

# Le week-end (The Weekend)

## Lesson sequence

- I will learn how to tell the time around the clock in French.
- I will learn 10 activities in French that I may do at the weekend.
- I will consolidate my learning and focus on the spellings in French for the 10 activities.
- I will integrate 'at...' plus a time into my spoken and written work about weekend activities.
- I will use all my new knowledge from the unit to present to the class in spoken and/or written form

## Concept Links/Prior Knowledge

Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1<sup>st</sup> person to 3<sup>rd</sup> person conjugation of a verb).

## Phonics & pronunciation we will see:

QU sound in *quelle*, *informatique* & *musique* · AN sound in *bandes*, *amusant*, *intéressant* & *fatigant* · EN sound in *prends* & *finale*ment · Silent letters: Hearing and seeing that the 's' is not pronounced in *heures*, and the 't' is not pronounced in *amusant*, *barbant* or *fatigant*. This is often the case when these consonants are the last letters in French words. · Elision: *J'écoute*. Dropping of the last letter of a word (in this case the 'e' in *je*) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

### Knowledge

In this unit pupils will learn 10 phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.

### Skills

**Listening:** Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

**Speaking:** Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

**Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

**Writing:** Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

**Grammar:** Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

## New vocabulary I will learn

1 Introduce yourself.

Je m'appelle \_\_\_\_\_

J'ai \_\_\_\_ ans.

J'habite à \_\_\_\_\_

2 What do you do at the weekend?

Je me lève	Je prends mon petit-déjeuner
Je vais au cinéma	Je lis des bandes dessinées
Je joue au foot	Je joue à l'ordinateur
Je vais à la piscine	Je regarde la télé
J'écoute de la musique	Je me couche

3 At what time?

à deux heures	à deux heures cinq	à deux heures dix	à deux heures et quart.
à deux heures vingt.	à deux heures vingt cinq.	à deux heures et demie.	à trois heures moins vingt cinq.
à trois heures moins vingt.	à trois heures moins le quart.	à trois heures moins dix.	à trois heures moins cinq.

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4 New sentence!

C'est

↓

it is...

et

↓

and...

5 Add your opinion.

✓	✗
génial amazing	fatigant tiring
super great	nul not great
amusant fun	barbant boring

Je me lève.	Je prends mon petit-déjeuner.	Je joue à l'ordinateur.	Je lis des bandes dessinées.	J'écoute de la musique.	Je joue au foot.	Je vais au cinéma.	Je vais à la piscine.	Je regarde la télé.	Je me couche.
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**phonics**

sound in:

- informatique
- musique

sound in:

- bandes dessinées

sound in:

- Je prends mon déjeuner

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'heures'. The 't' is silent in 'amusant', 'fatigant' and 'barbant'!

The normally silent 's' in 'des' is pronounced when followed by 'heures'. The 's' almost sounds like an 'z'. This is called a **liaison**.

**vocabulary**

Telling the time around the clock in French:

Il est deux heures moins vingt.

10 activities we may do at the weekend:

Extended phrases including an activity, a time and an opinion.

Le week-end je regarde la télé à dix heures et quart. C'est génial!

At the weekend I watch TV at 10:15 and it's great!

To use a wider range of conjunctions:

après    aussi    plus tard

after    also    later

The 1st person conjugation of a wider range of verbs.

j'écoute    je lis    je regarde

I listen    I read    I watch

**grammar**

To make sentences longer, more complex and interesting with opinions.

Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est génial!

At the weekend I watch TV at 10:15 and at 11:30 I go to the swimming pool. It's great!