**Ce que mes amis et moi faisons ensemble (what my friends and i do together)**

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| --- | --- | --- | --- |
| **Avec mes ami(e)s**(with my friends) | **nous regardons la télé** (we watch TV)**nous allons en ville** (we go into town)**nous allons au cinéma** (we go to the cinema)**nous jouons à des jeux vidéo** (we play computer games)**nous faisons du sport** (we do sport)**nous parlons en ligne** (we talk online)**nous allons au parc**  (we go to the park)**nous faisons du vélo** (we go out on our bikes)**nous faisons les courses** (we go shopping) | **ensemble** (together)**le weekend** (at the weekend)**le soir** (in the evening)**quand il fait beau** (when the weather’s nice)**quand il fait mauvais** (when the weather’s bad) | **J’adore ça** (I love that)**J’aime bien ça** (I like that)**Ça change** (It makes a change) |
| **Par exemple** (for example) | **hier soir** (last night)**le weekend dernier** (last weekend)**samedi dernier** (last Saturday) | **nous avons vu un bon film** (we saw a good film)**nous avons acheté des vêtements** (we bought clothes)**nous avons joué au tennis** (we played tennis)**nous avons joué au Monopoly** (we played Monopoly)**nous avons joué au foot** (we played football)**nous avons regardé notre série préférée** (we watched our favourite series) |

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**Mode d’emploi**

Here is a possible teaching sequence. (You could add near future in to the frame if it suits your class.)

1. Read aloud some examples. Start with just the first row.

2. Do some choral repetition for pupils to get used to saying the sentences.

3. Get pupils in pairs to make up sentences (or do this as a whole class task with hands up or down)

4. Then move to the next line and so on.

5. In the end get pupils to make up full descriptions using all three lines.

6. Then take away the displayed items and see what they can do from memory.

7. If the above needs support use the “aural gap-fill technique”, i.e. give them parts of each sentence orally, then they complete.

8. With some classes you could invite them to make up their own additions in each slot – some will ask about other destinations.

9. Do some call and response translation into French.

10. You may like the idea of pupils recording their mini talks at the end or for homework if you give them a copy of the sentence frame.