; revisit:

**Adjectival agreement, high frequency verbs & opinion structures.** Introduction to 3rd person singular conjugations of high frequency verbs such as '**c'est**' (*it is*) and relevant question words. Adjectival agreements to nouns in opinion structures. Differences in French punctuation such as spaces between the last letter of a word and the punctuation of question marks, exclamation marks and speech marks.

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: EAU EUX É È E

- **É** sound in **l'Épiphanie**
- **È** sound in **fève**
- **E** sound in **bleuet**
- **Accents.** Accents can help to identify the pronunciation of the phoneme, as seen in the cases given above. These accents create slight differences in the overall pronunciation of a word.



## Vocabulary we will learn &amp; revisit

High frequency question words such as **Quand ?** (*When?*), **Où ?** (*Where?*), and **Pourquoi ?** (*Why?*). Revisiting personal details (names/age/where we live) and identifying the high frequency verb '**être**' (*to be*). Various nouns and adjectives that will help aid the pupils in their understanding of the traditions and celebrations learnt in the unit. Key vocabulary is listed on the Pupil Unit Glossary.