

### Overview of Unit 8: On The Move

In this 'On the Move' unit, your class will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.

### New language introduced in this unit

<ul style="list-style-type: none"> <li>• <b>Voiture</b> (f) [car], <b>autobus</b> (m) [bus], <b>vélo</b> (m) [bicycle], <b>à pied</b> (m) [on foot], <b>cheval</b> (m) [horse], <b>train</b> (m) [train], <b>camion</b> (m) [lorry], <b>hélicoptère</b> (m) [helicopter], <b>avion</b> (m) [plane], <b>trottinette</b> (f) [scooter], <b>taxi</b> (m) [taxi], <b>moto</b> (f) [motorbike], <b>les transports</b> (m) [transport], <b>à</b> [on].</li> <li>• <b>Voiture</b> (f) [car], <b>autobus</b> (m) [bus], <b>vélo</b> (m) [bicycle], <b>à pied</b> (m) [on foot], <b>à cheval</b> (m) [on horseback], <b>train</b> (m) [train], <b>camion</b> (m) [lorry], <b>hélicoptère</b> (m) [helicopter], <b>avion</b> (m) [plane], <b>trottinette</b> (f) [scooter], <b>taxi</b> (m) [taxi], <b>moto</b> (f) [motorbike], <b>les transports</b> (m) [transport], <b>en</b> [by], <b>à</b> [on], <b>Comment vas-tu à l'école?</b> [How do you go to school?] <b>Je vais à l'école en/à</b> [I go to school by/on].</li> <li>• <b>Allez</b> [go - imperative], <b>tout droit</b> [straight on], <b>tournez</b> [turn - imperative], <b>à droite</b> [to the right], <b>à gauche</b> [to the left], <b>chaud</b> [hot], <b>froid</b> [cold], <b>Voilà !</b> [There you are!]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>bras</b> (m) [arm], <b>jambe</b> (f) [leg], <b>coude</b> (m) [elbow], <b>main</b> (f) [hand], <b>sautez</b> [jump!], <b>courez</b> [run!], <b>marchez</b> [walk!], <b>sautillez</b> [skip!], <b>sautez à cloche-pied</b> [hop!], <b>arrêtez</b> [stop!], <b>pliez</b> [bend!], <b>tendez</b> [stretch/extend!], <b>liez</b> [bind!], <b>tenez</b> [hold!], <b>lâchez</b> [release!]</li> <li>• <b>Pour le/la to the, s'il vous plaît?</b> [How do I get please?], <b>bien sûr</b> [of course], <b>premier/première</b> [first], <b>deuxième</b> [second], <b>troisième</b> [third], <b>C'est tout droit/ à gauche/ à droite.</b> [It's straight on/ on the left/right.]</li> <li>• <b>Je vais</b> [I go], <b>tu vas</b> [you (singular, informal) go], <b>il va</b> [he goes], <b>elle va</b> [she goes], <b>nous allons</b> [we go], <b>vous allez</b> [you (plural, formal/ informal) go; you (singular, formal) go], <b>ils vont</b> [they go (masculine or mixed group)], <b>elles vont</b> [they go (feminine)].</li> </ul>
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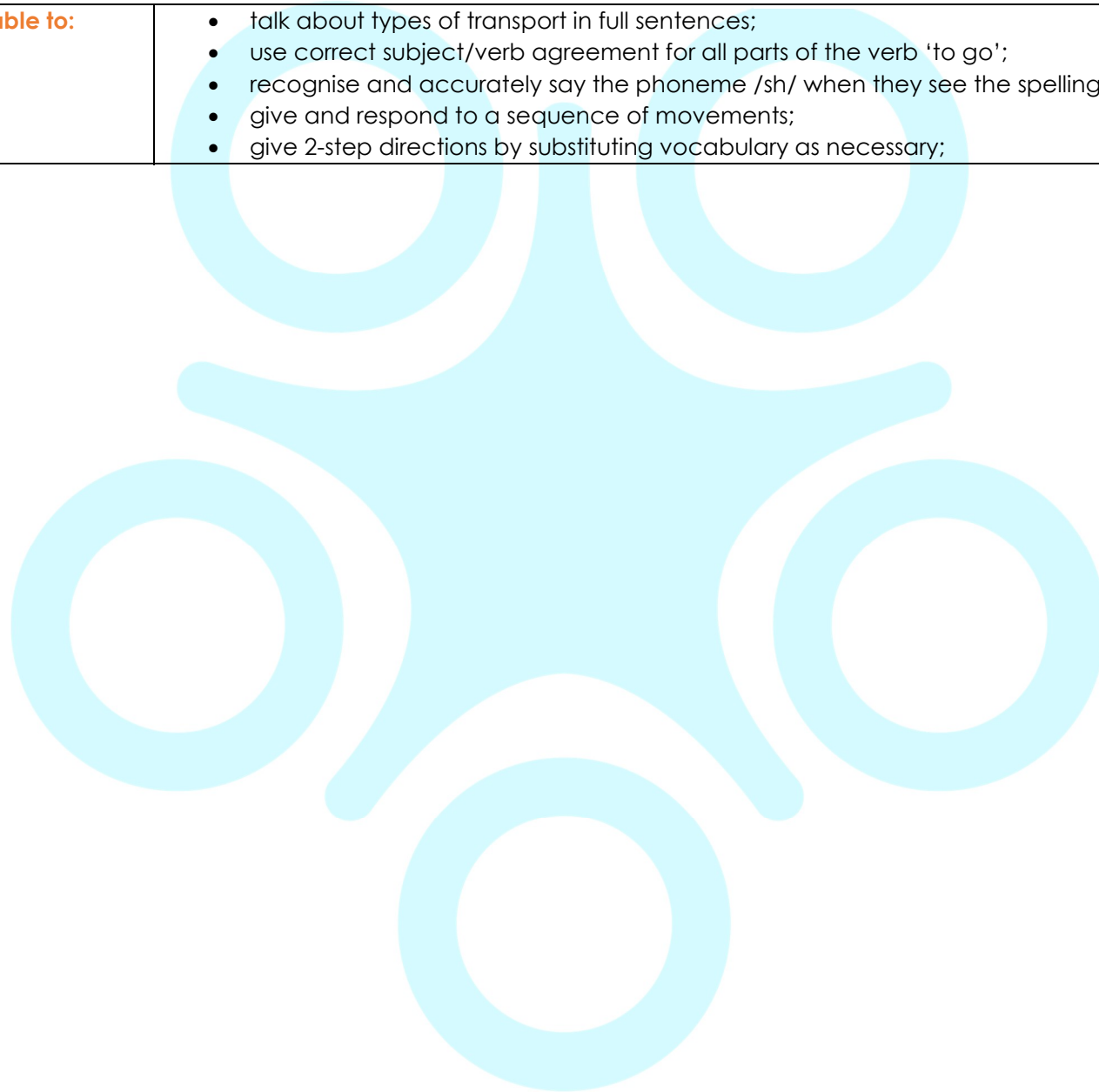
### Expectations at the end of this unit:

<p><b>All children should be able to:</b></p>	<ul style="list-style-type: none"> <li>• name some types of transport;</li> <li>• use Je... and Tu... correctly in a simple sentence;</li> <li>• respond to simple instructions for direction and movement;</li> <li>• follow simple directions to find a place on a map.</li> </ul>
<p><b>Most children will be able to:</b></p>	<ul style="list-style-type: none"> <li>• use the correct article to precede a noun according to gender;</li> <li>• use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;</li> <li>• give and respond to simple movement/direction instructions;</li> <li>• give simple directions by substituting vocabulary as necessary;</li> <li>• follow simple directions to find a place on a map.</li> </ul>



**Some children will be able to:**

- talk about types of transport in full sentences;
- use correct subject/verb agreement for all parts of the verb 'to go';
- recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch';
- give and respond to a sequence of movements;
- give 2-step directions by substituting vocabulary as necessary;



### Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
<b>1 Transport</b>	To present ideas and information orally to a range of audiences, in the context of types of transport.	<ul style="list-style-type: none"> <li>To tell other people about types of transport.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Small toy vehicles, planes, buses, etc.</li> <li>puppet</li> </ul>
<b>2 How Do You Go to School</b>	To understand basic grammar appropriate to the language (conjugation of high-frequency verbs), in the context of types of transport.	<ul style="list-style-type: none"> <li>To use the verb 'to go' in a simple sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Small toy vehicles, planes, buses, etc.</li> <li>Puppet</li> </ul>
<b>3 Directions</b>	To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of directions.	<ul style="list-style-type: none"> <li>To recognise and pronounce a familiar spelling pattern in different words.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>technology (if available)</li> </ul>
<b>4 I Like to Move It!</b>	To describe people, places, things and actions orally and in writing, in the context of directions.	<ul style="list-style-type: none"> <li>To use my knowledge of actions and directions to give instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Large die</li> <li>Music of your choice – some lively, some calmer</li> </ul>



<b>5 How Do I Get to...?</b>	<p>To engage in conversations; ask and answer questions, in the context of travelling round a town.</p>	<ul style="list-style-type: none"> <li>To combine familiar language to create a new set of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> </ul>
<b>6 We All Go Together!</b>	<p>To understand basic grammar appropriate to the language (conjugation of high-frequency verbs, in the context of talking about travel.</p>	<ul style="list-style-type: none"> <li>To give a sentence subject-verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> </ul>

