

Unit 5 — A Weekend with Friends (Unité 5 — Un weekend avec des amis)

Overview

This unit will give pupils the opportunity to talk about activities that they like to do with their friends. They will learn how to invite others to join in with activities, and Lesson Pack 5 teaches pupils a selection of useful replies that they can use when somebody asks them if they'd like to do something. Pupils will also learn some vocabulary related to sleepovers and midnight feasts, which ties in with the funny story about a sleepover in Lesson Pack 6.

Useful Prior Knowledge	New Language Content
Understand that French adjectives have masculine and feminine versions	- Talking about activities that they might do at the weekend - Expressing what they would and wouldn't like to do - Asking others if they would like to do something - Naming foods associated with midnight feasts - Giving a reason for accepting or declining an invitation 

Target Learning Outcomes:

Listening: L4a, L4h

Speaking: S4c, S4f, S4o(iii)

Reading: R4g

Writing: W4j(i), W4o(iii)

Expectations

By the end of this unit:

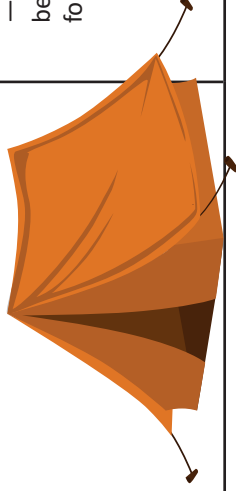
All children will:	Most children will progress further and will:	Some children will progress even further and will:
- Understand the main points of the unit's story in written form. - Develop and present a simple role-play, taking sentences from the Question and Answer lessons as a basis. - Build on their knowledge of the past tense and be able to write and say perfect past tense sentences with help. - Take part in a continuous conversation with some verbal prompts.	- Understand the main points, and some detail, of the unit's story in written form. - Develop and present a simple role-play with little help, adapting some of the Question and Answer lesson sentences as appropriate. - Build on their knowledge of the past tense and be able to write and say perfect past tense sentences with little help. - Take part in a continuous conversation involving longer sentences and opinions.	- Understand the main points, and most of the detail, of the unit's story in written form. - Confidently develop and present a simple role-play, adapting many of the Question and Answer lesson sentences as appropriate. - Build on their knowledge of the past tense and be able to write and say perfect past tense sentences with confidence. - Take part in a continuous conversation with confidence, including longer sentences and detailed opinions.

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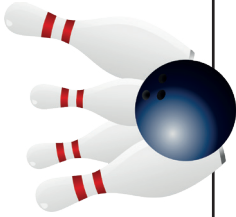
Weekly Plan

- 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**.

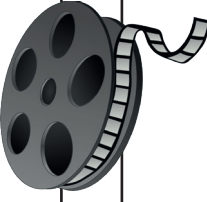
Lesson Pack 1: What would you like to do? Leçon 1: Qu'est-ce que tu voudrais faire?			
WEEK 1	Key Activities	Lesson Notes	Additional Activities
Language Content Vocabulary: <i>faire une promenade</i> to go for a walk <i>faire du bowling</i> to go bowling <i>faire une soirée pyjama</i> to have a sleepover <i>faire les magasins</i> to go shopping <i>faire un tour à vélo</i> to go for a bike ride <i>faire du camping</i> to go camping	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer 1 • <u>Printable:</u> Worksheet	• The verb "<i>faire</i>" ("to do") is in its infinitive form in both Question and Answer lessons. When a verb has been conjugated in the present tense, verbs that follow are usually in the infinitive form. • Some of the phrases in the Vocab lesson aren't direct translations of the English. For example, "<i>faire les magasins</i>" ("to go shopping") — "<i>faire</i>" means "to do" or "to make", so the phrase can be literally translated as "to do the shops". • "<i>Qu'est-ce que...?</i>" means "what...?" — adding "<i>Qu'est-ce que...?</i>" to the beginning of a phrase is a simple way to form a question.	• <u>Printable:</u> Flashcards • <u>Lesson:</u> Question and Answer 2 • <u>Classroom Activity:</u> Call out one of the sentences from the Lesson Pack and get the pupils to do a quick sketch of the activities that you call out. • <u>Classroom Activity:</u> Ask the pupils to draw a picture of what they would like to do at the weekend. Then get them to write a few sentences in French to go with it. • <u>Classroom Activity:</u> Play a game of charades using the activities from this Lesson Pack.



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Lesson Pack 1: What would you like to do? Leçon 1: Qu'est-ce que tu voudrais faire?			
WEEK 1	Language Content	Key Activities	Lesson Notes
	<u>Question and Answer 1:</u> <i>Qu'est-ce que tu voudrais faire?</i> What would you like to do? <i>Je voudrais...</i> I would like to... <u>Question and Answer 2:</u> <i>Tu voudrais faire une soirée pyjama...?</i> Would you like to have a sleepover on...? <i>Oui, je voudrais faire une soirée pyjama... / Non, je voudrais faire...</i> Yes, I would like to have a sleepover on... / No, I would like to...		• “<i>Tu voudrais faire une soirée pyjama...?</i>” (“Would you like to have a sleepover...?”) — to turn this statement into a question, make your voice rise at the end of the sentence. • “<i>Je voudrais</i>” (“I would like”) comes from the verb “<i>vouloir</i>” (“to want”) — it’s more polite than saying “<i>je veux</i>” (“I want”) because it’s in the conditional tense.
			

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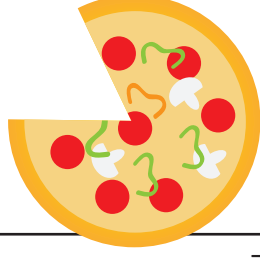
WEEK 2			
Language Content	Lesson Pack 2: Would you like...? Leçon 2: Tu voudrais...?	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>aller à la piscine</i> to go to the swimming pool <i>aller au cinéma</i> to go to the cinema <i>aller au parc</i> to go to the park <i>aller à la patinoire</i> to go to the ice rink <i>aller au centre de loisirs</i> to go to the leisure centre <i>Oui, super!</i> Yes, great! <i>Oui, on y va!</i> Yes, let's go! <i>Non, je ne peux pas.</i> No, I can't. <i>Non, je dois faire mes devoirs.</i> No, I have to do my homework. <u>Question and Answer:</u> <i>Tu voudrais aller...?</i> Would you like to go ... on ...? Various responses...	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Lesson:</u> Song: 'Tu voudrais aller... ?' <u>Classroom Activity:</u> Ask the pupils to prepare a role-play ('<i>jeu de rôle</i>') between two friends planning their weekend. They can use and adapt sentences from this Lesson Pack and should then present it to the class. <u>Printable:</u> Worksheet	The catchy song will teach pupils how to invite each other to do things at the weekend and give them a few ways to respond. - The verb phrases all use "<i>aller</i>" ("to go") in its infinitive form. This is because in the Question and Answer, "<i>voudrais</i>" ("would like") is a conjugated verb, and any verbs that follow should be in the infinitive form. "<i>À</i>" means "to" — it combines with the definite articles ("<i>le</i>", "<i>la</i>", "<i>les</i>") to form "<i>au</i>", "<i>à la</i>" or "<i>aux</i>" ("to the"). - The questions in the Question and Answer ask about going "<i>à la piscine</i>" ("to the swimming pool") or "<i>au cinéma</i>" ("to the cinema"). Encourage pupils to ask each other if they'd like to go to other locations using what they've learnt from the Vocab lesson. For example, "<i>Tu voudrais aller au parc lundi?</i>" ("Would you like to go to the park on Monday?"). "<i>On y va</i>" means "let's go". "<i>y</i>" means "there", so literally the phrase means "we go there".	 <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Get the pupils to take it in turns to draw one of the activities on the board. They must draw slowly, stopping every few lines to ask the other pupils "<i>Qu'est-ce que c'est?</i>" ("What is it?"). The rest of the class must try to guess what is being drawn and answer in full sentences, e.g. "<i>C'est 'aller au cinéma'.</i>" ("It's 'to go to the cinema'"). <u>Classroom Activity:</u> Ask the pupils to stand up and form a circle. Play some music (you could use the song from this Lesson Pack) and start passing a ball around. When the music stops, the person holding the ball must ask one of the questions from the lesson, e.g. "<i>Tu voudrais aller à la piscine?</i>" ("Would you like to go to the swimming pool?"). They then throw the ball to someone else in the circle who should answer their question, e.g. "<i>Oui, on y va!</i>" ("Yes, let's go!"). Encourage the pupils to vary their questions and responses as much as possible.

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WEEK 2	Lesson Pack 2: Would you like...? Leçon 2: Tu voudrais...?		
Language Content	Key Activities	Lesson Notes	Additional Activities
		• “Je ne peux pas” (“I can’t”) — form negative sentences by sandwiching “ne” and “pas” around the verb. Here the verb is “peux” because it’s the first person singular present tense version of “pouvoir” (“to be able to”). • “Je dois faire mes devoirs” (“I have to do my homework”) — here, the verb “faire” is in its infinitive form because it comes directly after “dois” which is the present tense form of “devoir”.	

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WEEK 3	Lesson Pack 3: Sleepover Leçon 3: La soirée pyjama	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>se vernir les ongles</i> to paint your nails <i>faire un karaoké</i> to do karaoke <i>regarder des films</i> to watch films <i>jouer aux jeux vidéo</i> to play video games <i>manger de la pizza</i> to eat pizza <i>manger de la glace</i> to eat ice cream <i>manger des bonbons</i> to eat sweets <i>boire du chocolat chaud</i> to drink hot chocolate <u>Question and Answer 1:</u> <i>Qu'est-ce que tu aimes faire pendant les soirées pyjama?</i> What do you like to do at sleepovers? <i>J'aime... I like...</i> <u>Question and Answer 2:</u> <i>Qu'est-ce que tu n'aimes pas faire pendant les soirées pyjama?</i> What do you not like doing at sleepovers? <i>Je n'aime pas... I don't like...</i>	Key Activities <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> Ask each pupil to do "un sondage" ("a survey") where they ask two pupils "Qu'est-ce que tu aimes faire pendant les soirées pyjama?" ("What do you like to do at sleepovers?") and two other pupils "Qu'est-ce que tu n'aimes pas faire pendant les soirées pyjama?". Once each pupil has their results, get them to write down their findings in full sentences, e.g. "X aime manger des bonbons." ("X likes to eat sweets."). <u>Printable:</u> Worksheet	Lesson Notes "Se vernir les ongles" ("to paint your nails") — "se vernir" is a reflexive verb, which is why it has the reflexive pronoun "se" before it. - When talking about playing sports or games, "jouer" is followed by the preposition "à". "À" combines with the definite articles which follow it, so "jouer à" + "les jeux vidéo" = "jouer aux jeux vidéo". "Manger" ("to eat") and "boire" ("to drink") are followed by the preposition "de", which combines with the definite article of the noun to mean "some". For example, "manger de" + "les bonbons" = "manger des bonbons". - When "de" comes after a negative, it doesn't change. "pendant" means "for" or "during" — its meaning is not the same as "pour" ("for something"). "Je n'aime pas" ("I don't like") — form negative sentences by sandwiching "ne" and "pas" around the verb. Here the verb is "aime" because it's the first person singular present tense version of "aimer" ("to like"). Don't forget that when you use "ne" in front of a word starting with a vowel or a mute "h", you remove the "e" and add an apostrophe.	Additional Activities <u>Printable: Flashcards</u> Print out some large pictures of the vocabulary from this Lesson Pack using the flashcards and stick them to different areas in the playground. Then, call out "J'aime..." ("I like...") and an activity. The pupils will have to listen to what you say and run to the part of the playground which has the matching image. You could also ask the pupils to take it in turns to call out the sentence.



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WEEK 4	Lesson Pack 4: The midnight feast Leçon 4: Le festin de minuit	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>un festin de minuit</i> a midnight feast <i>des chips (f)</i> some crisps <i>du chocolat (m)</i> some chocolate <i>du gâteau (m)</i> some cake <i>des bonbons (m)</i> some sweets <i>des sucettes (f)</i> some lollies <i>des friands (m)</i> some sausage rolls <i>de la pizza</i> some pizza <i>de la glace au chocolat</i> some chocolate ice cream <u>Question and Answer 1:</u> <i>Qu'est-ce que tu as mangé au festin de minuit?</i> What did you (singular) eat at the midnight feast? <i>J'ai mangé...</i> I ate... <u>Question and Answer 2:</u> <i>Qu'est-ce que vous avez mangé au festin de minuit?</i> What did you (plural) eat at the midnight feast? <i>On a mangé...</i> We ate...	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer 1 <u>Classroom Activity:</u> Group the pupils in pairs and get each pair to take it in turns to say what they ate at a midnight feast, in French. For example "<i>J'ai mangé du chocolat.</i>" ("I ate some chocolate."). While they are describing it, their partner must draw the items. <u>Classroom Activity:</u> Get the children to draw what they ate at a midnight feast and ask them to write a few sentences to match their drawings based on Question and Answer 1. For example, "<i>J'ai mangé de la pizza.</i>" ("I ate some pizza."). <u>Printable:</u> Worksheet	Lesson Notes - The items of food all include some form of "<i>de</i>" — which means "some". It's the same principle as in English — you don't usually say "I'm eating a cheese". "<i>De</i>" changes depending on the gender of the noun — "<i>du</i>" if it's masculine, "<i>de la</i>" if it's feminine and "<i>des</i>" for plurals. - Both Question and Answer lessons are in the perfect past tense — this describes completed actions in the past. - The responses in Question and Answer 2 are written in the first person plural, using "<i>on</i>" ("we"). "<i>On</i>" can also mean "they" or "one".	Additional Activities <u>Printable:</u> Flashcards <u>Lesson:</u> Question and Answer 2 

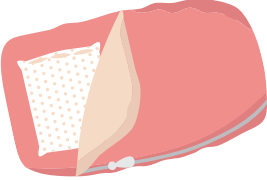
Unit 5 — A Weekend with Friends (Unité 5 — Un weekend avec des amis)

WEEK 5	Lesson Pack 5: Are you going to go to the cinema? Leçon 5: Tu vas aller au cinéma?	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>je suis prêt</i> I'm ready (male) <i>je suis prête</i> I'm ready (female) <i>je suis fatigué</i> I'm tired (male) <i>je suis fatiguée</i> I'm tired (female) <i>je suis occupé</i> I'm busy (male) <i>je suis occupée</i> I'm busy (female) <i>je suis désolé</i> I'm sorry (male) <i>je suis désolée</i> I'm sorry (female) <u>Question and Answer 1:</u> <i>Tu vas aller au cinéma?</i> Are you going to go to the cinema? <i>Oui / Non, je suis...</i> Yes / No, I'm... <u>Question and Answer 2:</u> <i>Cécile / Manu va aller au cinéma?</i> Is Cécile / Manu going to go to the cinema? <i>Oui / Non, elle est...</i> Yes / No, she is... <i>Oui / Non, il est...</i> Yes / No, he is...	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer 1 <u>Classroom Activity:</u> Split the class into pairs and get them to have a conversation based on Question and Answer 1, where each of them asks the other if they're going to the cinema and says that they can or can't go, with a reason. To vary the conversation, pupils could use the places they learnt in Lesson Pack 2 to ask new questions, e.g. "<i>Tu vas aller au parc?</i>" ("Are you going to the park?"). <u>Printable:</u> Worksheet 	- The phrases in the Vocab lesson have both a masculine and a feminine version. This is because the adjectives have to agree with the person who is talking — they're describing themselves. When pupils are using these sentences, remind them to use the correct version. It's worth paying extra attention to the audio recordings here, to identify any differences in pronunciation between masculine and feminine versions. - To make adjectives feminine you usually need to add an "e" — e.g. "<i>fatigué</i>" ("tired") becomes "<i>fatiguée</i>". "<i>Je suis</i>" ("I am") — "<i>suis</i>" is the first person singular present tense form of the verb "<i>être</i>" ("to be"). "<i>Tu vas aller au cinéma?</i>" ("Are you going to go to the cinema?") — this is a statement that has been turned into a question. To show the difference in meaning, your voice should rise at the end of the sentence. Question and Answer 1 and 2 are both written in the future tense. This tense uses a conjugated version of the verb "<i>aller</i>" ("to go") as an auxiliary.	Additional Activities <u>Printable:</u> Flashcards <u>Lesson:</u> Question and Answer 2 <u>Classroom Activity:</u> Ask the pupils to make a wordsearch using the masculine adjectives from the Vocab lesson. Once they're done, they can swap with a partner to see if they can find all of the hidden words. <u>Classroom Activity:</u> Ask the pupils to copy the vocabulary from this Lesson Pack. They should divide it into two lists — masculine phrases and feminine phrases.

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WEEK 5	Lesson Pack 5: Are you going to go to the cinema? Leçon 5: Tu vas aller au cinéma?		
Language Content	Key Activities	Lesson Notes	Additional Activities
		Question and Answer 2 is written in the third person singular version of the future tense. Remind pupils that the adjectives need to agree with the gender of the person that they're talking about. For example, "<i>Elle est désolée.</i>" ("She is sorry.").	

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WEEK 6	Lesson Pack 6: The sleeperover Leçon 6: La soirée pyjama		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>un fantôme</i> a ghost <i>un bruit</i> a noise <i>le salon</i> the living room <i>ce soir</i> tonight <i>crier</i> to scream <i>faire tomber</i> to drop <i>sortir</i> to go out <i>apporter</i> to bring <i>un sac de couchage</i> a sleeping bag 	<u>Phonics Revision Activity:</u> Practise pronouncing words ending in “on” and “an” using the ‘Nasal Sounds’ PowerPoint from the Phonics Lesson Pack. There are several words in the story that feature these two sounds and it would be a useful starter activity for pupils to play ‘Can you hear it?’ and ‘Can you spell it?’. They can then try reading the story aloud. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: ‘<i>La soirée pyjama</i>’ <u>Printable:</u> Worksheet and Story Quiz Once pupils have listened to or read the story, use the Story Quiz to check that they have understood the main points and some of the detail of the story.	- The verbs in the Vocab lesson are written in their infinitive form. They might be spelt slightly different in the story because they’re conjugated. - This story is written in the present tense. However, some sentences are in the future tense. For example, “<i>Je vais apporter un film.</i>” (“I’m going to bring a film.”). “<i>Beaucoup de chocolat</i>” (“lots of chocolate”) — “<i>beaucoup de</i>” is a set phrase, so the “<i>de</i>” doesn’t change. “<i>Prêtes?</i>” (“ready?”) — here the adjective refers to the two girls, so it has an extra “<i>e</i>” and “<i>s</i>” to be feminine plural. “<i>Jusqu’à</i>” is a preposition which means “as far as” or “until”. “<i>Dans</i>” (“in”) and “<i>sous</i>” (“under”) are useful prepositions to learn.	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Get the pupils to think of something else that could have been hiding in the sleeping bag and ask them to try rewriting the ending in French. They can use a dictionary to find any words that they don’t know. <u>Classroom Activity:</u> Ask pupils to act out the story in small groups.
WHOLE UNIT ACTIVITIES	- Play a game of pass the parcel where there is a flashcard from this unit hidden in each layer. You could have the French text and a picture, and ask the pupil to read the French and then give the English translation — this exercise is a good opportunity to practise pronunciation. - You may be able to find a French-speaking partner school via the internet (there are organisations that can help you with this). Pupils can write to their pen pals and tell them what they like to do at the weekend.		