

5 Cinq minutes français

Begin the lesson, as usual, with greetings and a round of asking *Ça va ?* and eliciting the appropriate responses. Now revise the days of the week. Start with whole-class recitation of the days: *Dites-moi les jours de la semaine* (tell me the days of the week). The second time around, challenge the pupils to recite them faster and faster, without losing good pronunciation: *Maintenant, plus vite ! Encore plus vite !* (Now faster, still faster). You could even time them against the clock and challenge them on a further occasion to beat their best time. Finally, ask if any pupil feels confident enough to recite the days on their own. They could be given a sticker praising them, eg *Super !* or a house point (or whichever reward system is used in your school).



Exercise 1 – Écouter

Play the story (Audio Track 21), 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 – Écouter/parler

Revise the numbers from 1 to 20. Display numbers 21–31 on the whiteboard. Ask the pupils to listen carefully to the native French speaker on Audio Track 28 counting from 21–31:

<i>vingt et un</i>	21
<i>vingt-deux</i>	22
<i>vingt-trois</i>	23
<i>vingt-quatre</i>	24
<i>vingt-cinq</i>	25
<i>vingt-six</i>	26
<i>vingt-sept</i>	27
<i>vingt-huit</i>	28
<i>vingt-neuf</i>	29
<i>trente</i>	30
<i>trente et un</i>	31

Vocabulaire

(Audio Track 22)

un invité	a guest
des invités	(some) guests
inviter	to invite
mes amis	my friends
fêter	to celebrate
combien	how many
d'amis ?	friends?
à l'école	at school
ça fait	that makes
vingt et un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente et un	31
une grand-mère	a grandma
un grand-père	a grandpa
ton cousin	your (male) cousin
ta cousine	your (female) cousin
c'est cool	that's cool
un cadeau	a present
beaucoup de	lots of
cadeaux	presents
trop d'amis	too many friends

Play this track again; pause after each word and ask the pupils to repeat each number after the speaker, paying careful attention to the pronunciation. Point to each number on the board in turn when the pupils are reciting to help them to make the connection between the numeral and the French words/sounds.



Exercice 4 – Parler

Divide the class into two and play 'number tennis', with one side starting the counting from 21 and the other supplying 22 etc. Then swap sides. You can repeat this exercise a few times by asking the pupils to recite in a variety of different voices, as in the previous unit (*Exercice 3*), ie high voices, low voices, squeaky voices, whispers and singing.



Exercice 5 – Parler

Give each pupil in the class a card bearing a numeral from 21–31 (see Flashcards, page 63). You may need several sets, depending on the number of pupils in your class. Ask the pupil(s) with the card bearing the number 21 to call it out when you give the signal to start, followed by the pupil(s) with card 22 etc. Challenge them to get quicker and quicker by timing against the clock. At various points, ask the pupils to swap cards amongst themselves so that they get to recognise different numbers and start the game again. This is a good game to use in the *Cinq minutes français* or as a plenary in future lessons.



Exercice 6 – Écouter

Listen to the sentences on Audio Track 29. Pause after each sentence. Can the children work out what is being said? Ask pupils to write down, in English, the family member, person or animals that they hear mentioned. Challenge them to write down any additional information they hear, for example, a number or adjective.

1. *Mon cousin a vingt et un ans.*
2. *J'ai trente copains.**
3. *Mon grand-père a dix poissons.*
4. *Ma cousine a vingt-six ans.*
5. *Ma grand-mère est sympa.**
6. *Mon frère a vingt-neuf cadeaux.*
7. *Ma sœur est bête.*
8. *Ma mère a trente et un ans.*
9. *Mon père a beaucoup d'amis.*
10. *Tu as trop de serpents !*

* *un copain* = a (male) friend; *sympa* = nice (introduced in the song – *Exercice 11*)

Vocabulaire déjà utilisé

j'ai	I have
je voudrais	I would like
maman	mum
moi	me
mon anniversaire	my birthday
non	no
oui	yes
papa	dad
pour	for
vingt	twenty

Vocabulaire pour le professeur

(Audio Track 27)

dites-moi	tell me
les jours de la semaine	the days of the week
maintenant	now
plus vite	faster
encore plus vite	still faster
super	super
ma famille est grande	my family is big
un copain	a friend (male)
une copine*	a friend (female)
ma famille est petite	my family is small
my famille est super	my family is super
my famille est sympa	my family is nice
le football	football
le tennis	tennis
le netball	netball
le cricket	cricket
le rugby	rugby
le ballet	ballet
la télé	(the) television
la musique pop	(the) pop music
la pizza	(the) pizza
l'école	(the) school

*Not on audio track; given to enable sentence building.



Exercice 7 – Parler

Another way to practise the new numbers is by starting the count from 21–31 with the first pupil in the classroom saying '21', followed by the next pupil in line saying '22' etc. You can prompt them by showing them a card with the correct numeral shown on it (flashcards, page 63). To vary this, point at random around the class with pupils being put on their mettle to say the correct number in sequence and being ready, even when they are not sure when it will be their turn. This is quite challenging but good fun!

Extend this game by increasing the range from 1–31 (use flashcards on pages 63–65).



Exercice 8 – Parler

Use the numeral cards (page 63) again to play a guessing game. Distribute numeral cards 21–31 amongst 11 pupils (or, if fewer pupils in the class, choose a few of the new numbers at a time). Those pupils must stand at the front of the class holding their number in front of them, **out of sequence**. These pupils start the game by naming their number. This obliges them to learn the number they are holding as they are not counting in sequence. The pupils remaining seated can get the chance to go out in front by putting up their hand and naming, correctly, the number on the card of any pupil they like. They then replace the existing pupil. The pupil who is 'out' may go back 'in' but only by naming a different number from the one that he/she had originally.

Vary this game by asking one pupil at a time to come out and name the entire set of numbers. They 'win' any number they can name correctly. They can gain a reward sticker if they get a 'full house'.

To vary the activity, ask the pupils at the front to swap numbers amongst themselves or swap their own order, forcing the other pupils to concentrate hard on remembering the actual number, rather than merely counting in sequence.

A further variation is to ask the pupils at the front to hide their number and seated pupils must try to remember who has which number. These pupils can either replace the standing pupils or 'win' the number card, reducing the number of children standing at the front, which brings the game to a natural conclusion.

Traduction de l'histoire

Thirty one guests

page 2

Mum, I'd like to invite my friends to celebrate my birthday.

page 3

Oh yes Luc, how many friends?

Well, I've got 20 friends at school, and Henri, that makes 21, and Daniel 22, and me, 23.

page 4

And Sophie, 24, and Nadine, 25.

Sophie! Nadine! No, mum!

page 5

And me, 26, and Dad, 27, and Grandma, 28, and Grandpa, 29, and your cousin Pierre, 30 and your cousin Marie-Claire, 31!

page 6

That's cool! Lots of presents for me!

page 7

No, Luc, too many friends!



Exercice 9 – Lire

Display the new words for family members introduced in this unit on the whiteboard:

- ❖ *une/ma grand-mère*
- ❖ *un/mon grand-père*
- ❖ *un/mon cousin*
- ❖ *une/ma cousine*

Ask pupils if they can spot the similarity to the English words. They may enjoy learning that the English word for grandparents actually comes from the French. Point out that, as often is the case in French, the female word for *cousin* ends in an 'e'. Point out, too, that the words for 'one/a' and 'my' differ according to the gender of the word/person in question and do **not** correspond to the person talking.

Revise the other family members encountered so far in Level 1 and this book: *maman*, *papa*, *mon frère*, *ma sœur*, *mes frères*, *mes sœurs*. Display these words on the whiteboard.



Exercice 10 – Parler

Display the following questions on the whiteboard (see *Unité 4 Exercice 10 PowerPoint* in the digital downloads). Put pupils into pairs. They must ask each other the questions shown. The pronunciation is modelled on Audio Track 30.

Questions	Answers must be given along these lines
<i>Tu as une grand-mère ?</i>	<i>Oui, j'ai une grand-mère.</i> <i>Oui, j'ai deux grand-mères.</i> <i>Non.</i>
<i>Tu as un grand-père ?</i>	<i>Oui, j'ai un grand-père.</i> <i>Oui, j'ai deux grand-pères.</i> <i>Non.</i>
<i>Tu as un cousin ?</i>	<i>Oui, j'ai un cousin.</i> <i>Non.</i>
<i>Tu as une cousine ?</i>	<i>Oui, j'ai une cousine.</i> <i>Non.</i>
<i>Tu as des cousins ?</i>	<i>Oui, j'ai deux cousins.</i> <i>Oui, j'ai un cousin et deux cousines.</i>
<i>Tu as des cousines ?</i>	<i>Oui, j'ai deux cousines, etc.</i>

Note: The plural form of *cousin/cousine* just takes a final 's', as in English, but is not heard.



Exercice 11 – Chanter

Teach the song *Ma famille est sympa* to reinforce the vocabulary (*Feuille 4b*), Audio Tracks 25 and 26 (instrumental version).

Vocabulaire supplémentaire

ma famille est grande

un copain

ma famille est petite

ma famille est super

ma famille est sympa

my family is big

a friend (male)

my family is small

my family is super

my family is nice



Feuilles de travail

Feuilles de travail 4c, 4d and 4e reinforce the vocabulary learnt in the unit. Make sure pupils understand all the vocabulary on *Feuilles de travail* 4d before asking them to complete the sheet. See *Vocabulaire pour le professeur* (page 52) and Audio Track 29 for the correct meaning/pronunciation.



Activités pour le tableau blanc interactif (TBI)

See *Exercice 10* for instructions on how to use the *Unité 4 Exercice 10* PowerPoint.

Unité 4 – Trente et un invités

Exercice 10

Can you answer these questions?

- Tu as une grand-mère?
- Tu as un grand-père?
- Tu as un cousin?
- Tu as une cousine?
- Tu as des cousins?
- Tu as des cousines?

The Sentence builder activity reinforces numbers to 31 and the present tense singular forms of *avoir*. The noun/personal pronoun needs to agree with the verb:

j'ai

tu as

ma sœur/mon cousin/ma mère a

Unité 4 – Trente et un invités

Make as many sentences as you can.

J'	ai	vingt et un ans
Tu	as	dix poissons
Ma sœur	a	trente et un cadeaux
Mon cousin		beaucoup de chats
Ma mère		trop d'amis

Beut question



Grammaire

Expressions of quantity

In this unit we meet again the expressions *combien de* ... (how much/how many...) and *beaucoup de* (lots of). We also meet a new expression of quantity *trop de* (too many). In all of these expressions the word *de* will drop the 'e' and become *d'* in front of a word beginning with a vowel or 'h'. The effect when spoken, as with *le* changing to *l'*, is for the sounds to run into each other to form one word (known as elision). This is heard in the story when Mum asks: *Combien d'amis ?* – how many friends have you got? And later when she says: *Trop d'amis !* – too many friends.

You might like to tell your pupils that *Combien ?* is also used to ask the price of something; very useful if they go shopping in France and an incentive to learn French numbers!

Il y a

Another important phrase which occurs in this unit is *il y a*. This means 'there is/there are' but, with the addition of a question mark or an interrogative tone of voice, 'Is there? Are there?' (The strictly correct interrogative form is actually *Y a-t-il ?* which may be too much of a mouthful for young learners, but *Il y a ?* is very commonly used). Practise using this phrase as often as possible in your lessons and encourage its use in your pupils.

Grand/petit

In the song, we also meet two important adjectives: *petit* (small) and *grand* (big or tall). In the song, we see these adjectives in the feminine form (*petite/grande*) as they are describing a feminine adjective (*la famille*). We also saw in Level 1 that Nadine said she had *une petite sœur*.

For pupils who wish to say they have a little brother, teach the form *j'ai un petit frère*. You could also challenge your pupils to tell you how they would say they have a big brother (*j'ai un grand frère*) or a big sister (*j'ai une grande sœur*). Note: the final letters in the **masculine** forms of these adjectives ('t' in *petit* and the 'd' in *grand*) are not pronounced.

Trente et un invités

4a
Petite
pièce

Luc: Maman, je voudrais inviter mes amis pour fêter mon anniversaire.

Maman: Ah, oui, Luc, combien d'amis ?

Luc: Alors, j'ai vingt amis à l'école,
Et Henri, ça fait vingt et un,
et Daniel, vingt-deux
et moi, vingt-trois.

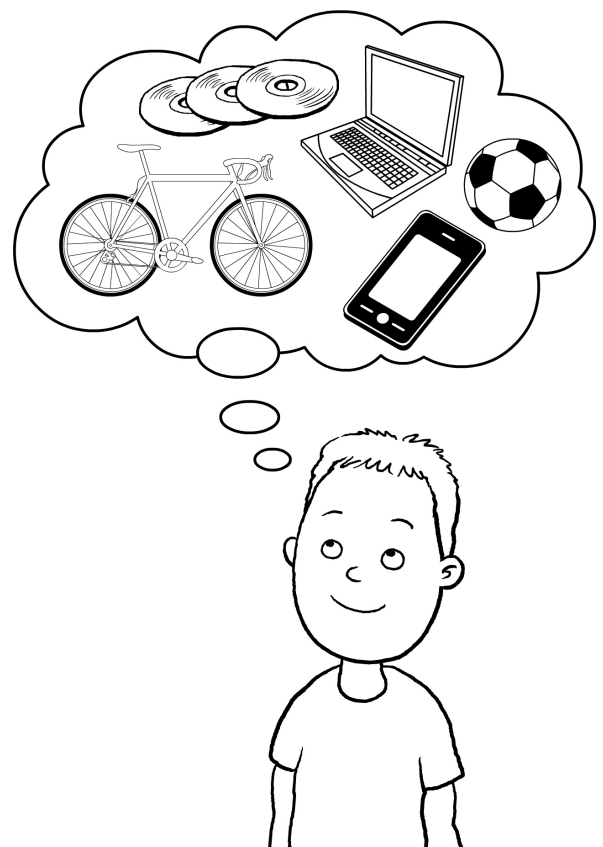
Maman: Et Sophie, vingt-quatre
et Nadine, vingt-cinq.

Luc: Sophie ? Nadine ?
Non, maman !

Maman: Et moi, vingt-six,
et papa, vingt-sept,
et grand-mère, vingt-huit,
et grand-père, vingt-neuf,
et ton cousin Pierre, trente
et ta cousine Marie-Claire, trente et un !

Luc: C'est cool ! Beaucoup de cadeaux pour moi !

Maman: Non, Luc, trop d'amis !



Ma famille est sympa

4b
Chanson

je m'appelle _____

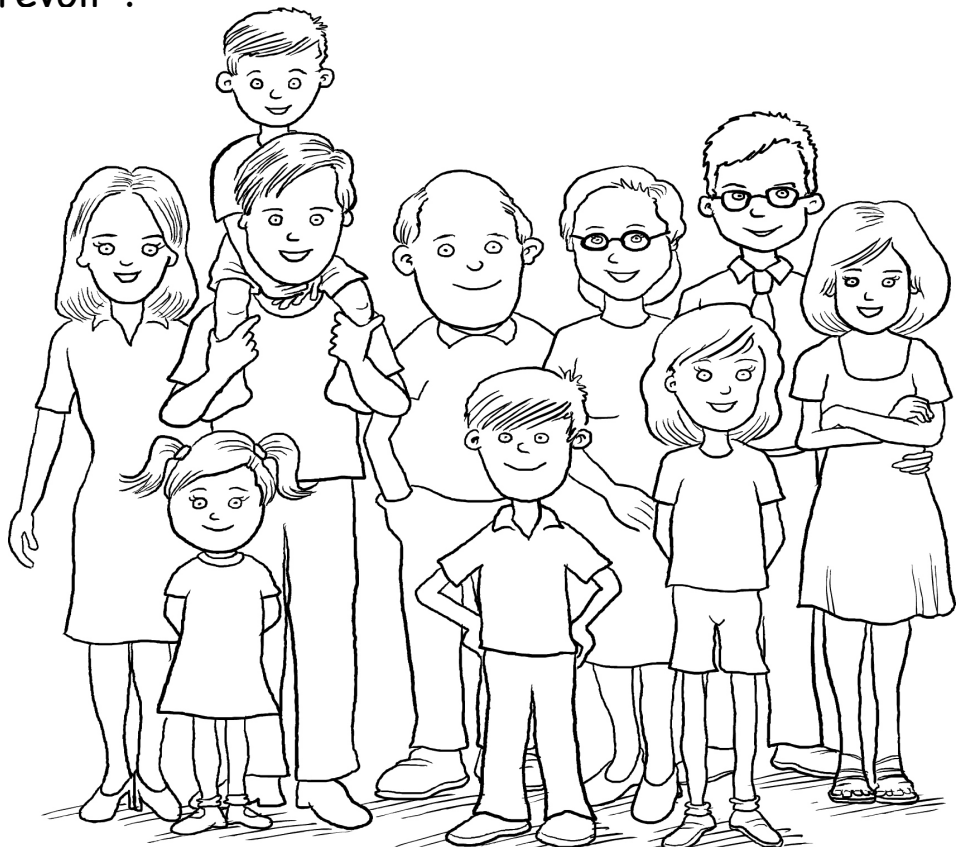
Ma famille est grande
J'ai vingt et un cousins
Ma famille est grande
Et j'ai trente et un copains !



Ma famille est petite
J'ai une mère et un père
Ma famille est petite
J'ai une sœur et un frère.

Ma famille est super !
J'ai une grand-mère et une mère
Ma famille est super !
J'ai un grand-père et un père.

Ma famille est sympa !
J'ai deux grand-mères à moi !
Ma famille est sympa !
J'aime ma famille, au revoir !



C'est combien ?

Write the correct number next to the correct French word.

je m'appelle _____

1. vingt et un

2. vingt-neuf

3. vingt-cinq

4. vingt-deux

5. trente

6. vingt-trois

7. vingt-huit

8. trente et un

9. vingt-six

10. vingt-quatre

11. vingt-sept

24

30

31 21

29

25

28 23

26

27

22

C'est cool !

Use one of these opinions to say how you feel about the following things:

C'est cool !

C'est
super !

C'est super cool !

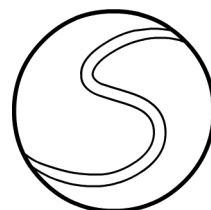
C'est nul !

je m'appelle _____

Le football ?



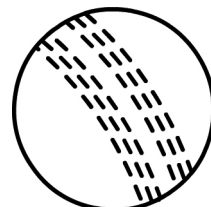
Le tennis ?



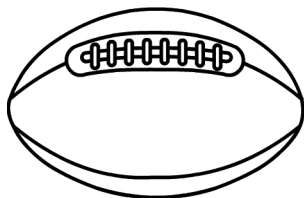
Le netball ?



Le cricket ?



Le rugby ?



Le ballet ?



La télé ?



La musique pop ?



La pizza ?



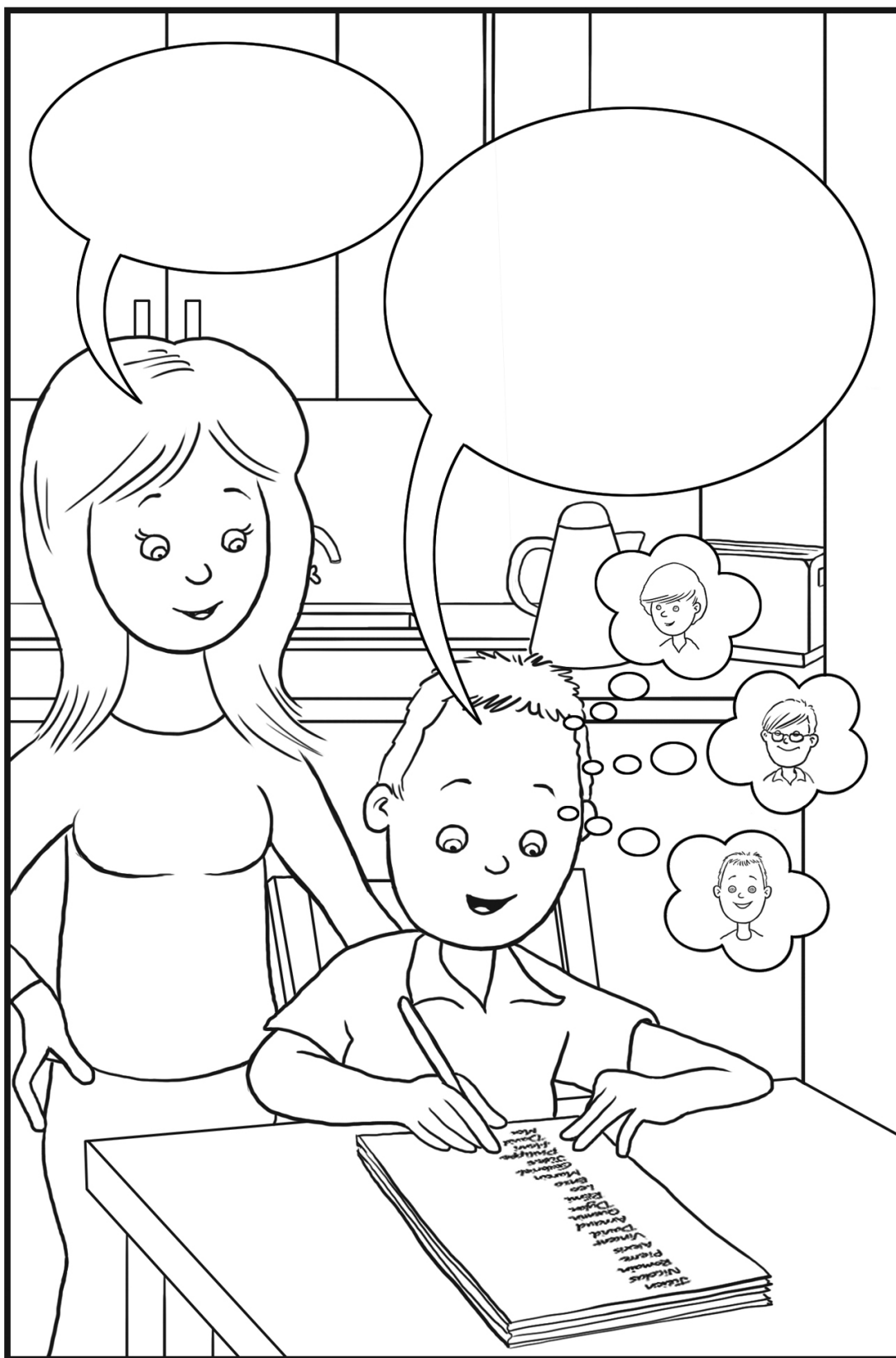
L'école ?



Je voudrais inviter mes amis

Colour in the picture and write what you think Luc and maman are saying in the speech bubbles.

je m'appelle _____



vingt et un	vingt-deux
vingt-trois	vingt-quatre
vingt-cinq	vingt-six
vingt-sept	vingt-huit
vingt-neuf	trente
trente et un	

21**22****23****24****25****26****27****28****29****30****31**

1**2****3****4****5****6****7****8****9****10**

11**12****13****14****15****16****17****18****19****20**

Self-assessment sheet

At the end of this unit I can...



je m'appelle _____

	date	not yet	nearly	definitely
recognise the numbers 21-31				
say the numbers 21-31				
say I have lots of friends				

Self-assessment sheet

At the end of this unit I can...



je m'appelle _____

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Self-assessment sheet

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