

## 5 Cinq minutes français

Greet your pupils and ask them how they are. Complete the date chart. Are there any birthdays this week? If so, sing *Bon anniversaire*. Play the song from the last unit: *Luc est le faux professeur*, and sing along (Audio Tracks 3 and 4). Play a quick game of *Jacques a dit* to revise commands from the last unit.

## Exercise 1 – Écouter/lire

Play the story (Audio Track 9), pausing as necessary. How much can the pupils understand? Brainstorm class-wide.

Display the audio enhanced e-storybook on the IWB and read the story together. Click on the text and the speech bubbles to hear what the characters are saying. Ask the pupils if they understand more now. Can the pupils infer more meaning by looking for cognates or French vocabulary encountered previously? Again, brainstorm as a class.

Use the *Vocabulaire* list at the back of the book to help them gain a full understanding of the story. Click on the words/phrases in the *Vocabulaire* lists on each page and at the end of the book to hear the pronunciation.

Choose one pair/group to tell the class about the story. Ask other pairs/groups to supplement anything omitted by the first group, until the entire story has been translated accurately.

## Exercise 2 – Écouter/parler

Listen to Audio Track 10 which lists vocabulary used in the story. Stop the track after each word/phrase and ask the pupils to repeat to ensure accurate pronunciation. Pay particular attention to silent letters (eg the 'z' at the end of *écrivez* and to the different pronunciation of cognates (eg *silence*). Ask pupils to tell you what they notice about the difference between the pronunciation of certain letters in French and in English, eg that 'h' in *cahier* is silent.

Play the vocabulary list a second time. This time challenge pupils to tell you what each word/phrase means in English. Display the *Unité 2, Exercice 2 PowerPoint* on the IWB (see free downloadable files) to enable pupils to make the connection between the written word, its sound and its English meaning.



## Vocabulaire

(Audio Track 10)

|                             |                             |
|-----------------------------|-----------------------------|
| le vrai                     | the real                    |
| le professeur               | the teacher                 |
| entre                       | enters                      |
| silence !                   | silence!/be quiet!          |
| le professeur demande à Luc | the teacher asks Luc        |
| assieds-toi                 | sit down (s/inf)            |
| Luc s'assied                | Luc sits down               |
| excusez-moi                 | excuse me/ I'm sorry (pl/f) |
| tu n'aimes pas l'école ?    | don't you like school?      |
| reste ici                   | stay here (s/inf)           |
| après le cours              | after the lesson            |
| mes élèves                  | my pupils                   |
| le cours                    | the lesson's                |
| commence                    | starting                    |
| les cahiers                 | the exercise books          |
| prenez un stylo             | get a pen (pl/f)            |
| le professeur s'appelle ... | the teacher is called...    |
| écrivez                     | write (pl/f)                |
| écris                       | write (s/inf)               |
| cent fois                   | 100 times                   |
| deux cents fois             | 200 times                   |
| en plus                     | in addition                 |

## Vocabulaire pour le professeur

(Audio, Track 13)

|           |                   |
|-----------|-------------------|
| méchant   | naughty/nasty (m) |
| parce que | because           |

Display the vocabulary list at the end of the audio enhanced e-storybook on the IWB. Challenge pupils to tell you how the word/phrase sounds in French and then click on the word/phrase to see if they are correct. This is an excellent game for teaching pupils to listen carefully and to learn to distinguish the different sounds of French words.



### Exercice 3 – Parler

Choose a confident pupil to play the part of Luc (it doesn't have to be a boy!) and another to be *le professeur*. The rest of the class play the other pupils. Act out the story (see script version on page 34). As both Luc and *le professeur* have a lot to say, you could stop the story half way through and choose other pupils to take these main roles. If there are a number of pupils who wish to take a turn at playing Luc and *le professeur* you could enact the play over two or more lessons to give everybody a turn. However, it is important to ensure that boredom does not set in for the less confident in the classroom. Repetition is, however, invaluable for familiarising pupils with the new vocabulary.



### Exercice 4 – Parler

Recap how to ask someone their name and how to answer:

*Comment t'appelles-tu ?* What's your name?  
*Je m'appelle ...* My name is...

You might like to explain that the literal meaning of the phrase is 'how (what) do you call yourself?' and that the literal translation of the answer is 'I call myself...'. However, as some pupils will find this too confusing, it is perfectly acceptable to translate as: 'What's your name?' and 'my name is....'

Start a question chain around the classroom, beginning and ending with yourself. Vary the exercise by pointing at pupils at random and asking their name. For a further variation, point to two different pupils who must each ask and answer the question.

In this unit we use the third person singular form: « *Le professeur s'appelle...* » Revise this by pointing to a pupil and saying « *il s'appelle Tom* » or « *elle s'appelle Jane* ». Ask your pupils to take this up. For fun, use wrong names, eg « *il s'appelle Geronimo, oui ?* » to elicit the reply « *Non ! Il s'appelle Peter.* »



### Exercice 5 – Lire

The phrase *je m'appelle* is one of the most fundamental phrases that pupils will learn and it is, often, one that they find difficult to spell.

### Traduction de l'histoire

#### The real teacher

page 2

**The teacher enters the classroom.**

Repeat...

Silence!

page 3

**The teacher asks Luc.**

What's your name?

I'm called Luc, sir.

Right, sit down, Luc!

page 4

**Luc sits down.**

Yes, sir. Sorry, sir.

Don't you like school then, Luc?

Of course I do, sir. I love school!

page 5

**Luc says: 'Sorry sir'.**

Hmmmm. Stay here after the lesson.

Yes, sir. Sorry, sir.

page 6

**The lesson's starting. The teacher says: 'Open your exercise books!'**

Right, good morning pupils, the lesson's starting. Open your exercise books.

page 7

**The teacher says: 'Write – Luc is not the teacher.'**

Get a pen and write 100 times:

'Luc is not the teacher. The teacher is called Mr Lebrun.' And you, Luc, in addition, write 200 times: 'I like school.' Thank you.

Firstly, point out to pupils that the French word for 'I' (*je*) does not take a capital letter unless it appears at the beginning of a sentence. In order to emphasise this point, in this book, *je* is deliberately written in lower case as often as possible.

Secondly, for the more grammatically-aware pupils, point out that the apostrophe between the 'm' and the 'a' of *m'appelle* is there for the same reason as one of the reasons in English: to demonstrate the omission of a letter (in this case the 'e' in *me*, which means 'myself').

Show the words *je m'appelle* on the whiteboard and ask the pupils to study the spelling carefully for one minute. At the end of that minute, remove the spelling from the board and give 12 pupils at random one each of the letter flashcards (page 39). Their challenge is to spell *je m'appelle* correctly by putting themselves into the correct card order (there is a blank card to indicate the space between the two words). Once they think they have finished, any pupils remaining seated must put up their hand to say if they think the spelling is correct or incorrect. If it is incorrect, challenge one of the seated pupils to come up and correct it. If it is correct, the pupils holding the cards must call out what is written on their card.

Swap pupils to repeat the activity.

From time to time, test children on the spelling and award points/prizes.



## Exercice 6 – Écrire

Ask children to make a sign for their desk to be produced for each French lesson, eg:

*je m'appelle Stephen*

Allow pupils to use colour and decorations to personalise their sign and make it their own. Please check to ensure that the sign is correctly spelt as this is one of the most fundamental phrases that pupils will use. (Note: although technically this is the start of a sentence, the word *je* is deliberately shown here in lower case in order to emphasise the fact that, in French, the word for 'I' does not normally take a capital letter.)



## Exercice 7 – Écouter

The aim of this exercise is two-fold:



- ❖ to revise commands encountered previously and teach the new commands.
- ❖ to familiarise pupils with the singular/informal and plural/formal forms of commands. This is only necessary so that pupils will respond to you, the teacher, either as a whole class or as individuals when you issue instructions within the context of a French lesson.

Explain briefly to the pupils that, in French, there are formal and informal ways of talking to people when you want to use the word 'you'. For example, family, friends and animals will be addressed as *tu* whereas all adults whom you don't know well, plus people such as doctors and teachers, will be addressed as *vous*.

There is the further complication that, whereas *tu* is always singular, *vous* can be both singular and plural. To avoid confusing your pupils with too much explanation, simply play the following game and they will soon get the idea.

Play Audio Track 14. These instructions are given in the plural/formal form. First time around, model each instruction with your pupils, revising the actions that go with them. Play Audio Track 14 again and just let your pupils follow the instructions.

Then play Audio Track 15. This time, choose one pupil to come to the front and follow the instructions in the singular/familiar form. They are in the same order as the previous track to aid comprehension. Play Audio Track 15 again, this time choosing different individual pupils to follow each command.

Audio Track 16 muddles up the different forms of command. Tell your pupils that they must only follow the instruction if it is the *vous* form, in this case meaning more than one pupil. For example, if they hear *levez-vous* they all stand up. If they hear *lève-toi* they do nothing. This is a bit like *Jacques a dit* (Simon says), with which they should be very familiar by now. Play this game as many times as you feel appropriate in this lesson and, of course, in future lessons too.

You can also use the *Unité 2, Exercice 7* PowerPoint file which asks pupils to sort commands into singular and plural.

| Audio Track 14 (plural commands) | Audio Track 15 (singular commands) | English translation                            | Audio Track 16                      | English translation           |
|----------------------------------|------------------------------------|--|-------------------------------------|-------------------------------|
| <i>asseyez-vous</i>              | <i>assieds-toi</i>                 | sit down                                       | <i>assieds-toi</i>                  | sit down (s/inf)              |
| <i>levez-vous</i>                | <i>lève-toi</i>                    | stand up                                       | <i>asseyez-vous</i>                 | sit down (pl/f)               |
| <i>écoutez</i>                   | <i>écoute</i>                      | listen   | <i>levez le doigt</i>               | raise your hand (pl/f)        |
| <i>regardez</i>                  | <i>regarde</i>                     | look   | <i>lève-toi</i>                     | stand up (s/inf)              |
| <i>levez le doigt</i>            | <i>lève le doigt</i>               | raise your hand (literally: raise your finger) | <i>levez-vous</i>                   | stand up (pl/f)               |
| <i>baissez le doigt</i>          | <i>baisse le doigt</i>             | lower your hand (literally: lower your finger) | <i>baisse le doigt</i>              | lower your hand (s/inf)       |
| <i>ouvrez les yeux</i>           | <i>ouvre les yeux</i>              | open your eyes                                 | <i>prends un stylo</i>              | get a pen (s/inf)             |
| <i>fermez les yeux</i>           | <i>ferme les yeux</i>              | close your eyes                                | <i>prenez un stylo</i>              | get a pen (pl/f)              |
| <i>devinez</i>                   | <i>devine</i>                      | guess  | <i>écris « je m'appelle ... »</i>   | write 'my name is...' (s/inf) |
| <i>répétez</i>                   | <i>répète</i>                      | repeat   | <i>écrivez « je m'appelle ... »</i> | write 'my name is...' (pl/f)  |
| <i>restez ici</i>                | <i>reste ici</i>                   | stay here                                      | <i>arrête</i>                       | stop (s/inf)                  |
| <i>prenez un stylo</i>           | <i>prends un stylo</i>             | get a pen                                      | <i>arrêtez</i>                      | stop (pl/f)                   |
| <i>écrivez</i>                   | <i>écris</i>                       | write  | <i>répète « bonjour »</i>           | repeat 'bonjour' (s/inf)      |
| <i>arrêtez</i>                   | <i>arrête</i>                      | stop   | <i>répétez « bonjour »</i>          | repeat 'bonjour' (pl/f)       |

|  |                        |                         |
|--|------------------------|-------------------------|
|  | <i>écoute-moi</i>      | listen to me (s/inf)    |
|  | <i>regarde-moi</i>     | look at me (s/inf)      |
|  | <i>écoutez-moi</i>     | listen to me (pl/f)     |
|  | <i>regardez-moi</i>    | look at me (pl/f)       |
|  | <i>ferme les yeux</i>  | close your eyes (s/inf) |
|  | <i>ouvre les yeux</i>  | open your eyes (s/inf)  |
|  | <i>fermez les yeux</i> | close your eyes (pl/f)  |
|  | <i>ouvrez les yeux</i> | open your eyes (pl/f)   |



## Exercice 8 – Écrire

Ask your pupils to draw a poster of their classroom, including teacher and pupils. The title of the poster will be *La salle de classe* and pupils must write *je m'appelle* and their name at the top. Encourage them to label their poster with the following:

|                      |                  |
|----------------------|------------------|
| <i>le professeur</i> | the teacher      |
| <i>les élèves</i>    | the pupils       |
| <i>un cahier</i>     | an exercise book |
| <i>un stylo</i>      | a pen            |
| <i>une trousse</i>   | a pencil case    |
| <i>un crayon</i>     | a pencil         |
| <i>une règle</i>     | a ruler          |
| <i>un livre</i>      | a book           |
| <i>un sac</i>        | a (school) bag   |
| <i>une gomme</i>     | a rubber         |

(Note: some of these words were introduced in Level 2 and may need to be revised.)



## Exercice 9 – Lire

Photocopy enough copies of the cards on pages 40–41 so that there is one set between two or more groups as you feel appropriate. Challenge your pupils to arrange the cards into the correct order to make up a story. They may then write/act it out as you feel appropriate. Some cards may be used more than once, or not at all. There are numerous possible variations. For example, for the less able, a simple story could go as follows:

|                     |                   |                |                |  |
|---------------------|-------------------|----------------|----------------|--|
| <i>bonjour</i>      | <i>mes élèves</i> |                |                |  |
| <i>asseyez-vous</i> | <i>écrivez</i>    | <i>j'adore</i> | <i>l'école</i> |  |
| <i>au revoir</i>    |                   |                |                |  |



## Exercice 10 – Chanter

Teach the song *Monsieur Lebrun n'est pas content* to reinforce the vocabulary (*Feuille 2b*), Audio Tracks 11 and 12 (instrumental version).

### Vocabulaire supplémentaire

|                       |                   |
|-----------------------|-------------------|
| <i>content</i>        | happy (m)         |
| <i>parce que</i>      | because           |
| <i>méchant</i>        | naughty/nasty (m) |
| <i>il ne faut pas</i> | you must not      |
| <i>commencez</i>      | begin! (pl/f)     |



## Feuilles de travail

*Feuilles de travail 2c, 2d and 2e* reinforce the vocabulary learnt in the unit.



## Activités pour le tableau blanc interactif (TBI)

Sentence builder activity 1 reinforces the conjugation of three regular verbs (that pupils will have already encountered) in the singular present tense: *aimer* (to like), *regarder* (to look at) and *détester* (to hate). Sentence builder activity 2 demonstrates how the verb *regarder* (to look at) is conjugated in the present tense.

**Unité 2 – Le vrai professeur**

Make as many sentences as you can by left-clicking the words to move them. Translate the sentences you make into English.

|      |          |                |
|------|----------|----------------|
| J'   | aime     | l'école        |
| Je   | aime     | le professeur  |
| Tu   | regardes | les cahiers    |
| Il   | regarde  | le livre       |
| Elle | déteste  | les rats       |
|      | déteste  | les crocodiles |

Revue question

**Unité 2 – Le vrai professeur**

Make as many sentences as you can by left-clicking the words to move them. Translate the sentences you make into English.

|      |       |           |            |
|------|-------|-----------|------------|
| Je   | Nous  | regarde   | le chien   |
| Tu   | Vous  | regardez  | maman      |
| Il   | Ils   | regardons | le serpent |
| Elle | Elles | regardez  | le livre   |
|      |       | regardent | Sophie     |

Revue question

See *Exercices 2* and *7* for instructions on how to use the *Unité 2, Exercice 2* and *Unité 2, Exercice 7* PowerPoints.

**Unité 2 – Le vrai professeur**

Read and translate these French words and phrases.

|                             |                          |                             |
|-----------------------------|--------------------------|-----------------------------|
| le vrai                     | tu n'aimes pas l'école ? | le professeur s'appelle ... |
| le professeur entre         | reste ici                | écrivez                     |
| silence !                   | après le cours           | écrit                       |
| le professeur demande à Luc | mes élèves               | cent fois                   |
| assieds-toi                 | le cours commence        | deux cents fois             |
| Luc s'assied                | les cahiers              | en plus                     |
| excusez-moi                 | prenez un stylo          |                             |

**Unité 2 – Le vrai professeur**

Someone has put all these words into the 'singular' box. Sort them into their correct box by left-clicking them.

| Singular     | Plural |
|--------------|--------|
| assieds-toi  |        |
| asseyez-vous |        |
| regardez     |        |
| écoute       |        |
| regarde      |        |
| lève         |        |
| levez        |        |
| écoutez      |        |

Revue question



## Grammaire

### The imperative (commands)

In this unit, new commands are introduced. The vocabulary list will indicate when commands are plural and when they are singular. Practise the different forms with your pupils as appropriate, eg: *Jane*, *assieds-toi* or *Jane et John asseyez-vous*.

The pupils' task at this stage is to understand and respond to commands rather than issue them, so do not be overly concerned with teaching the different forms of singular and plural, merely point them out.

## Regular verbs

Regular verbs are those that follow the same pattern. In French, there are three types of regular verb:

- ❖ those ending in 'er'
- ❖ those ending in 'ir'
- ❖ those ending in 're'

We have already met some verbs in the first, and largest, group, eg:

|                  |                       |  |
|------------------|-----------------------|--|
| <i>aimer</i>     | to like/love          | <i>j'aime / je n'aime pas</i>                      |
| <i>adorer</i>    | to love               | <i>j'adore / Luc adore</i>                         |
| <i>jouer</i>     | to play               | <i>je joue avec mon frère</i>                      |
| <i>entrer</i>    | to enter              | <i>le professeur entre dans la salle de classe</i> |
| <i>regarder</i>  | to look at / to watch | <i>regardez</i>                                    |
| <i>écouter</i>   | to listen (to)        | <i>écoutez</i>                                     |
| <i>rester</i>    | to stay               | <i>reste</i>                                       |
| <i>répéter</i>   | to repeat             | <i>répétez</i>                                     |
| <i>commencer</i> | to begin              | <i>commencez</i>                                   |
| <i>chanter</i>   | to sing               | <i>chantez</i>                                     |

It is not the intention that children should learn the verbs formally now (unless you feel it is appropriate to do so). However, they will learn some of the forms informally through usage and that is the aim of the exercises in this book.

Here is an example of a regular 'er' verb in its entirety: *regarder* (to look (at)/watch):

|                     |  |                        |  |
|---------------------|--|------------------------|--|
| <i>je regarde</i>   | I look (at)/watch                                      | <i>nous regardons</i>  | we look (at)/watch                               |
| <i>tu regardes</i>  | you look (at)/watch<br>(singular/informal)             | <i>vous regardez</i>   | you look (at)/watch<br>(formal/plural)           |
| <i>il regarde</i>   | he looks (at)/<br>watches/ it* looks<br>(at)/watches   | <i>ils regardent</i>   | they look (at)/<br>watch (male/mixed<br>genders) |
| <i>elle regarde</i> | she looks (at)/<br>watches / it* looks<br>(at)/watches | <i>elles regardent</i> | they look (at)/watch<br>(all female)             |
| <i>on** regarde</i> | 'we' look (at)/<br>watch / one looks<br>(at)/watches   |                        |  |

\*remind your pupils that all nouns in French are either masculine or feminine. There is no French word for 'it' so everything has to be either 'he' or 'she'.

\*\*the word 'on' is often used in French – much more widely than 'one' is in English. It is often used as another way of saying 'we', as in the expression in *Unité 4* – *on verra le jour de Noël* (we'll see on Christmas Day) Your pupils will see and hear these constructions throughout the stories and you may find it easiest to explain it to them as another form of 'we'.

# Le vrai professeur

**2a**  
Petite  
pièce

**Narrator:** Le professeur entre dans la salle de classe.

Luc: Répétez ...

M. Lebrun: Silence !

**Narrator:** Le professeur demande à Luc.

M. Lebrun: Comment t'appelles-tu ?

Luc: Je m'appelle Luc, monsieur.

M. Lebrun: Assieds-toi, Luc !

**Narrator:** Luc s'assied.

Luc: Oui, monsieur. Excusez-moi, monsieur.

M. Lebrun: Tu n'aimes pas l'école, alors, Luc ?

Luc: Mais ... monsieur. J'adore l'école !

**Narrator:** Luc dit : « Pardon monsieur. »

M. Lebrun: Hmmmm. Reste ici après le cours.

Luc: Oui, monsieur. Pardon monsieur.

**Narrator:** Le cours commence. Le professeur dit : « Ouvrez les cahiers. »

M. Lebrun: Alors, bonjour mes élèves. Le cours commence. Ouvrez les cahiers.

**Narrator:** Le professeur dit :  
« Écrivez – Luc n'est pas le professeur. »

M. Lebrun: Prenez un stylo et écrivez cent fois : « Luc n'est pas le professeur. Le professeur s'appelle Monsieur Lebrun. » Et Luc, en plus, écris deux cents fois : « J'aime l'école. » Merci.



# Monsieur Lebrun n'est pas content

je m'appelle \_\_\_\_\_



Audio  
Tracks  
11 & 12

Monsieur Lebrun n'est pas content  
parce que les enfants sont méchants.  
Il entre et dit à Luc : « Silence !  
Assieds-toi, le cours commence ! »






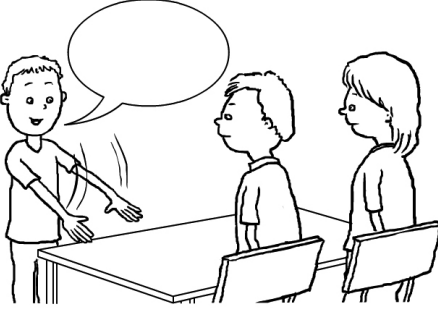
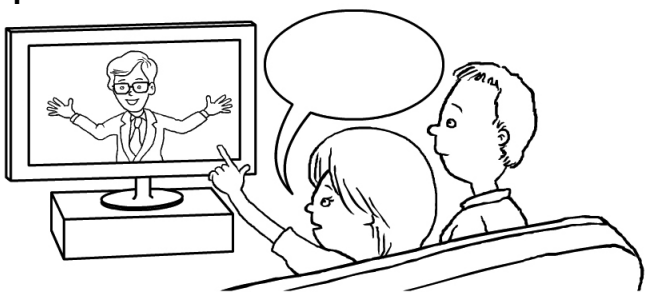

Pardon, monsieur, excusez-moi  
Comment t'appelles-tu, toi ?  
Luc, monsieur, l'école, ça j'adore !  
Hmmm ... reste ici après le cours !

Prenez un stylo, écrivez  
cent fois : Il ne faut pas écouter  
Luc quand il dit : « Répétez ! »  
Ouvrez les cahiers et commencez !

Draw a picture of what you think is happening in the song.

je m'appelle \_\_\_\_\_

Write the correct instruction in each speech bubble.

|   |  |
|---|--|
| <p>1.</p>    | <p>2.</p>    |
| <p>3.</p>   | <p>4.</p>   |
| <p>5.</p>  | <p>6.</p>  |
| <p>7.</p>  | <p>8.</p>  |

|                  |                |                      |            |
|------------------|----------------|----------------------|------------|
| Regarde !        | Assieds-toi !  | Levez-vous !         | Regardez ! |
| Ferme la porte ! | Asseyez-vous ! | Ouvrez les cahiers ! | Écoute !   |

je m'appelle \_\_\_\_\_

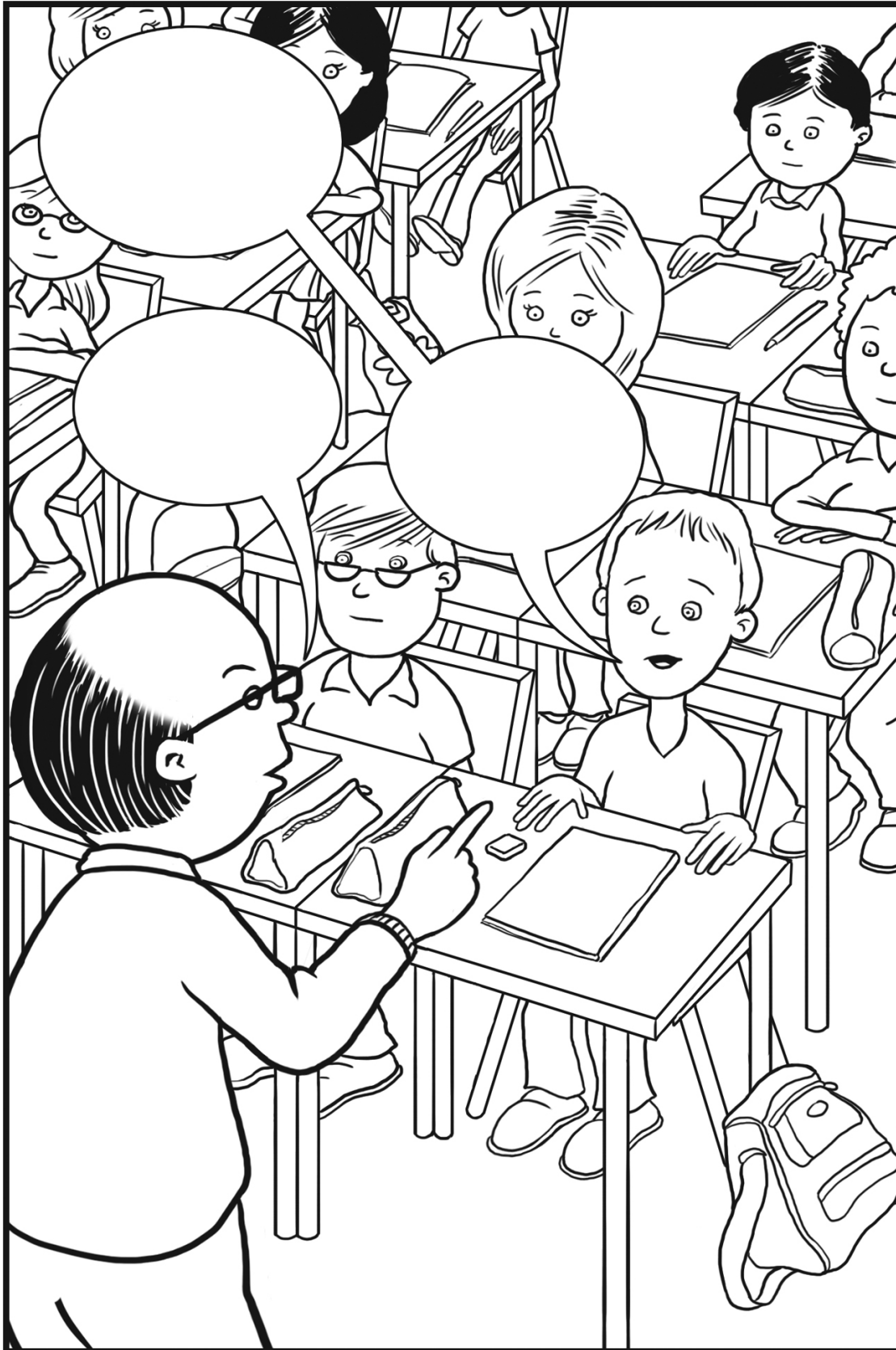
How many different sentences can you make up using these words?

|              |           |               |           |
|--------------|-----------|---------------|-----------|
| ouvrez       | fermez    | répétez       | écrivez   |
| commencez    | écoutez   | prenez        | regardez  |
| j'adore      | moi       | le professeur | Luc       |
| les yeux     | un stylo  | les cahiers   | la bouche |
| le livre     | un crayon | le sac        | bonjour   |
| je m'appelle | l'école   |               |           |

# Luc est le professeur

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

je m'appelle \_\_\_\_\_



j

e

m

'

a

p

p

e

l

l

e

bonjour

mes élèves

Monsieur  
Lebrun

Luc

prenez un  
stylo

écrivez

j'adore

l'école

je déteste

répétez

ouvrez

fermez

les cahiers

les yeux

au revoir

asseyez-vous

# Self-assessment sheet

À la fin de cette unité je peux ...

je m'appelle \_\_\_\_\_

Unité  
**2**  
Je peux ...

|  | date | not yet | nearly | definitely |
|--|------|---------|--------|------------|
| spell « je m'appelle » without copying   |      |         |        |            |
| understand and respond to the following commands:<br><ul style="list-style-type: none"> <li>• assieds-toi</li> <li>• excusez-moi</li> <li>• reste ici</li> <li>• prenez un stylo</li> <li>• écrivez/écris</li> </ul> |      |         |        |            |
| understand the difference between commands for one person or more than one person  |      |         |        |            |

# Self-assessment sheet

À la fin de cette unité je peux ...

je m'appelle \_\_\_\_\_

Unité  
**2**  
Je peux ...

|  | date | not yet | nearly | definitely |
|--|------|---------|--------|------------|
| spell « je m'appelle » without copying   |      |         |        |            |
| understand and respond to the following commands:<br><ul style="list-style-type: none"> <li>• assieds-toi</li> <li>• excusez-moi</li> <li>• reste ici</li> <li>• prenez un stylo</li> <li>• écrivez/écris</li> </ul> |      |         |        |            |
| understand the difference between commands for one person or more than one person  |      |         |        |            |