

5 Cinq minutes français

Greet the pupils with *Bonjour les enfants* (Good morning children) and elicit the reply: *Bonjour madame* or *Bonjour monsieur*. (Listen to Audio Track 18 for the correct pronunciation of these words and practise them with the children.) Ask the class: *ça va ?* and elicit the general reply: *ça va bien, merci*. You can then ask a few individual children *ça va ?* Ask one child to ask another or do this as a question chain around the whole class. Practise asking and answering the question: *comment t'appelles-tu ?* around the room, encouraging individual pupils to ask their classmates. Alternatively, set up role plays in pairs with children greeting, asking *ça va ?* and answering, asking and answering *comment t'appelles-tu ?* and finishing with *au revoir*.

At the end of the lesson, say *Au revoir, les enfants* and elicit the reply, *Au revoir, madame* or *Au revoir, monsieur*.

Exercise 1 – Écouter

Play the story (Audio Track 12), pausing as necessary. Ask the pupils if they understood any of the story. Could they work out any of what was happening?

Exercise 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.

Exercise 3 – Chanter

Teach the song *Un biscuit, deux biscuits* to reinforce the vocabulary (*Feuille 3b*), Audio Tracks 14 and 15 (instrumental version).

Exercise 4 – Chanter

Ask the pupils to show you two hands. Count fingers as you sing along with Audio Tracks 16 and 17 (instrumental version).

Un, deux, trois, quatre, cinq, six, sept, huit, neuf et dix



Vocabulaire

(Audio Track 13)

combien de biscuits ?	how many biscuits?
j'ai	I have
tu as	you have
un biscuit	a biscuit
des biscuits	some biscuits
salut	hi (or bye)
oui	yes
ils sont	they are
pour	for
mes poupées	my dolls
mais	but
beaucoup (de)	lots (of)
un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
combien (de) ?	how much/many of?
moi	me

Vocabulaire déjà utilisé

bonjour	hello
ça va ?	how are you?
regardez	look
non	no

This is *La chanson des numéros* (the number song) that will be referred to in future units.



Exercice 5 – Parler/écouter



Divide the pupils into four groups, giving each group a pack of numeral flashcards (page 43). One pupil takes a card at random, looks at it and then hides it behind his/her back. The other pupils must then try to guess the correct number on the flashcard asking, for example, *Tu as le numéro cinq ?* The pupil hiding the card must answer either *non* or, if the guess is correct, *oui, j'ai le numéro cinq*. Another pupil then takes a turn at taking and hiding a card until all the pupils have had a go.

Another variation on this game is for the pupil who makes the correct guess to 'win' the card and the game is over when the cards are all gone. Obviously, with this variation, there is a process of elimination. However, this does not detract from the aim of the game, namely to learn the French names for the numbers.



Exercice 6 – Écouter

Pupils listen to the numbers spoken out of sequence on Audio Track 19. Pause the track after each number and ask children to show you the correct number of fingers.

deux
cinq
dix
sept
quatre
six
huit
neuf
un
trois



Exercice 7 – Parler

Distribute number flashcards (page 44) at random to ten pupils. Firstly, the pupils must arrange themselves in the correct number order.

Secondly, they must say which number they are holding, for example: *j'ai le numéro huit*. The remaining pupils must watch closely to see who is holding which number. Next, the pupils with the flashcards must hide them behind their backs and then rearrange themselves into a different order. The remaining pupils then have the chance to win a card/take a child's place by asking: *Tu as le numéro six ?* to which the corresponding pupil must answer *non* or *oui, j'ai le numéro six* as appropriate.

Vocabulaire pour le professeur (Audio Track 18)

les enfants	(the) children
madame	Mrs/'Miss'
monsieur	Mr/'Sir' (at school)

Traduction de l'histoire

How many biscuits?

page 2

Hello Chloé. Hello Martine.
Hello, Lucie. How are you?
Look, I've got some biscuits.

page 3

Hi Sophie! Oh biscuits!
Yes, they're for my dolls.

page 4

Oh, but you've got lots of
biscuits!
Yes! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

page 5

And how many dolls do you
have?

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

page 6

You have 10 biscuits but only 9
dolls, so you've got a biscuit for
me!

page 7

No, Luc! Mum!

Another variation of this game is for the pupils with the flashcards to swap the number cards among themselves. This makes it harder for the remaining pupils to guess and the game should be allowed to continue for a shorter period and then the entire line-up of pupils is changed in order to give everyone a chance.



Exercice 8 – Écrire

An easy 'air writing' game is to put pupils into teams or pairs and ask one pupil to write a number in the air, or on another pupil's back. The correct guess gains a point and the turn passes to the other pupil.



Exercice 9 – Écrire

Pupils make a poster with the title *Les numéros* to illustrate the numbers in French from 1–10. Allow them to draw the digits in different colours, styles, fonts etc (as long as they are clear and legible) and then label them with the correct French number word. They could even draw the correct number of an object, eg 10 cars, and then write the word *dix* underneath the drawing. Check their spelling carefully.



Feuilles de travail

Feuilles de travail 3c, 3d and 3e reinforce the vocabulary learnt in the unit.



Grammaire

Note: this grammar section is intended to provide background for non-specialist teachers and is not intended to be taught formally to pupils. Pupils will learn the appropriate grammar through usage in the context of the stories and exercises.

Avoir (to have)

In this story we meet two forms of the verb *avoir*:

<i>j'ai</i>	I have
<i>tu as</i>	you have

If you add a question mark at the end (*tu as ?*) and a rising intonation, it means 'have you?' or 'have you got?' You may also see the words the other way round (*as-tu ?*).

Être (to be)

The third person plural present tense of *être* is also introduced in this unit:

<i>sont</i>	are
<i>ils sont</i>	they are (used for two or more males or a mixture of males* and females*)
<i>elles sont</i>	they are (used only for two or more females*)

*Note: as all nouns in French are also masculine or feminine, the subject pronouns *ils* and *elles* are used for **things** as well as people.

My

There are three ways of saying 'my' in French. This is explained in greater detail in *Unité 5*:

<i>ma</i>	feminine singular	<i>ma poupée</i>	my doll
<i>mon</i>	masculine singular	<i>mon biscuit</i>	my biscuit
<i>mes</i>	plural (masculine and feminine)	<i>mes poupées</i>	my dolls
		<i>mes biscuits</i>	my biscuits

The

Please note: *les poupées* means 'the dolls'. There are four French words for 'the':

<i>le</i>	masculine singular	<i>le biscuit</i>	the biscuit
<i>la</i>	feminine singular	<i>la poupée</i>	the doll
<i>l'</i>	used for both masculine and feminine singular before a noun beginning with a vowel or 'h'	<i>l'homme</i>	the man
		<i>l'an</i>	the year
<i>les</i>	plural (masculine and feminine)	<i>les poupées</i>	the dolls

There are more examples of this grammatical point in Level 2.

Numbers

The pronunciation of 'six' and 'dix' changes when they come before a noun, for example: 'six biscuits' is pronounced 'see bees-kwee' and 'dix biscuits' is pronounced 'dee bees-kwee'.

Combien de biscuits ?



Sophie: Bonjour, Chloé. Bonjour Martine.

Bonjour Lucie. Ça va ?

Regardez, j'ai des biscuits.

Luc: Salut Sophie ! Oh ! Des biscuits !

Sophie: Oui, ils sont pour mes poupées.

Luc: Oh, mais tu as beaucoup de biscuits !

Sophie: Oui! Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

Luc: Et tu as combien de poupées ?

Sophie: Un, deux, trois, quatre, cinq, six, sept, huit, neuf.

Luc: Alors, tu as **dix** biscuits mais tu as **neuf** poupées.

Alors, tu as un biscuit pour moi !

Sophie: Non, Luc ! Ouah! Maman !

Un biscuit, deux biscuits

je m'appelle _____

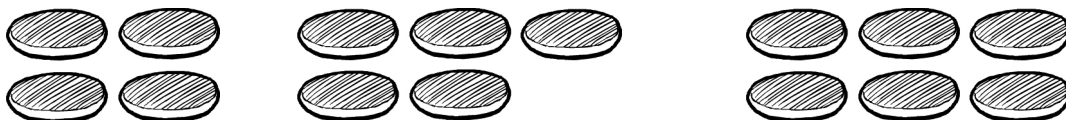


Audio
Tracks
14 & 15

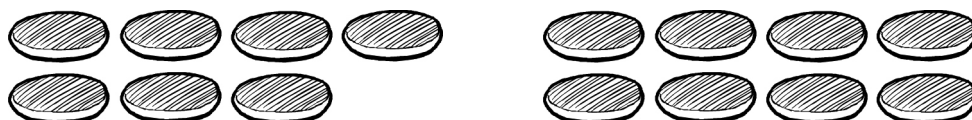
Un biscuit, deux biscuits, trois biscuits pour toi.



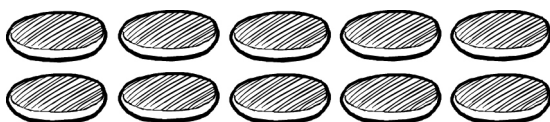
Quatre biscuits, cinq biscuits, six biscuits pour moi.



Sept biscuits, huit biscuits pour mes neuf poupées.



Dix biscuits ? Dix biscuits ! Ah oui – regardez !

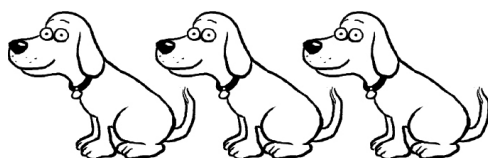


Combien ?

Count the objects in French and write the correct French number word next to the picture.

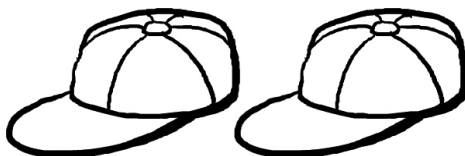
je m'appelle _____

Par exemple:



trois

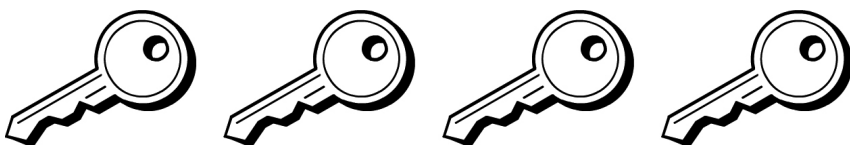
1.



2.



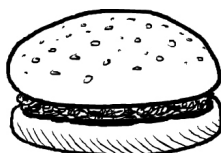
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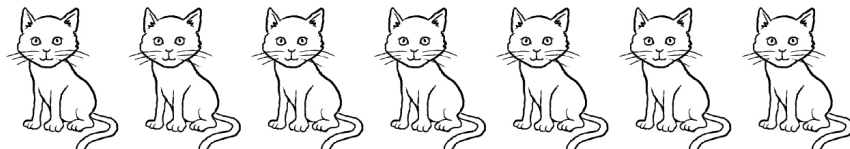
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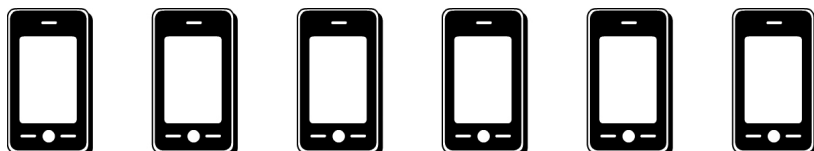
5.



6.



7.



8.



Combien ?

Draw a line between the French word and the correct number.

je m'appelle _____

1

2

3

4

5

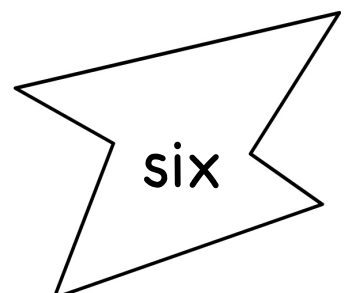
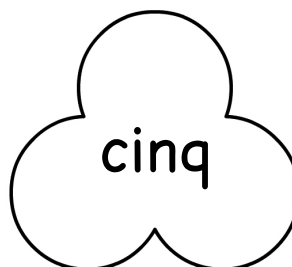
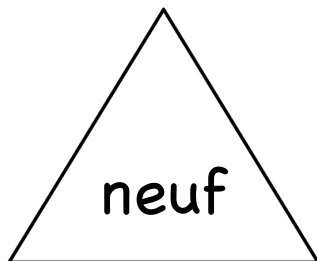
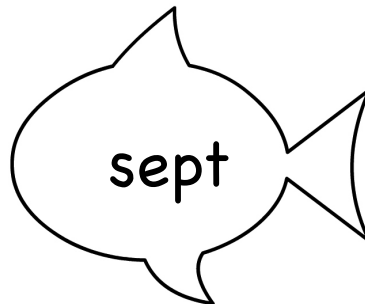
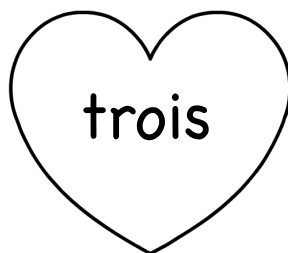
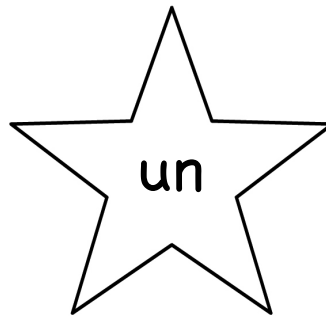
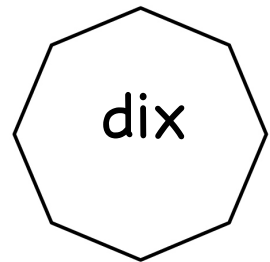
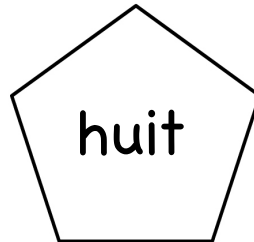
6

7

8

9

10



Combien de biscuits ?

Colour in the picture and write what you think Sophie is saying in the speech bubble.

je m'appelle _____



1

2

3

4

5

6

7

8

9

10

un

deux

trois

quatre

cinq

six

sept

huit

neuf

dix

Self-assessment sheet

At the end of this unit I can...

je m'appelle _____



	date	not yet	nearly	definitely
recognise numbers to ten				
count to ten				
say the word 'biscuit' in the French way				

Self-assessment sheet

At the end of this unit I can...

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