

Unit L — Hobbies (Unité L — Les passe-temps)

Overview

Unit L introduces vocabulary needed to talk about hobbies. It recaps the use of “*j’aime*” (“I like”) followed by nouns and infinitives and builds on knowledge of negative sentences. The story in Lesson Pack 6 combines vocabulary from the unit, and recaps days of the week from Unit Core 2.

Useful Prior Knowledge	New Language Content
- Using “<i>j’aime</i>” - Making basic negative sentences - Using “<i>c’est...</i>”	- Naming hobbies - Talking about types of music and giving a variety of opinions - Saying what musical instruments they play - Talking about different types of film



Target Learning Outcomes:

Speaking: S3c, S2k(ii), S3k(i), S3l, S3o(ii)

Reading: R3g, R3h, R3m

Writing: W2c, W3c, W3j(ii), W3l

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
- Be able to express likes and dislikes using visual prompts and understand that “<i>tu</i>” is often used to form a question. - Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted. - Be able to talk about what they do and like doing, giving simple opinions with help. - Recognise the difference between “<i>le</i>” / “<i>la</i>” and “<i>un</i>” / “<i>une</i>” in the context of the unit. - Understand that some nouns have irregular plurals in French.	- Express their likes and dislikes, and use “<i>tu</i>” to ask others for their opinion in a short conversation. - Read the unit’s story aloud and recognise and understand some of its key points without reading the English text. - Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted. - Recognise the difference between “<i>le</i>” / “<i>la</i>” and “<i>un</i>” / “<i>une</i>” in the context of the unit and apply them to nouns with little help. - Understand and recognise some irregular plural nouns in French.	- Express likes and dislikes confidently in a conversation and ask others for their opinions. - Read the unit’s story aloud clearly and understand the general plot from reading the French text. - Be able to talk and write about what they and others do and like doing, giving more complex opinions with confidence. - Recognise the difference between “<i>le</i>” / “<i>la</i>” and “<i>un</i>” / “<i>une</i>” in the context of the unit and confidently apply them to nouns. - Understand, recognise and begin using some irregular plural nouns in French.

Unit L — Hobbies (Unité L — Les passe-temps)

Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.

Lesson Pack 1: My hobbies Leçon 1: Mes passe-temps			
WEEK 1	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>le sport</i> sport <i>la musique</i> music <i>la natation</i> swimming <i>le cyclisme</i> cycling <i>la lecture</i> reading <i>les jeux vidéo (m)</i> video games <i>j'adore</i> I love <i>je déteste</i> I hate Question and Answer: <i>Tu aimes ...? Do you like ...?</i> <i>Oui, j'adore / j'aime...</i> <i>Yes, I love / I like...</i> <i>Non, je n'aime pas / je déteste...</i> <i>No, I don't like / I hate...</i>	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Lesson:</u> Song: 'Regardez-moi!' <u>Grammar Lesson:</u> Use the 'Nouns and Articles' and 'Adjectives' PowerPoint from the Grammar Lesson Pack to revise how to make plurals. In particular, study how irregular plurals are formed. Ask pupils if they can identify the singular noun that "les jeux vidéo" is derived from ("le jeu vidéo"). <u>Printable:</u> Worksheet	- This cheerful song includes some of the hobbies that pupils will learn in this lesson pack — it's a fun way to start the unit. "<i>Les jeux vidéo</i>" ("video games") is a masculine plural noun. The singular version is "<i>le jeu vidéo</i>" ("the video game"). "<i>Je sais tout faire, moi!</i>" ("I know how to do everything") — "<i>moi</i>" ("me") is used in the French to add extra emphasis, but it's not needed in the English. "<i>Quelle allure!</i>" ("How stylish!") — "<i>quelle</i>" is the feminine singular version of "<i>quel</i>" ("what" or "which") — this phrase literally means "What style!". "<i>Quelle</i>" is not used as a question word here (which is why "<i>comment</i>" isn't used), it's forming an exclamation which shows admiration.
			Additional Activities <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Get pupils to make a wordsearch where items of vocabulary from this Lesson Pack are hidden in the grid. They can then swap wordsearches and see if they can find the hidden words. <u>Classroom Activity:</u> Ask the pupils to work in small groups to make up their own song using vocabulary from this Lesson Pack. They can make it fit the tune to one of their favourite pop songs.



Unit L — Hobbies (Unité L — Les passe-temps)

Lesson Pack 1: My hobbies Leçon 1: Mes passe-temps			
WEEK 1	Language Content	Key Activities	Lesson Notes
			• “<i>Regardez-moi!</i>” (“Look at me!”) is an imperative (command) phrase. • To form negative sentences, sandwich “<i>ne</i>” and “<i>pas</i>” around the verb. • “<i>J’adore</i>” (“I love”) comes from “<i>adorer</i>” (“to love”), and “<i>je déteste</i>” (“I hate”) comes from “<i>détester</i>” (“to hate”).
			Additional Activities

Unit L — Hobbies (Unité L — Les passe-temps)

WEEK 2		Lesson Pack 2: Music Leçon 2: La musique		
Language Content	Key Activities	Lesson Notes	Additional Activities	
<u>Vocabulary:</u> <i>la musique classique</i> classical music <i>la musique pop</i> pop music <i>la musique folk</i> folk music <i>la musique rock</i> rock music <i>C'est nul!</i> It's rubbish! <i>C'est super!</i> It's great! <i>C'est ennuyeux!</i> It's boring! <i>C'est énervant!</i> It's annoying! <i>C'est entraînant!</i> It's catchy!	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer • <u>Classroom Activity:</u> In pairs, get pupils to ask each other the question from the Question and Answer lesson and answer, giving their opinion. They should then write down their answer to practise writing down their opinions. • <u>Printable:</u> Worksheet	This lesson introduces different types of music, and the Question and Answer lesson will enable pupils to give their opinions. • The French words for types of music are very similar to their English translations. Highlight these similarities to help pupils remember them. • “<i>Tu aimes</i>” (“you like”) comes from the verb “<i>aimer</i>” (“to like”). • In Question and Answer, some responses involve the word “<i>mais</i>” (“but”). This is a really useful connective for making more complex sentences. • “<i>Je préfère</i>” (“I prefer”) comes from verb “<i>préférer</i>” (“to prefer”). Watch out for the way that the accent changes direction on the second “e”.	• <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Play some songs to pupils and ask them to write down their opinion using the model “<i>Oui/Non, c’est X.</i>” (“Yes/No, it’s X.”) from Question and Answer. You could also ask what type of music it is — “<i>C’est quel genre de musique?</i>” and ask them to answer using “<i>C’est la musique X.</i>” (“It’s X music.”).	
<u>Question and Answer:</u> <i>Tu aimes la musique ...?</i> Do you like ... music? <i>Oui / Non, c’est...</i> Yes / No, it’s... <i>Oui, j’aime la musique ... (mais je préfère la musique ...).</i> Yes, I like ... music (but I prefer ... music).				

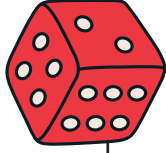
Unit L — Hobbies (Unité L — Les passe-temps)

Lesson Pack 3: Musical instruments Leçon 3: Les instruments de musique			
WEEK 3	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>la batterie</i> the drums <i>le piano</i> the piano <i>la guitare</i> the guitar <i>le saxophone</i> the saxophone <i>le violon</i> the violin <i>la clarinette</i> the clarinet <i>la trompette</i> the trumpet <i>la flûte</i> the flute Question and Answer 1: <i>Qu'est-ce que c'est?</i> What is it? C'est... It's... Question and Answer 2: <i>Tu joues d'un instrument de musique?</i> Do you play a musical instrument? <i>Non, je ne joue pas d'instrument de musique.</i> No, I don't play a musical instrument. <i>Oui, je joue...</i> Yes, I play...	Lesson: Vocab Lesson: Spell It! Lesson: Question and Answer 1 Ask your class the question and make sure that pupils use the correct article ("le" or "la") when they respond. Lesson: Question and Answer 2 Classroom Activity: Find a large image of an orchestra and get pupils to say what each musician is playing. Use "<i>Elle joue de X.</i>" ("She plays X.") and "<i>Il joue de X.</i>" ("He plays X."). Printable: Worksheet	Printable: Flashcards Classroom Activity: Collect some empty food containers and ask pupils to design and make their own musical instrument. For example, plucking an elastic band that's been stretched around an empty margarine pot makes an interesting noise. Grains and seeds sealed in bottles can be shaken to make rattling noises. Now try composing a song together using their instruments. The lyrics should be in French. Classroom Activity: Split the class into small groups and give each group some modelling clay. One player from the group must mould the clay into the shape of one of the instruments from the lesson. The other group members must try to guess what it is, saying "<i>C'est X.</i>" ("It's X.")



Unit L — Hobbies (Unité L — Les passe-temps)

Lesson Pack 4: The weekend Leçon 4: Le weekend			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>Je regarde la télé.</i> I watch TV. <i>Je joue aux jeux vidéo.</i> I play video games. <i>Je téléphone à mes amis.</i> I call my friends. <i>Je vais au parc.</i> I go to the park. <i>Je vais au cinéma.</i> I go to the cinema. <i>Je fais du trampoline.</i> I go on the trampoline. <i>Je surfe sur le net.</i> I surf the internet. <i>Je joue aux jeux de société.</i> I play board games. <u>Question and Answer:</u> <i>Qu'est-ce que tu fais le weekend?</i> What do you do at the weekend? Various responses...	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Printable:</u> Worksheet	<u>Lesson Notes</u> - Sentences in the Vocab lesson are in the first person singular present tense. "Aller" ("to go") and "faire" ("to do") are irregular verbs and are particularly challenging to conjugate. "Je vais au parc." ("I go to the park.") — "à" means "to", but when it is followed by "le" ("the"), the two words join together to form "au". <u>Additional Activities</u> <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Play a game of charades — ask pupils to act out the different activities for the rest of the class to guess. <u>Classroom Activity:</u> Do a class survey ("un sondage") to find out what pupils like doing at the weekend. Pupils can present their findings in a presentation, a poster or as a graph.



Unit L — Hobbies (Unité L — Les passe-temps)

WEEK 5			
Lesson Pack 5: Films Leçon 5: Les films			
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> un film a film un film d'action an action film un film comique a comedy film un film romantique a romantic film un film d'horreur a horror film un film d'aventures an adventure film un dessin animé a cartoon	- Lesson: Vocab Find It! - Lesson: Question and Answer 1 - Classroom Activity: Ask the pupils to write a few sentences in French about their favourite film. - Printable: Worksheet	- Many of the types of films in the vocabulary list translate literally as "a film of X" — explaining this might help pupils to draw links between the French and English. - To make a negative sentence, sandwich "ne" and "pas" around the verb. - In Question and Answer 1, the indefinite article, "un" ("a"), has to change to a definite plural article — "les films" ("the films") or it will sound unnatural. - In Question and Answer 2, when using "je veux" and a verb, the second verb stays in the infinitive. "Tu veux..." ("Do you want...?") and an infinitive verb, e.g. "Tu veux aller...?" ("Do you want to go...?"), is a useful structure for 'invitation' questions.	 - Lesson: Question and Answer 2 - Printable: Flashcards - Classroom Activity: Find an extract of a French version of a film or cartoon that the pupils may know in English. Ask the pupils questions about it in French afterwards. E.g. "C'est un film d'action?" ("Is it an action film?") — "Oui, c'est un film d'action." ("Yes, it's an action film.") or "Non, c'est un film d'aventures." ("No, it's an adventure film.") etc.
<u>Question and Answer 1:</u> Tu aimes...? Do you like...? Oui, j'aime... Yes, I like... Non, je n'aime pas... No, I don't like...			
<u>Question and Answer 2:</u> Tu veux regarder...? Do you want to watch...? Oui, je veux regarder... Yes, I want to watch... Non, je ne veux pas regarder... No, I don't want to watch...			

Unit L — Hobbies (Unité L — Les passe-temps)

WEEK 6		Lesson Pack 6: Étienne's new friend Leçon 6: La nouvelle amie d'Étienne	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>une fille</i> a girl <i>un sourire</i> a smile <i>la lune</i> the moon <i>mon chat</i> my cat <i>mon voisin</i> my neighbour <i>triste</i> sad <i>penser</i> to think <i>un parc d'attractions</i> a theme park <i>une combinaison spatiale</i> a space suit	<u>Revision Activity:</u> Get pupils to stand in a circle. Pupils take it in turns to say an item of vocabulary from the unit (ensure that they use the correct article in front of the vocabulary) — if they can't think of one, they must sit down. The last pupil standing is the winner. This activity will help recap the vocabulary from the unit, which will prepare pupils for reading or listening to the story. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: 'La nouvelle amie d'Étienne' <u>Printable:</u> Story Text Get the pupils to act out the story in small groups, reading aloud in French from the story text. Ensure that pupils pronounce the words clearly and accurately. <u>Printable:</u> Worksheet and Story Quiz	"Mon" is the masculine singular version of "my" — French possessive adjectives agree with the object, not the subject of the sentence. For example, in the sentence "<i>Ma tortue s'appelle Tilly.</i>" ("My tortoise is called Tilly."), "<i>ma</i>" is the feminine singular version of "my" because the word "<i>tortue</i>" is feminine, regardless of the speaker's gender. - To make "<i>voisin</i>" ("neighbour") feminine, you must add an "e" to the end — "<i>voisine</i>". - The adjective "<i>triste</i>" ("sad") is the same in its masculine and feminine form, but gains an "s" when plural. "<i>Une nouvelle amie</i>" ("a new friend") — "<i>nouvelle</i>" ("new") is the feminine singular version of "<i>nouveau</i>". It's irregular and is also one of a few adjectives that come before the noun. "<i>Pas de problème</i>" ("no problem") — this is an idiomatic phrase that you can teach your class. - When the female character, Amélie, says "<i>désolée</i>" ("sorry") it is spelt with an extra "e" — this is the feminine version of "<i>désolé</i>".	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Ask the class to look at the story text and find the French equivalent of an English word or vice versa. <u>Classroom Activity:</u> Have pupils rewrite the story in French with different activities, and then illustrate it appropriately.
WHOLE UNIT ACTIVITIES 		"<i>Les marionnettes</i>" ("Puppets") — split the class into group A and group B. Group A is told a hobby in French. Each member of group A must partner up with a member of group B and get them to guess the hobby in French. However, partner A is not allowed to talk — they must move partner B's limbs so that they are acting out the activity (e.g. moving their arms as if they're playing the violin.) The first pair where player B guesses the hobby wins.	