

Unit P — Actions (Unité P — Les actions)

Overview

This unit is all about actions. It begins with a song about looking for a pirate, which includes some useful prepositions. During the course of the unit, pupils will learn a selection of common verbs and how to use them with some simple adverbs. The unit also includes vocabulary associated with craft activities and treasure hunts. The final lesson contains a fun story about a pirate who is looking for some treasure.

Useful Prior Knowledge	New Language Content
Familiarity with the perfect past tense in French	- Using action verbs in the first person - Using action verbs in the third person singular - Using some adverbs - Naming craft materials - Using the perfect past tense in the third person singular form

Target Learning Outcomes:

Speaking: S3k(i), S3o(i), S4o(iii), S3p

Reading: R4o(ii), R4o(v)

Writing: W3k(i), W4o(i), W4p

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:
- Begin to recognise and use perfect past tense sentences with help. - Recognise some adverbs from the lessons. - Recognise and use, with some help, third person singular verbs to describe what someone is doing. - Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.	- Recognise past tense verbs and say some perfect past tense sentences. - Understand and use some of the adverbs from the unit. - Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions. - Develop knowledge of sentences in French and use model sentences to make new ones.	- Use the perfect past tense with irregular participles. - Be comfortable using the adverbs from Lesson Packs 2 and 4 with any suitable verbs that they know. - Confidently recognise and use, from memory, third person singular verbs, including some irregular verbs, to describe someone's actions. - Use model French sentences to make new ones, often adding extra detail of their own.



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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: I'm looking for the pirate Leçon 1: Je cherche le pirate			
WEEK 1	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>je cherche</i> I'm looking for <i>en bas</i> down there <i>en haut</i> up there <i>à droite</i> to the right <i>à gauche</i> to the left <i>partout</i> everywhere <i>dans le magasin</i> in the shop <i>dans le parc</i> in the park <i>dans la bibliothèque</i> in the library <u>Question and Answer:</u> <i>Où cherches-tu le pirate?</i> Where are you looking for the pirate? <i>Je cherche le pirate...</i> I'm looking for the pirate...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer • <u>Lesson:</u> Song: 'Vincent le pirate' • <u>Classroom Activity:</u> Ask the children to work in small groups and write their own versions of this song. They can replace some of the vocabulary so they're looking for something or somebody else in different locations. The verb "<i>chercher</i>" ("to look for") only needs a noun and article after it, e.g. "<i>Je cherche le pirate</i>." ("I'm looking for the pirate."), making the construction different to in English, where the word "for" is needed after the verb.	This fun song introduces some prepositions which are also used in the Question and Answer lesson. • "<i>En bas</i>" ("down there") can also mean "downstairs" when talking about something's position inside a building, and "<i>en haut</i>" ("up there") can also mean "upstairs". • Unlike in English, the verb "<i>chercher</i>" ("to look for") is not followed by a preposition — "<i>Je cherche le pirate</i>." ("I'm looking for the pirate."). • "<i>Je cherche...</i>" can be translated as "I'm looking for..." or "I look for..." — both are correct.
			Additional Activities • <u>Printable:</u> Worksheet • <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Take the pupils outside and label four areas of the playground as "<i>En bas!</i>", "<i>En haut!</i>", "<i>À droite!</i>" and "<i>À gauche!</i>". Call out "<i>Je cherche...</i>" plus one of the areas, and the pupils must run to the correct area of the yard. When you say "<i>Partout!</i>" the pupils run around everywhere.



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Lesson Pack 1: I'm looking for the pirate Leçon 1: Je cherche le pirate			
WEEK 1			
Language Content	Key Activities	Lesson Notes	Additional Activities
		• “Je cherche à droite” (“I’m looking to the right”) — even though the pirate isn’t mentioned here, we know that it actually means “Je cherche (le pirate) à droite” (“I’m looking (for the pirate) to the right”). This is why the verb “chercher” (“to look for”) is used, rather than “regarder” (“to look”). • “Est-il...?” (“Is he...?”) — this question has been formed by inverting the verb and the pronoun. • “Il n’est pas là.” (“He isn’t there.”) — negative sentences are formed by sandwiching “ne” and “pas” around the verb. Here, the “e” in “ne” has been replaced with an apostrophe because it’s followed by a word which begins with a vowel.	

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Lesson Pack 2: Actions Leçon 2: Les actions				
WEEK 2	Language Content	Key Activities	Lesson Notes	Additional Activities
	<u>Vocabulary:</u> <i>je ris</i> I'm laughing <i>je pleure</i> I'm crying <i>je parle</i> I'm talking <i>je marche</i> I'm walking <i>je cours</i> I'm running <i>je danse</i> I'm dancing <i>je chante</i> I'm singing <i>beaucoup</i> a lot <i>un peu</i> a bit <u>Question and Answer 1:</u> <i>Qu'est-ce que tu fais?</i> What are you doing? <i>Je ... beaucoup.</i> I'm ... a lot. <u>Question and Answer 2:</u> <i>Qu'est-ce que fait ton ami(e)?</i> What is your friend doing? <i>Elle / Il ... beaucoup.</i> She / He is ... a lot.	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer 1 • <u>Lesson:</u> Question and Answer 2 • <u>Classroom Activity:</u> "Un jeu de mime" ("Charades"). Split the class into groups. One person from each group should mime an action from this Lesson Pack and the rest of the group should then guess the action using a full French sentence, e.g. "Elle marche." ("She is walking."). • <u>Classroom Activity:</u> Collect some video clips to show the class*. As you watch each clip, point at someone on screen and ask the question, "Qu'est-ce qu'il fait?" ("What is he doing?") or "Qu'est-ce qu'elle fait?" ("What is she doing?"). Get the class to write down a full sentence, e.g. "Elle chante." ("She is singing."). Use adverbs to create more complex sentence structures, e.g. "Elle chante beaucoup." ("She is singing a lot."). * When using websites featuring suggested videos to play in a classroom or similar setting you should disable the auto-play feature to avoid other videos playing after the one you play finishes. CGP+ does not accept any responsibility for the contents of linked websites.	• The verbs in the Vocab lesson are all in the first person singular present tense form. They are used in the third person singular present tense form in Question and Answer 2. • If you want to say "a lot of X" you say "beaucoup de X" — "de" never changes here. • The responses in the Question and Answer lessons all use the adverb "beaucoup" ("a lot"), but you could also replace "beaucoup" with "un peu" ("a bit"). For example, "Je cours un peu." ("I'm running a bit.") or "Elle chante un peu." ("She is singing a bit.") • The word "ami" ("friend") changes to "amie" when you're talking about one female friend. However, the masculine singular possessive pronouns are still used — "mon amie" ("my female friend"), "ton amie" ("your female friend").	• <u>Printable:</u> Worksheet • <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> "Jacques a dit" ("Simon Says"). Call out a selection of statements from the lesson, e.g. "Jacques a dit 'je danse'." ("Simon says 'I'm dancing'"). Pupils should only do the action if you say "Jacques a dit" before it. Try adding in other actions from Lesson Pack 4 to extend the activity.



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WEEK 3			
Language Content	Lesson Pack 3: In the cupboard Leçon 3: Dans le placard	Lesson Notes	Additional Activities
Vocabulary: <i>le placard</i> the cupboard <i>la peinture</i> the paint <i>le carton</i> the cardboard <i>le pinceau</i> the paintbrush <i>les paillettes (f)</i> the glitter <i>le papier de soie</i> the tissue paper <i>le papier feutre</i> the felt <i>la laine</i> the wool <i>le ruban adhésif</i> the sticky tape	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer 1 <u>Grammar Lesson:</u> Use 'The Past Tense' slide of the 'Verbs— Part 2' PowerPoint from the Grammar Lesson Pack to recap the perfect past tense with your class. This will help prepare them for Question and Answer 2. <u>Lesson:</u> Question and Answer 2 Get pupils to practise this conversation in pairs to help get to grips with speaking using the perfect past tense.	Lesson Notes "<i>Les paillettes</i>" ("the glitter") is a feminine plural noun, even though it's singular in English. Encourage pupils to think about how a pot of glitter is actually full of lots of tiny pieces to help them remember that it's always plural in French. "<i>Le papier feutre</i>" means "the felt". You might want to remind pupils how to say "some felt-tip pens" ("<i>des feutres</i>") from Unit N, Lesson Pack 5, and highlight the differences so that they don't get the words confused. "<i>Mets</i>" is the second person singular informal version of the verb "<i>mettre</i>" ("to put") — it is also spelt like this in the first person singular form. "<i>Dans</i>" is a useful preposition to learn — it means "in" or "inside". Question and Answer 2 is in the perfect past tense.	Additional Activities <u>Printable:</u> Worksheet <u>Classroom Activity:</u> Ask the pupils to make French labels for the class store of craft materials. <u>Classroom Activity:</u> Get pupils to take it in turns to draw something from the vocabulary list on the board. They ask the rest of the class "<i>Qu'est-ce que c'est?</i>" ("What is it?") after drawing a few lines. The other pupils must guess what is being drawn using full French sentences, e.g. "<i>C'est la laine.</i>" ("It's wool."). For more advanced pupils, encourage them to use a question — "<i>Est-ce que c'est X?</i>" ("Is it X?"). <u>Printable:</u> Flashcards Shuffle the flashcards and hold them up to the class one by one. Start by asking them "<i>Est-ce que c'est X? Oui or non?</i>" ("Is this X? Yes or no?") — the pupils reply "<i>oui</i>" or "<i>non</i>". Then make it slightly harder by asking "<i>Est-ce que c'est X ou Y?</i>" ("Is this X or Y?"). Once the pupils are more confident, try asking "<i>Qu'est-ce que c'est?</i>" ("What is this?") — the pupils will now have to remember the correct vocabulary from memory.
Question and Answer 1: <i>Qu'est-ce que tu mets dans le placard?</i> What are you putting in the cupboard? <i>Je mets ... dans le placard.</i> I'm putting ... in the cupboard.			
Question and Answer 2: <i>Qu'est-ce que tu as mis dans le placard?</i> What did you put in the cupboard? <i>J'ai mis ... dans le placard.</i> I put ... in the cupboard.			

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Lesson Pack 3: In the cupboard Leçon 3: Dans le placard			
WEEK 3	Language Content	Key Activities	Lesson Notes
			• Printable: Flashcards This lesson uses a selection of definite articles. Call out “<i>mon</i>”, “<i>ma</i>”, or “<i>mes</i>” and see if pupils can hold up the correct images to match the possessive adjective you’ve said. For example, if you’ve said “<i>mon</i>”, pupils could hold up the image for “<i>le placard</i>” (“the cupboard”), or any other item of vocabulary that is preceded by “<i>le</i>”.

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Lesson Pack 4: More actions Leçon 4: Plus d'actions			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>je bois</i> I drink <i>je frappe</i> I knock <i>je conduis</i> I drive <i>je monte</i> I go up <i>je descends</i> I go down <i>je tourne</i> I turn <i>j'écris</i> I write <i>vite</i> quickly <i>lentement</i> slowly <u>Question and Answer 1:</u> <i>Est-ce que tu ... vite?</i> Do you ... quickly? <i>Oui, je ... vite.</i> Yes, I ... quickly. <i>Non, je ... lentement.</i> No, I ... slowly. <u>Question and Answer 2:</u> <i>Est-ce qu'il ... lentement?</i> Does he ... slowly? <i>Oui, il ... lentement.</i> Yes, he ... slowly. <i>Non, il ... vite.</i> No, he ... quickly.	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2	The verbs on the vocabulary list are all written in their first person singular form. "J'écris" ("I write") — the "e" from "je" has been replaced by an apostrophe to avoid two vowels being next to each other. Saying "je écris" would sound awkward and disrupt the flow of the sentence. Many French adverbs are formed by adding "ement" to the end of the adjective — "lent" ("slow") becomes "lentement" ("slowly"). However, "vite" ("quickly") doesn't follow this pattern — you can also say "rapidement" ("quickly"). If you want to change Question and Answer 2 to be about a female character, you just need to substitute "il" ("he") for "elle" ("she") — "Est-ce qu'elle ... lentement?" ("Does she ... slowly?"). The verb will stay the same because "he" and "she" are both third person singular pronouns.
			Additional Activities <u>Printable:</u> Worksheet <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask the pupils to think of other simple adverbs that they could use with the actions from this lesson. Get them to look up these words using a bilingual dictionary or the internet. An example could be "fort" ("loudly"). <u>Classroom Activity:</u> Test this vocabulary with a game of musical statues. When you stop the music, call out a sentence using the vocabulary from this lesson pack, e.g. "Je frappe vite." ("I knock quickly."). Instead of standing still, the pupils must act out the sentence that you've just said. The last pupil to act out the action, or any pupils performing the wrong action are 'out', and the game continues until only one pupil is left.



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WEEK 5	Lesson Pack 5: Treasure hunt Leçon 5: La chasse au trésor	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>un fossile</i> a fossil <i>une bouteille vide</i> an empty bottle <i>une vieille botte</i> an old boot <i>une coquille</i> a shell <i>un galet</i> a pebble <i>du bois flottant</i> some driftwood <i>le trésor</i> the treasure <i>un canard en plastique</i> a rubber duck <u>Question and Answer 1:</u> <i>Qu'est-ce que tu as trouvé pendant la chasse au trésor?</i> What did you find during the treasure hunt? <i>J'ai trouvé... I found...</i> <u>Question and Answer 2:</u> <i>Qu'est-ce que le pirate a trouvé pendant la chasse au trésor?</i> What did the pirate find during the treasure hunt? <i>Il a trouvé... He found...</i>	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer 1 • <u>Lesson:</u> Question and Answer 2	• “<i>Du bois flottant</i>” (“some driftwood”) — “<i>du</i>” (“some”) is used here, instead of an indefinite article, because, just like in English, “<i>le bois flottant</i>” is an unquantifiable noun. • The question in Question and Answer 1 has been formed using “<i>Qu'est-ce que...?</i>” (“What...?”). • Both of the Question and Answer lessons are written in the perfect past tense.	• <u>Printable: Worksheet</u> • <u>Classroom Activity:</u> Set up a treasure hunt for your class with simple clues in French. The colours from Core Unit 2, Lesson Pack 2 could be useful. • <u>Printable: Flashcards</u> Shuffle the flashcards and hold them up to the class one by one. Start by asking them “<i>Est-ce que c'est X? Oui or non?</i>” (“Is this X? Yes or no?”) — the pupils only need to reply with “<i>Oui</i>” or “<i>non</i>”. Then you can make it slightly harder by asking “<i>Est-ce que c'est X ou Y?</i>” (“Is this X or Y?”) — this time the pupils will have to choose between two items of vocabulary and reply with the correct answer. Once the pupils are more confident, try asking “<i>Qu'est-ce que c'est?</i>” (“What is this?”) — the pupils will now have to remember the correct item of vocabulary from memory. • <u>Classroom Activity:</u> Get the pupils to draw a picture of a treasure map which includes drawings of the items from this lesson. They should label their maps in French.



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Lesson Pack 6: A treasure hunt Leçon 6: Une chasse au trésor			
WEEK 6	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>une bibliothèque</i> a library <i>une corde à sauter</i> a skipping rope <i>heureux</i> happy <i>en colère</i> angrily <i>ranger</i> to tidy <i>comprendre</i> to understand <i>une carte au trésor</i> a treasure map <i>dans tous les sens</i> from every angle <i>une salle de musique</i> a music room	Grammar Revision Activity: Use the 'Conjugating Verbs' slide of the 'Verbs — Part 1' PowerPoint from the Grammar Lesson Pack to recap how to conjugate verbs in the third person singular. This story uses lots of third person singular verbs so this recap will prepare pupils for reading or listening to the story. Some irregular verbs such as "aller" ("to go") are used in the story, so covering the 'Tricky Verbs' slides will also be useful. Lesson: Vocab Lesson: Story: 'Une chasse au trésor' Printable: Worksheet and Story Quiz	Lesson Notes "Ranger" ("to tidy") is in its infinitive form in the Vocab lesson. It appears in the third person singular in the story — "<i>le pirate range</i>" ("the pirate is tidying"). "Comprendre" means "to understand" — it's the infinitive form of the verb. "Heureux" is the masculine singular version of the adjective "happy" — the feminine singular version is "<i>heureuse</i>" and the feminine plural version is "<i>heureuses</i>". "Une bibliothèque" ("a library") — the "<i>th</i>" is pronounced "<i>t</i>" in French. Play the recording of this word to your class to highlight the correct pronunciation. Additional Activities Printable: Flashcards Classroom Activity: Ask the pupils to make a finger puppet version of Corbin the pirate. They can also make a model of the school using an old shoe box which is placed on its side. Then, get them to act out the story using the puppet. You could read out the story for them and get them to move the puppet in the correct direction when you say sentences like "<i>Le pirate cherche le trésor à gauche</i>." ("The pirate looks for the treasure to the left.")
WHOLE UNIT ACTIVITIES		"Les marionnettes" ("Puppets") — split the class into group A and group B. Group A is told an action in French. Each member of group A must partner up with a member of group B and get them to guess the action 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 hand as if they're knocking on a door.) The first pair where player B guesses the action wins.	

