



Cinq minutes français

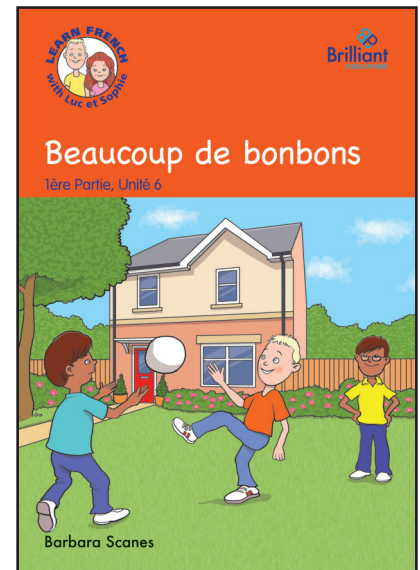
Start the lesson, as usual, with greetings in French.

Revise asking/saying how many brothers and sisters you have by dividing the class into two and asking them to make a question chain (the first pupil asks the second who asks the third and so on until the last pupil asks the first and the chain is complete). Challenge them to see which half can finish their chain first while still pronouncing the words correctly.

Vocabulaire supplémentaire

Use actions to help explain your commands. The additional vocabulary is modelled on Track 36 on the CD. (See also page 155 for more commands.)

<i>Je vous divise en deux.</i>	I'm dividing you into two.
<i>Équipe A ici.</i>	Team A here.
<i>Et Équipe B là.</i>	And Team B there.
(Pupil 1's name) <i>demande à</i> (Pupil 2's name), « <i>Tu as des frères ou des sœurs ?</i> »	(Pupil 1's name) asks (Pupil 2's name), 'Do you have any brothers or sisters?'
(Pupil 2's name) <i>répond.</i>	(Pupil 2's name) answers.
(Pupil 2's name) <i>demande à</i> (Pupil 3's name) ...	(Pupil 2's name) asks (Pupil 3's name) ...
<i>Vous avez 30 secondes/une minute.</i>	You have 30 seconds/1 minute. (Choose what you feel will work best with your class.)
<i>Commencez !</i>	Start!
<i>Arrêtez !</i>	Stop!



Vocabulaire

(CD Track 34)

Sophie a un bonbon	Sophie has a sweet
des bonbons	some sweets
tu as combien de...?	how many... do you have?
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty
zéro	zero

Vocabulaire déjà utilisé

au revoir	goodbye
beaucoup de	lots of
je voudrais	I would like
mais	but
moi	me
non	no
pour	for
regardez	look
toi	you
tu as	you have

And numbers 1–10



Exercice 1 – Écouter

Play the story (Track 33 on the CD), pausing as necessary.



Ask the pupils if they understood any of the story. Could they work out any of what was happening?



Exercice 2 – Écouter/lire

Display the audio enhanced e-storybook on the IWB. Click on the speech bubbles to hear what the characters are saying.



Ask the pupils if they understand more now. Brainstorm the meaning of the entire story as a class-wide exercise. To hear the pronunciation of individual words/phrases, click on the



words in the *Vocabulaire* lists on each page or in the *Vocabulaire* list at the end of the book.



Exercice 3 – Chanter



Revise numbers to 10 with *La chanson des numéros* (the number song) (Tracks 16 and 17 on the CD). Listen carefully to the pronunciation of the numbers 11–20 on the CD (Track 35). Pause the CD to allow pupils to repeat each number after the speaker:

onze
douze
treize
quatorze
quinze
seize
dix-sept
dix-huit
dix-neuf
vingt

Sing the new number song on *Feuille 6a* and Track 35. This song uses the same tune as the earlier number song but uses numbers up to 20 (instrumental track 17). Sing this song while counting on fingers (go back over the fingers for the numbers 11–20).



Exercice 4 – Écouter



Ask the pupils to listen to Track 38 on the CD. Play each number and pause to enable the pupils to write down, in numeral form, the numbers they hear.

dix-huit
quinze
onze
dix-sept
vingt
quatorze
douze
seize
dix-neuf
treize



Exercice 5 – Parler

Use the number flashcards (pages 33 and 56) to play a recognition game. As before, put pupils into pairs and ask one pupil to say the number in French in response to his/her partner showing a flashcard at random. They then swap places. You could also revise ages with the new numbers. Pupils should find this fun.

Vocabulaire pour le professeur

(CD Track 36)

je vous divise	I'm dividing
en deux	you in two
équipe A ici	Team A here
et équipe B là	and Team B
	there

Sophie demande à Nadine: « Tu as des frères ou des sœurs ? »	Sophie asks Nadine, do have any brothers or sisters?'
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Nadine répond	Nadine answers
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vous avez 30 secondes	you have 30 seconds/
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vous avez 1 minute	you have 1 minute
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commencez	start
arrêtez	stop

Traduction de l'histoire

Lots of sweets

page 2

Hey! Look! Sophie has some sweets!

page 3

Sophie, I'd like a sweet!

And me!

And me!

page 4

No!

But you have lots of sweets!

No!

page 5

How many sweets do you have?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10...

page 6

...11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

So, four sweets for me, four for Henri, four for Luc, four for Nadine and four for Sophie.

page 7

No! Zero sweets for you, zero

for Henri, zero for Luc, ten

for Nadine and ten for me!

Goodbye!



Exercice 6 – Écouter

Play a 'Loto' (bingo) game. Ask pupils to write down five numbers at random between 0–20. Call out the numbers in French in random order until someone calls out *Loto !* They must then call back to you, in French, the numbers they have. This enables you to check their comprehension and them to practise saying the numbers. When the pupils have gained sufficient confidence with the numbers, you can ask them to take your place at calling out the numbers, although you may have to check they are saying the correct number.



Exercice 7 – Parler

This is an excellent 'starter' exercise for any lesson. Start with the first pupil in the class and ask that pupil to say *un*. The next pupil must say *deux* and so on until you reach *vingt*, whereupon start again with the next pupil in line with *un*.

A variation on this is to point, at random, to various pupils but they must still count sequentially. You can vary this game yet further by timing pupils with both variations and encouraging them to try to beat their best time.

A further variation is to divide the class into two sides and play 'number tennis'. Side A starts with *un* and side B then says *deux* and so on to twenty and then swap. You can speed this up to make it more challenging or ask the pupils to count in high voices, low voices, squeaky voices or sing the numbers! All of these variations provide ample practice at saying and learning the order of the numbers.



Exercice 8 – Parler

For this exercise you need to distribute flashcard numbers (pages 33 and 56) among the pupils. Each pupil needs a number, so you may have to photocopy and laminate more than one set. Give each pupil a flashcard. To begin with you can do this in the correct sequence. Ask each pupil to hold up their card and say their number loudly and in sequence. Time them and challenge them to improve their time.

Secondly, ask them to swap their number with anybody else in the room so that the cards are now out of sequence. Now ask the pupils to count sequentially again. This is more challenging since nobody will be sure who has the next number. The pupils need to be really on the ball with this one; be sure they know how to say their number (they can ask you before you commence if they are not sure) and to be ready to say it by listening carefully to the number sequence. Again, you can time them as a challenge and then swap number cards again.

Finally, to collect the flashcards in again, ask for the cards to be returned to you in reverse order, starting with *vingt* until they have given them all back in the correct order.



Exercice 9 – Lire

Play the game in *Exercice 8* again with the pupils but, this time, use the flashcards bearing the name of the number (pages 34 and 57), not the numerals.



Feuille de travail

Feuille de travail 6b reinforces the vocabulary learnt in the unit.



Activités pour le tableau blanc interactif (TBI)

The Sentence builder activity reinforces vocabulary previously introduced, including numbers 1–10, and the third person singular form of *avoir*: *a*. Remind pupils that in French we say ‘Luc has 6 years.’



Grammaire

Avoir (to have)

In this story we meet the third person singular form of the verb *avoir* (to have): *Sophie a des bonbons*. We have previously met the first person singular form – *j’ai* and the second person singular form – *tu as*.

As we have already seen, *tu as* can become a question as well as a statement, purely by the addition of a question mark or, when spoken, by raising one’s voice at the end of the sentence. The same is true for the third person, eg *Sophie a des bonbons ?* (Has Sophie got some sweets?)

Practise this form of the verb, both as a statement and question, with the following exercise. Use the names of children in your class and model the exercise yourself first by writing on the board, and then saying out loud, sentences such as:

- ❖ *Jake a un frère.*
- ❖ *Sarah a une sœur.*
- ❖ *Charlotte a sept ans.*
- ❖ *David a six ans.*

Check that your pupils understand what these sentences mean and then put some alternative endings on the board. If you have an interactive whiteboard it will be easy to colour code the parts of the sentence:

Subject	Verb	Object
<i>Jake</i> <i>Sarah</i> <i>il</i> <i>elle</i> <i>mon frère</i> <i>ma sœur</i> <i>mon crocodile</i>	<p><i>a</i></p>	<i>un frère</i> <i>une sœur</i> <i>deux frères</i> <i>un crocodile</i> <i>dix ans</i> <i>vingt ans</i>

Ask pupils to rearrange these to make different sentences which they will then read out loud. They can make these sentences as silly as they like as long as they are grammatically correct. Make the sentences into questions as well and turn this into a verbal exercise by asking your pupils, for example: *Jake a un crocodile ?*

A simple *non* or *oui* will suffice as an answer at this stage, although more ambitious or confident children might like to try an answer along the lines of: *non, mais il a dix sœurs.*

La chanson des numéros

je m'appelle _____

un,

1

deux,

2

trois,

3



Tracks
35 & 17



quatre,

4

cinq,

5

six,

6

sept,

7

huit,

8

neuf et

9

dix.

10

onze,

11

douze,

12

treize,

13

quatorze,

14

quinze,

15

seize,

16

dix-sept,

17

dix-huit,

18

dix-neuf et

19

vingt.

20

11

12

13

14

15

16

17

18

19

20

onze

douze

treize

quatorze

quinze

seize

dix-sept

dix-huit

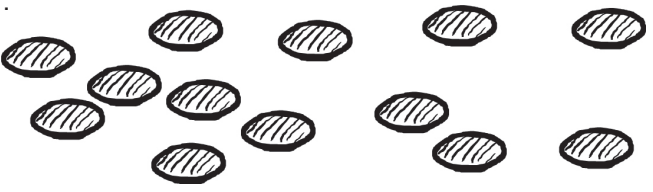
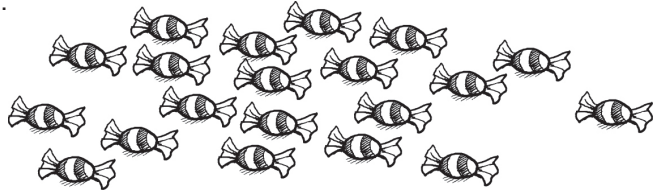
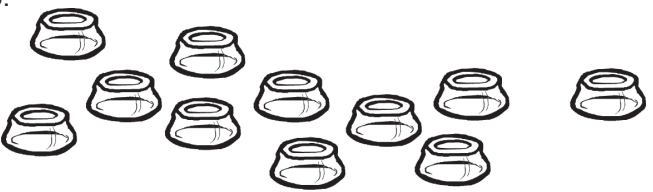
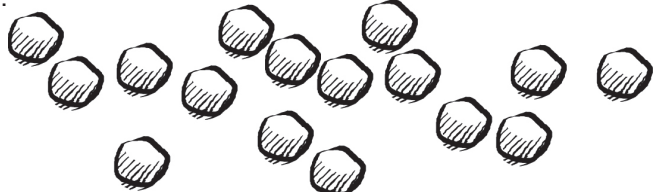
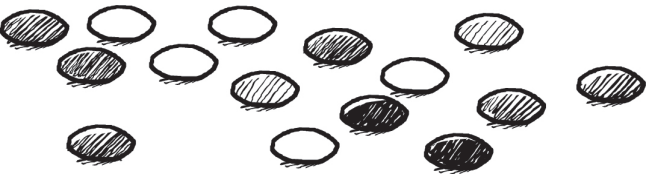
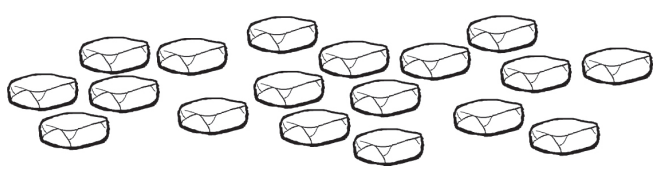

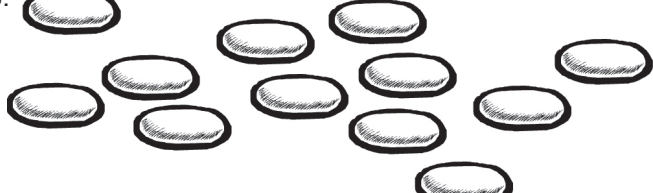
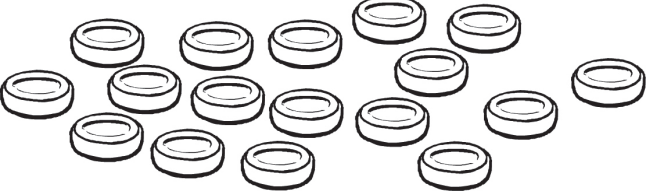
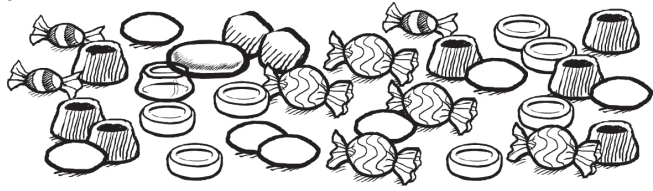
dix-neuf

vingt

Tu as combien de bonbons ?

Write the correct number from the box below for the number of sweets in each picture.

je m'appelle _____

<p>1.</p>  <p>J'ai _____ bonbons.</p>	<p>2.</p>  <p>J'ai _____ bonbons.</p>
<p>3.</p>  <p>J'ai _____ bonbons.</p>	<p>4.</p>  <p>J'ai _____ bonbons.</p>
<p>5.</p>  <p>J'ai _____ bonbons.</p>	<p>6.</p>  <p>J'ai _____ bonbons.</p>
<p>7.</p>  <p>J'ai _____ bonbons.</p>	<p>8.</p>  <p>J'ai _____ bonbons.</p>
<p>9.</p>  <p>J'ai _____ bonbons.</p>	<p>10.</p>  <p>J'ai _____ bonbons.</p>

seize
dix-sept

vingt
onze

quinze
treize

quatorze
douze

dix-huit
beaucoup de

Self-assessment sheet



At the end of this unit I can...

	date	not yet	nearly	definitely
recognise numbers to twenty				
count to twenty				
ask how many of something somebody has				
say I have lots of sweets				

Self-assessment sheet



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