

Unit T — The Future (Unité T — Le futur)

Overview

This unit gives pupils the opportunity to learn how to use the future tense to talk about what they are going to do. They should begin to understand how the future tense is formed using “*aller*” (“to go”), and how to use it in third person sentences. Lesson Pack 4 teaches pupils how to form comparisons in French by getting them to compare some fairy tale characters. They will also learn some adjectives that they can use to describe how they are feeling which builds on Unit Core 1, Lesson Pack 2 — “How are you?”.

Useful Prior Knowledge	New Language Content
- Understanding of the future tense in English - The traditional fairy tale “The Three Billy Goats Gruff” 	- The future tense in the first, second and third person singular and first person plural - Using adjectives to compare people - More ways to describe how they are feeling

Target Learning Outcomes:

Speaking: S4f, S4o(ii)

Reading: R4h, R4o(iv)

Writing: W4n, W4o(ii)

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:
- Recognise that adjectives change depending on the gender and number of the noun. - Recognise a comparative sentence from its structure when prompted. - Write and perform a role-play with help, incorporating basic future tense sentences. - Question why certain words have been used in the unit’s story.	- Change simple adjectives appropriately to match the gender and number of the noun. - Form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the Question and Answer lessons as prompts. - Write and perform a role-play, incorporating basic future tense sentences. - Discuss the effect of certain words in the unit’s story when prompted.	- Change simple and more complex adjectives appropriately to match the gender and number of the noun. - Form their own comparative sentences (ensuring the correct form of the adjective is applied). - Write and perform a role-play, incorporating more complex future tense sentences. - Investigate and discuss the effect of certain words in the unit’s story.

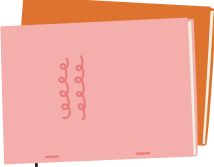
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Weekly Plan

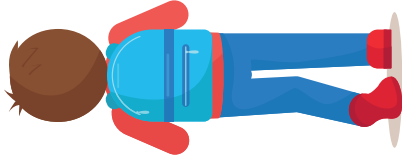
- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson 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**.

WEEK 1			
Language Content	Lesson Pack 1: I'm going... Leçon 1: Je vais...	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>chanter</i> to sing <i>écouter</i> to listen <i>jouer</i> to play <i>dormir</i> to sleep <i>manger</i> to eat <i>courir</i> to run <u>Question and Answer:</u> <i>Qu'est-ce que tu vas faire?</i> What are you going to do? <i>Je vais...</i> I'm going to...	<u>Key Activities</u> <u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Grammar Lesson:</u> Look at 'The Future Tense' slide of the 'Verbs — part 2' PowerPoint from the Grammar Lesson Pack. This will help your class to become familiar with forming the simple future tense. <u>Lesson:</u> Question and Answer <u>Lesson:</u> Song: '<i>Je vais jouer!</i>' <u>Printable:</u> Worksheet	Pupils may already be familiar with some of these verbs from Unit P — Actions and Unit M — A School Trip, so using them in the future tense shouldn't be too daunting. - The Question and Answer is written in the future tense. <i>"Qu'est-ce que...?"</i> means "What...?".	 <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask the pupils to make up some actions to go with each verb and get them to use them while singing this song. <u>Classroom Activity:</u> Play a game of charades using the verbs from this lesson.

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WEEK 2	Lesson Pack 2: This weekend Leçon 2: Ce weekend	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>jouer au foot</i> to play football <i>regarder la télé</i> to watch the TV <i>lire un livre</i> to read a book <i>faire du vélo</i> to go cycling <i>danser</i> to dance <i>aller à la piscine</i> to go to the swimming pool <i>jouer à l'ordinateur</i> to play on the computer <u>Question and Answer 1:</u> <i>Qu'est-ce que tu vas faire ce weekend?</i> What are you going to do this weekend? <i>Je vais...</i> I'm going... <u>Question and Answer 2:</u> <i>Qu'est-ce qu'on va faire ce weekend?</i> What are we going to do this weekend? <i>On va...</i> We're going...	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer 1 <u>Classroom Activity:</u> Ask the children to write a French conversation between two characters talking about what they are going to do at the weekend. Once they've prepared it, they can perform it in front of the class. <u>Printable:</u> Worksheet 	- The verb phrases all use the infinitive form of the verb. This is because, in the Question and Answer lessons, they will follow "<i>vais</i>" or "<i>va</i>" (conjugated versions of "<i>aller</i>" which means "to go") to form the future tense. Question and Answer 2 uses "<i>on</i>" to mean "we". However, it can also mean "one" or "they". - When talking about playing sports or games, "<i>jouer</i>" is followed by the preposition "<i>à</i>". "<i>À</i>" combines with the definite articles which follow it, so "<i>jouer à</i>" + "<i>le foot</i>" = "<i>jouer au foot</i>". - The preposition "<i>de</i>" comes after the verb "<i>faire</i>" ("to do") — it usually combines with the definite article that follows it to become either "<i>du</i>", "<i>de la</i>" or "<i>des</i>". For example, "<i>faire de</i>" + "<i>le vélo</i>" = "<i>faire du vélo</i>".	<u>Lesson:</u> Question and Answer 2 <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Get the pupils to draw and label a picture of what they're going to do this weekend. Encourage them to label the picture using full sentences. <u>Classroom Activity:</u> Ask pupils to do "<i>un sondage</i>" ("a survey") about what they're going to do this weekend. Each pupil should ask five other pupils, using Question and Answer 1 to help them. Then, get them to present their findings in a mini presentation to the rest of the class. Recap numbers 1-10 from Unit Core 1 if necessary.

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WEEK 3	Lesson Pack 3: Tomorrow Leçon 3: Demain		Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>aller à l'école</i> to go to school <i>jouer dans la cour</i> to play in the playground <i>aller au cours de français</i> to go to French class <i>manger dans la cuisine</i> to eat in the kitchen <i>faire ses devoirs</i> to do homework <i>regarder la télévision</i> to watch television <u>Question and Answer 1:</u> <i>Qu'est-ce que tu vas faire demain?</i> What are you going to do tomorrow? <i>Je vais...</i> I'm going... <u>Question and Answer 2:</u> <i>Qu'est-ce que Jacques / Amélie va faire demain?</i> What's Jacques / Amélie going to do tomorrow? <i>Jacques / Amélie va...</i> Jacques / Amélie is going...	<u>Key Activities</u> <u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 <u>Printable:</u> Worksheet		- The verbs all in the infinitive form because they follow a present tense version of the verb "<i>aller</i>" ("to go") in the Question and Answers — "<i>je vais...</i>" / "<i>il va...</i>". "<i>Ses</i>" means "his", "hers" or "its" when talking about something that's plural and "<i>mes</i>" means "my" when talking about something plural. "<i>Demain</i>" means "tomorrow". Question and Answer 2 is written in the third person singular. If you want to avoid repeating the names Amélie and Jacques, you can replace them with "<i>elle</i>" ("she") or "<i>il</i>" ("he") respectively — the rest of the sentence will stay the same. Note that the "<i>e</i>" from "<i>que</i>" in the question will be removed and replaced with an apostrophe if it is used in front of "<i>Amélie</i>" or "<i>elle</i>" — "<i>Qu'est-ce qu'elle va faire demain?</i>" ("What is she going to do tomorrow?"). This is because it would be difficult to say "<i>Amélie</i>" or "<i>elle</i>" straight after "<i>que</i>" as two separate words.	<u>Classroom Activity:</u> Split the class into groups of three and number the pupils in a group 1, 2 and 3. 3 should move out of earshot as 1 asks 2, "<i>Qu'est-ce que tu vas faire demain?</i>" ("What are you going to do tomorrow?") 2 responds with a sentence, "<i>Je vais X.</i>" ("I'm going to X."). 3 then returns and asks 1 about what 2 is going to do, using 2's name, "<i>Qu'est-ce que Y va faire demain?</i>" ("What is Y going to do tomorrow?"). 1 should then reply, "<i>Y va X.</i>" ("Y is going to X."). <u>Printable: Flashcards</u> Play a game of pass the parcel with a flashcard hidden in each layer. Use only the picture flashcards and ask the pupil to say what it is in French. Or just have the French text and ask pupils to read the word aloud and give the English translation.

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WEEK 4	Lesson Pack 4: Comparisons Leçon 4: Les comparaisons	Lesson Notes	Additional Activities
<u>Language Content</u> <u>Vocabulary:</u> <i>le troll</i> the troll <i>la princesse</i> the princess <i>petit</i> small <i>grand</i> big <i>laid</i> ugly <i>joli</i> pretty <i>jeune</i> young <i>âgé</i> old <u>Question and Answer 1:</u> <i>Comment est le troll / la princesse?</i> What's the troll / the princess like? <i>Le troll / La princesse est...</i> The troll / The princess is... <u>Question and Answer 2:</u> <i>Qui est plus ... que ...?</i> Who is ... than ...? <i>... est plus ... que ...</i> ... is ... than ...	<u>Key Activities</u> • <u>Lesson:</u> Vocab • <u>Lesson:</u> Spell it! • <u>Lesson:</u> Question and Answer 1 • <u>Lesson:</u> Question and Answer 2 • <u>Printable: Flashcards</u> Hold the flashcards up to your class. Ask pupils to write a sentence using the adjective on the flashcard that you are displaying. They can check their adjective endings and use the examples in the Question and Answers as a model to help them make the nouns and adjectives agree. For a further challenge, get pupils to look up more adjectives in an English-French dictionary and use them in their sentences. • <u>Printable: Worksheet</u>	• The adjectives in the Vocab lesson are all written in their masculine form. Usually adjectives just need an extra "e" added to the end of them to become feminine; the only exception here is "jeune" ("young") — it already ends in an "e" so it doesn't need another. The adjectives must agree with the person that they are describing when they are used in the Question and Answers. • "Comment" ("how") is used here to ask what somebody is like. • A comparative sentence is formed by saying that something is "more X than Y" ("<i>plus X que Y</i>"). If you want to say that something is "less X than Y" it's "<i>moins X que Y</i>". 	• <u>Printable: Flashcards</u> Use flashcards from another unit, e.g. Unit J, Lesson Pack 3, 'At the zoo'. Hold up two flashcards at a time to the class and encourage them to give a comparative sentence in French, e.g. "<i>Le rhinocéros est plus joli que le pingouin.</i>" ("The rhinoceros is prettier than the penguin."). • <u>Classroom Activity:</u> Ask the pupils to make a wordsearch using the words from the Lesson Pack. Once they're done, they can swap their wordsearch with a partner. • <u>Classroom Activity:</u> Get the pupils to copy the words from the Lesson Pack. Then ask them to write the feminine version of each adjective next to it. • <u>Classroom Activity:</u> More confident pupils can try writing a few sentences using "<i>moins</i>" to say that something is "less X than X".

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WEEK 5	Lesson Pack 5: I am... Leçon 5: Je suis...	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>en forme</i> in good shape <i>calme</i> calm <i>malade</i> ill <i>en colère</i> angry <i>énergique</i> energetic <i>aux anges</i> over the moon <u>Question and Answer 1:</u> <i>Comment tu vas aujourd'hui?</i> How are you today? <i>Je suis...</i> I'm... <u>Question and Answer 2:</u> <i>Comment est Tom / Laurianne aujourd'hui?</i> How is Tom / Laurianne today? <i>Il / Elle est...</i> He's / She's...	Key Activities • <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer 1 • <u>Printable:</u> Worksheet	Learning the adjectives from this Lesson Pack will enable pupils to give more information when somebody asks them how they are. • "<i>Calme</i>" ("calm") can also mean "quiet". • None of the adjectives change if they're describing a feminine noun. If you want to use them to describe more than one person, they all need an "s" added to the end. • "<i>Je suis</i>" ("I'm") comes from the irregular verb "<i>être</i>" ("to be"). • Question and Answer 2 is written in the third person singular. If you want to use the names Tom and Laurianne in your response, you can replace "<i>il</i>" ("he") or "<i>elle</i>" ("she") with Tom or Laurianne — the rest of the sentence will stay the same.	 Lesson: Question and Answer 2 • <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Test this vocabulary with a game of musical statues. When you stop the music (you could use the song from Lesson Pack 1), call out a sentence using the vocabulary from the Lesson Pack, e.g. "<i>Je suis en colère.</i>" ("I'm angry."). Instead of standing still, the pupils must act out the sentence that you've just said. The last pupil to act out the emotion, or any pupils who are performing the wrong emotion are 'out' and the game continues until only one pupil is left. • <u>Classroom Activity:</u> Ask the pupils to draw a picture of how they are feeling today. They should label it with a full sentence in French.

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Lesson Pack 6: The Three Billy Goats Gruff Leçon 6: Les trois boucs Bourru			
WEEK 6	Key Activities	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>un bouc</i> a billy goat <i>l'herbe (f)</i> the grass <i>traverser</i> to cross <i>sauter</i> to jump <i>attraper</i> to grab <i>Bébé Bouc Bourru</i> Baby Billy Goat Gruff <i>Petit Bouc Bourru</i> Little Billy Goat Gruff <i>Grand Bouc Bourru</i> Big Billy Goat Gruff <i>réfléchir</i> to think things over	<u>Revision Activity:</u> Ask pupils why they think the surname of the goats changes to "<i>Bourru</i>" in the French version of the story. ("<i>Bourru</i>" forms alliteration with "<i>Bouc</i>" and therefore makes the story more engaging.) This will be a useful starter activity to get pupils thinking about the story they're about to read. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: '<i>Les trois boucs Bourru</i>' <u>Printable:</u> Story Text Hand out copies of "<i>Les trois boucs Bourru</i>" ("<i>The Three Billy Goats Gruff</i>") in French and ask the class to circle all the examples of verbs in the future tense. <u>Printable:</u> Worksheet and Story Quiz	This story is written in the present tense, but some of the direct speech is written in the future tense — "<i>Je vais te manger</i>" ("I'm going to eat you"). It also includes some comparatives, so it acts as a revision lesson. - The verbs on the vocabulary list are written in their infinitive form — they'll be spelt differently in the story if they've been conjugated. "<i>L'autre côté</i>" means "the other side" — it's a useful French phrase to learn. "<i>Sur</i>" means "on". "<i>Attends mon frère</i>" ("wait for my brother") — this is written in the imperative because it's a command. "<i>Je vais te manger</i>" ("I'm going to eat you") — this phrase uses the direct object pronoun "<i>te</i>" ("you"). "<i>Ne</i>" and "<i>personne</i>" can be sandwiched around a verb to mean "nobody" or "not anybody", e.g. "<i>Je ne vois personne</i>" ("I don't see anybody"). But sometimes both parts of the negative structure come before the verb — "<i>Personne n'ose répondre</i>" ("nobody dares answer").	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Discuss how this version of The Three Billy Goats Gruff is different to the more traditional version. Encourage the pupils to give opinions on the two different versions. <u>Classroom Activity:</u> Ask the pupils to suggest another ending to the story and then see how much of the new ending they can translate into French. <u>Classroom Activity:</u> Ask the pupils to think of three adjectives to describe each of the characters in the story. Then get them to translate the adjectives into French using a dictionary.
WHOLE UNIT ACTIVITIES	Ask the pupils to work in pairs to write a conversation that uses as many of the French sentences from this unit as possible.		

