**On fait des phrases – LE WEEKEND DERNIER – phrases bizarres**

|  |  |  |  |
| --- | --- | --- | --- |
| **Je suis allé(e)** (I went) | **au Mont Everest** (to Mount Everest)  **au cinéma** (to the cinema)  **au restaurant**  **aux magasins** (to the shops)  **à la lune** (to the moon)  **en Antarctique** (to the Antarctic) | **avec mon crocodile** (with my crocodile)  **avec mes insectes** (with my insects)  **avec mon chien Alan** (with my dog Alan) | **C’était bien** (It was good)  **C’était amusant** (it was fun)  **C’était super** (it was great)  **C’était cool** |
| **J’ai joué** (I played) | **à cache-cache** (hide and seek)  **à la console** (on the games console)  **au ping-pong**  **au football américain**  **au rugby**  **aux jeux de société** (board games) | **J’ai regardé** (I watched) | **la télé**  **un film**  **un match de foot** |
| **J’ai écouté** (I listened to) | **ma musique**  **la radio**  **un podcast** |
| **J’ai mangé** (I ate) | **des insectes** (insects)  **des frites** (chips, fries)  **du poisson** (fish)  **de la viande** (meat)  **des pâtes** (pasta)  **un grand repas** (a large meal)  **un hamburger** |
| **J’ai fait** (I did) | **du skate** (skateboarding)  **du vélo** (cycling)  **des courses** (shopping)  **mes devoirs** (my homework) | **J’ai volé** (I stole) | **des vêtements** (clothes)  **des chaussures** (shoes)  **un livre** (a book) |
| **Je suis resté(e)** (I stayed) | **chez moi** (at home)  **dans ma chambre** (in my room) |

© frenchteacher.net 2024

**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.