

5 Cinq minutes français

Greet your pupils and ask them how they are. Complete the date and weather charts. Are there any birthdays this week? If so, sing *Bon anniversaire*. Revise numbers 30–99 using games from the Unité 1. Incorporate some number practice into each *Cinq minutes français* henceforth.

Exercise 1 – Écouter/lire

Listen to the story (Audio Track 10). Many of the French names for school subjects are written similarly to English but are pronounced differently. Challenge your pupils to see if they can recognise any of them from their first hearing.

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. 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. Can pupils now work out more of the school subjects that Luc and Sophie mention? The story revises the different ways of expressing liking or disliking. It also uses some vocabulary met before, but in a different context, for example *J'ai trop de devoirs des maths* (I have too much maths homework).

Exercise 2 – Lire

Display the *Unité 2, Exercice 2/3* PowerPoint file on the IWB (see free digital downloads), which shows the names of the school subjects. They are listed in a different order to that in which they appear in the story. Ask your pupils to tell you what they think these subjects are in English.

1.	<i>les maths</i>	maths
2.	<i>le sport</i>	sport
3.	<i>le français</i>	French
4.	<i>l'anglais</i>	English
5.	<i>la religion</i>	RE
6.	<i>la peinture</i>	painting
7.	<i>l'informatique</i>	IT
8.	<i>le dessin</i>	drawing
9.	<i>l'histoire-géo</i>	history/geography
10.	<i>la musique</i>	music
11.	<i>la technologie</i>	DT
12.	<i>les sciences</i>	science



Vocabulaire

(Audio Track 11)

Luc et Sophie font	Luc et Sophie are doing
les devoirs	homework
les matières	(the) school subjects
ils parlent	they are talking
les maths	maths
les sciences	science
l'histoire-géo	history and geography
la musique	music
la religion	RE
la technologie	design technology
l'informatique	computers (IT)
la peinture	art (painting)
le dessin	drawing
l'anglais	English
le français	French
non plus	either
je suis fort(e) en ...	I'm good/strong at... (m/f)
je suis faible en ...	I'm weak at...
ennuyeux	boring
génial	brilliant
amusant	fun
intéressant	interesting
facile	easy
que	that
quelle est ta matière préférée ?	what is your favourite subject?
pourquoi ?	why?
parce que	because



Exercice 3 - Écouter/lire



Display the *Unité 2, Exercice 2/3* PowerPoint file on the IWB (see free digital downloads) and play Audio Track 15, pausing after each school subject. Ask different pupils to come and point to the correct subject on the IWB as you pause the track. The subjects are in a different order to the track, making this a challenging exercise.

1.	<i>l'anglais</i>	English
2.	<i>le français</i>	French
3.	<i>le sport</i>	sport
4.	<i>l'informatique</i>	IT
5.	<i>la technologie</i>	DT
6.	<i>les maths</i>	maths
7.	<i>les sciences</i>	science
8.	<i>le dessin</i>	drawing
9.	<i>la religion</i>	RE
10.	<i>l'histoire-géo</i>	history/geography

Vocabulaire (cont)

le sport	sport
le tennis	tennis
le rugby	rugby
le football	football
ma passion	my passion
c'est ...	is... (I'm mad about)
je suis nul/ nulle en ...	I'm rubbish at... (m/f)
plus	more
Luc et Sophie se disputent	Luc et Sophie argue
la cuisine	the kitchen
arrêtez (de disputer)	stop (arguing)
faites vos devoirs	do your homework (pl/f)
le dîner	(the) dinner

Vocabulaire pour le professeur (Audio Track 14)

ça m'ennuie	that bores me
difficile	difficult
l'EP	PE

Discuss the differences in pronunciation between French and English, for example: *la musique* (« *qu* » is a hard 'k' sound in French). Point out the function of the cedilla in *français* – it changes a hard 'c' into a soft, 's' sound. Also note that the acute accent over the 'e' in *géo* changes that into an open sound.

Whilst not labouring the point, or teaching specific rules as to pronunciation, it is a good exercise to ask your pupils to point out to you where they can see there are distinct differences in the sounds made by combinations of letters in French, compared to English. It will make children more aware, when they meet similar combinations or individual letters, in other French words, of how these should be pronounced.



Exercice 4 – Écouter

As well as learning the names of some school subjects in this unit, we also meet some ways of saying whether one is good at something or not. Display the *Unité 2, Exercice 4* PowerPoint file (see free digital downloads). Listen to Audio Track 16 for the correct pronunciation of these words. Pause after each one and ask your pupils to repeat what they hear, pointing to the words at the same time. Note whether sentences can be said by a male or a female.

1.	<i>Je suis fort en maths</i>	I am good (literally strong) at maths (m)
2.	<i>Je suis forte en anglais</i>	I am good (literally strong) at English (f)
3.	<i>Je suis faible en sciences</i>	I am bad (literally weak) at science (m or f)
4.	<i>Je suis nul en histoire-géo</i>	I am rubbish at history and geography (m)
5.	<i>Je suis nulle en technologie</i>	I am rubbish at DT (f)



Exercice 5 – Parler

Now ask your pupils to tell you which subjects they think they are good, bad and rubbish at (if necessary, display a list of subjects on the board). Make sure they use the correct masculine or feminine form of the words *fort/forte* and *nul/nulle* and that the 't' in *forte* is hard, whereas in *fort* it is silent.



Exercice 6 – Écouter/lire

Display the e-storybook again on the IWB. Click on the speech bubbles giving Luc and Sophie's opinions on the different school subjects. Ask the children to read and translate the speech bubbles. The story revises the different ways of expressing liking or disliking. It also uses some vocabulary met before, but in a different context, for example *J'ai trop de devoirs des maths* (I have too much maths homework).



Exercice 7 – Écouter

Listen to Audio Track 17. You will hear some opinions being expressed about school subjects. Ask your pupils to tell you, in English, the name of the subject and how the speaker feels about it.

1.	<i>J'aime la religion. C'est intéressant.</i>	I like RE. It's interesting.
2.	<i>J'adore le français. C'est ma matière préférée.</i>	I love French. It's my favourite subject.
3.	<i>Je n'aime pas les sciences. C'est trop difficile.</i>	I don't like science. It's too hard.
4.	<i>Je déteste l'histoire-géo. C'est ennuyeux.</i>	I hate history and geography. They're boring.
5.	<i>Tu aimes la musique ? Bof ! Ça va !</i>	Do you like music? (Bof!) It's OK!
6.	<i>Ma passion c'est la peinture – j'adore ça !</i>	My passion is painting – I love that!
7.	<i>Le sport ? C'est génial ! J'adore jouer au football !</i>	Sport? It's brilliant! I love playing football!
8.	<i>J'aime la technologie. C'est facile pour moi.</i>	I like DT. It's easy for me.
9.	<i>L'informatique est vraiment super ! J'aime bien l'informatique !</i>	IT is really super! I really like IT!
10.	<i>Je déteste les maths mais le prof est très sympa.</i>	I hate maths but my teacher is very nice.

Traduction de l'histoire

Luc and Sophie do their homework

page 2

Luc and Sophie are doing their homework. They are talking about school subjects.

I hate maths! I've got too much maths homework. I don't like science either.

Oh, I'm good at maths!

page 3

For Luc, history and geography, drawing and DT are boring.

I hate history and geography too.

Oh I love history and geography.

They're very interesting!

No! They're boring!

I like RE and I love painting too.

I like drawing as well because it's good fun.

Huh! Drawing's boring for me and DT is boring too.

page 4

But Luc likes music.

Don't you like music?

Oh yes! Music's cool, of course! I'm bad at music but the teacher's nice.

page 5

Sophie says her favourite subject is French.

Do you like IT?

Oh yes!

Why?

Because I'm good at IT and it's easy for me.

My favourite subject is French.

What's your favourite subject?

page 6

Luc loves sport, but Sophie thinks football is boring. They argue.

Sport! I love sport! It's really exciting! I like tennis and rugby but I'm mad about football!

Oh! Football – now, **that's** boring!

No! English is a lot more boring!

Yes, of course, because you're rubbish at English and I'm a lot more intelligent than you are!

No, you're silly and you're rubbish at sport too!

page 7

Mum enters the kitchen.

Stop arguing and do your homework, you two! Dinner is in 10 minutes!



Exercice 8 – Parler

To help your pupils learn the name and correct gender of the school subjects, play a team game. Divide the class into two teams. Decide which team is going to go first and show a flashcard with the picture of one of the school subjects on it (pages 47–48). Give one point for the correct name of the subject and a further point for the correct gender.



Exercice 9 – Parler

Now encourage the children to express their opinion about various subjects. Alternatively use Sentence builder activity 2. Every child should be able to use the basic phrases:

j'aime
j'adore
je n'aime pas
je déteste



plus the name of the school subject (ensure that *le/la/l'/les* is included in the name of the subject – see *Grammaire* box)

More able children may be able to add some extra detail as in *Exercice 7*. A few children may be able to create quite complex sentences.



Exercice 10 – Écrire

Following on from the previous, oral, exercise, ask your pupils to make a poster about the school subjects in French. They can draw a picture to illustrate each subject and label it. The more able and advanced pupils may like to add a sentence, eg *J'adore les maths. Je suis fort en maths* or *Ma matière préférée est la géographie*. Encourage your pupils to use the vocabulary from the story, song and exercises in their writing, and to use a bi-lingual dictionary if they would like to use other words.



Exercice 11 – Chanter

Teach the song *À l'école* to reinforce the vocabulary (*Feuille 2b*), Audio Tracks 12 and 13 (instrumental version).

Vocabulaire supplémentaire

<i>ça m'ennuie</i>	that bores me
<i>difficile</i>	difficult
<i>l'éducation physique (l'EP)</i>	physical education (PE)
<i>c'est chouette</i>	it's great/brilliant
<i>qu'en penses-tu ?</i>	what do you think (of it)?
<i>la natation</i>	swimming
<i>bien sûr</i>	of course
<i>je m'amuse bien</i>	I have good fun
<i>dans l'ensemble</i>	on the whole
<i>donc</i>	therefore



Feuilles de travail

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



Activités pour le tableau blanc interactif (TBI)

Sentence builder activity 1 reinforces school subjects and adjectives and gives practice with making comparative sentences. Sentence builder activity 2 focuses on opinions on school subjects and giving a reason why. With Sentence builder activity 3 the focus is on choosing the correct adjective and saying whether you are good at a subject or not.

Unité 2 – Luc et Sophie font les devoirs

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

Le français est plus que .

Le français est	intéressant	l'anglais
Le sport est	intéressant	le dessin
La religion est	ennuyeux	la technologie
La musique est	facile	l'informatique
	difficile	les maths

Répondre question

Unité 2 – Luc et Sophie font les devoirs

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

aime parce que c'est .

J'aime	le sport	amusant
Je n'aime pas	les sciences	général
J'adore	la religion	intéressant
Je déteste	le français	ennuyeux
	l'anglais	difficile
	les maths	facile
	le dessin	la peinture

Répondre question

Unité 2 – Luc et Sophie font les devoirs

Make as many sentences as you can by left-clicking the words to move them. Choose the correct adjective for a boy or girl. Translate the sentences you make into English.

The person in my sentence is a boy girl.

Je suis en .

fort	français	sciences
forte	religion	technologie
faible	anglais	peinture
nul	sport	maths
nulle	histoire-géo	dessin

Répondre question

See *Exercices 2, 3 and 4* for instructions on how to use the *Unité 2, Exercice 2/3* and *Unité 2, Exercice 4* PowerPoint files.

Unité 2 – Luc et Sophie font les devoirs

What do you think these school subjects are in English?

1. les maths	7. l'informatique
2. le sport	8. le dessin
3. le français	9. l'histoire-géo
4. l'anglais	10. la musique
5. la religion	11. la technologie
6. la peinture	12. les sciences

Unité 2 – Luc et Sophie font les devoirs

Read and translate these French sentences.

- Je suis fort en maths.
- Je suis forte en anglais.
- Je suis faible en sciences.
- Je suis nul en histoire-géo.
- Je suis nulle en technologie.



Grammaire

Nouns

Your pupils may find it odd that they have to say *J'aime les maths* – I like (the) maths. This is because, in nearly every case, a noun in French must be preceded by 'the', 'a', 'my' (etc), a number or an adjective. This is another reason why it is so important for children to learn the gender of nouns, eg *le français*, *la technologie*. Once again, the aim will be for children to learn these genders through using the language when, for example, expressing their opinions of school subjects.

Please note, however, that pupils must omit the word for 'the' when they say whether they are good or not at a subject eg *Je suis faible en maths*. Practising this construction in the various exercises in this unit will help to consolidate correct usage.

Comparative sentences

In the story Sophie says: *Je suis beaucoup plus intelligente que toi* (I am much more intelligent than you). You can use this construction to make other sentences:

Sophie est plus belle que moi.

L'anglais est plus ennuyeux que le français.

Sentence builder activity 1 provides practice creating comparative sentences.

Fact box: school subjects in France

In France, the subjects taught at primary school are divided into three main groups:

- ❖ French, history, geography and civic studies;
- ❖ mathematics, science and technology;
- ❖ physical education and sport, arts and crafts, and music.

Minimum and maximum numbers of tuition hours are set for each group of subjects, up to a total of 26 hours per week. Teachers are allowed some flexibility in determining the hours so that they can place more emphasis on certain subjects for particular pupils, based on their strengths and weaknesses. Discuss with your pupils the differences and similarities between the French primary curriculum and theirs.

Cycle 2 (6–8 year olds)	Number of hours
French	9
Maths	5
Discovery of the world/civic education	4
Arts education/PE and sport	6
Directed education	2

Cycle 2 (8–10 year olds)	Number of hours
French	7.5
Maths	5.5
Discovery of the world/civic education	4
Arts education/PE and sport	5.5
Directed education	2
Modern language	1.5

Luc et Sophie font les devoirs

2a
Petite
pièce

Narrator: Luc et Sophie font les devoirs. Ils parlent des matières à l'école.

Luc: Je déteste les maths ! J'ai trop de devoirs des maths. Je n'aime pas les sciences non plus.

Sophie: Oh, moi, je suis forte en maths !

Narrator: Pour Luc, l'histoire-géo, le dessin et la technologie sont ennuyeux.

Luc: Je déteste l'histoire-géo aussi.

Sophie: Oh ! J'adore l'histoire-géo. C'est très intéressant !

Luc: Non ! C'est ennuyeux !

Sophie: J'aime la religion et j'adore la peinture aussi. J'aime le dessin aussi parce que c'est très amusant.

Luc: Bof ! Le dessin est ennuyeux pour moi et la technologie est ennuyeux aussi.

Narrator: Mais, Luc aime la musique.

Sophie: Tu n'aime pas la musique ?

Luc: Ah oui ! La musique, c'est cool, bien sûr !

Sophie: Je suis faible en musique, mais le professeur est sympa.

Narrator: Sophie dit que sa matière préférée est le français.

Sophie: Tu aimes l'informatique ?

Luc: Ah oui !

Sophie: Pourquoi ?

Luc: Parce que je suis fort en informatique et c'est facile pour moi.

Sophie: Ma matière préférée est le français. Et toi, quelle est ta matière préférée ?

Narrator: Luc adore le sport, mais Sophie pense que le football est très ennuyeux. Ils se disputent.

Luc: Le sport ! J'adore le sport ! C'est vraiment génial. J'aime le tennis et le rugby, mais ma passion c'est le football !

Sophie: Oh, le football – ça c'est très ennuyeux !

Luc: Non ! L'anglais est beaucoup plus ennuyeux !

Sophie: Oui, bien sûr, parce que tu es nul en anglais et je suis beaucoup plus intelligente que toi !

Luc: Non, tu es bête et tu es nulle en sport aussi !

Narrator: Maman entre dans la cuisine.

Maman: Arrêtez de disputer et faites vos devoirs, vous deux ! Le dîner est dans dix minutes !

À l'école

je m'appelle _____



Audio
Tracks
12 & 13

Je déteste les maths !
Il y a trop de devoirs !
Je n'aime pas l'anglais non plus !
Mais le sport, oh, c'est chouette !
Et toi – qu'en penses-tu ?

J'adore les sciences !
C'est intéressant !
J'aime l'histoire-géo aussi !
Mais l'informatique, c'est difficile
La musique – oh ! Ça m'ennuie !

J'aime le français,
C'est facile pour moi.
Mais je déteste la technologie
La religion, c'est cool, et le dessin pas mal
Mais l'EP c'est comme ci, comme ça.

J'aime bien mon prof
Il est très sympa
Et j'adore la récré bien sûr !
J'ai beaucoup d'amis et je m'amuse bien.
Dans l'ensemble, donc, l'école ça va !

Draw a picture of your favourite school subject and say why you like it.

Tu aimes l'histoire ?

Fill in the sentences with what is true for you. Use the expressions from the box below. You can use more than one phrase to answer each question.

Par exemple:

Tu es fort/forte en maths ?

je m'appelle _____

Oui, je suis fort/forte en maths.

Les maths, c'est ma matière préférée.

1. Tu aimes l'histoire ? _____

2. Tu es fort/forte en anglais ? _____

3. Tu aimes le français ? _____

4. Tu es fort/forte en sciences ? _____

5. Tu aimes le sport ? _____

6. Tu es fort/forte en religion ? _____

7. Tu aimes le dessin ? _____

8. Tu es fort/forte en histoire-géo ? _____

9. Tu aimes l'informatique ? _____

10. Tu es fort/forte en technologie ? _____

je suis fort (boys)/forte (girls) en ...

je suis nul (boys)/nulle (girls) en ...

j'aime le/la/l'/les ...

je déteste le/la/l'/les ...

ma matière préférée est le/la/l'/les ...

je suis faible en ...

j'adore le/la/l'/les ...

je n'aime pas le/la/l'/les ...

(l'anglais), c'est comme ci, comme ça

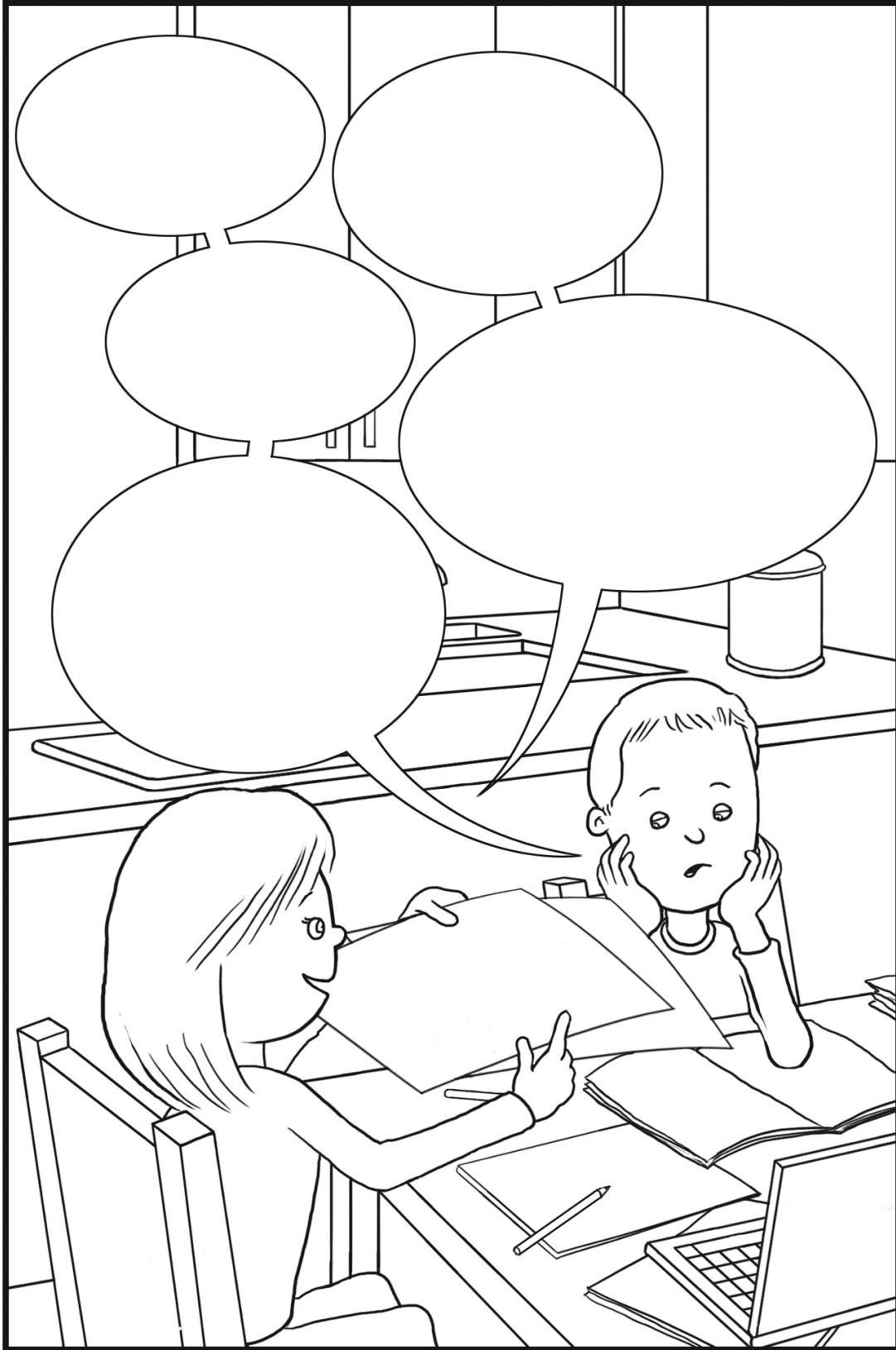
ma passion est le/la/l'/les ...

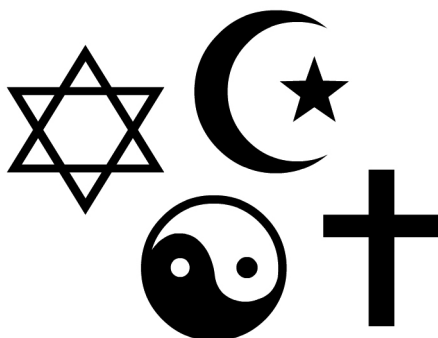
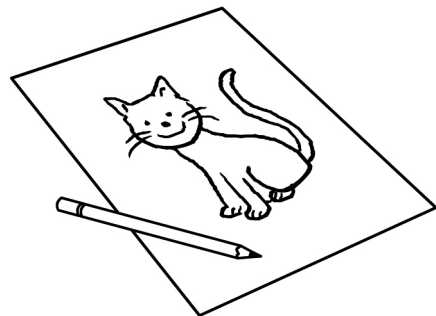
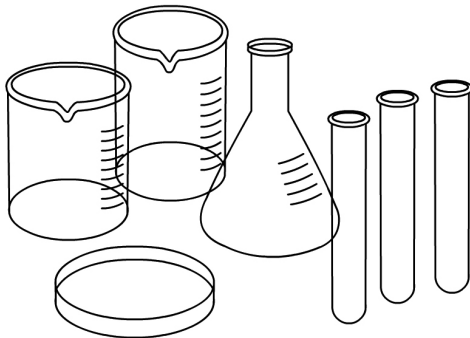
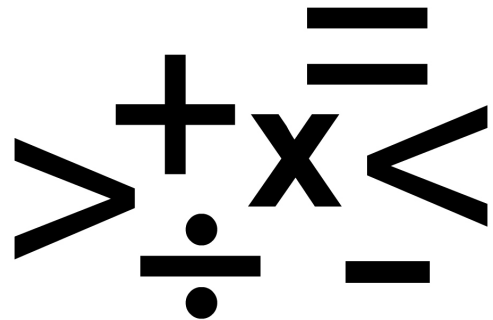
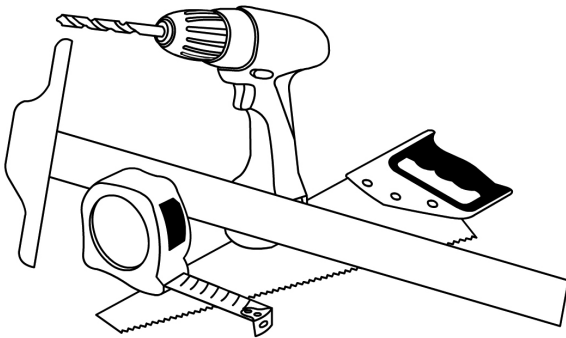
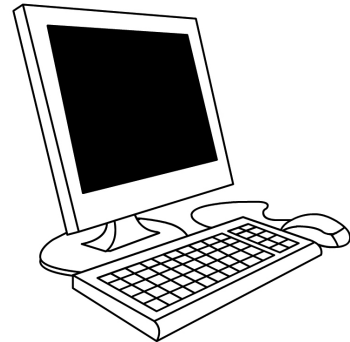
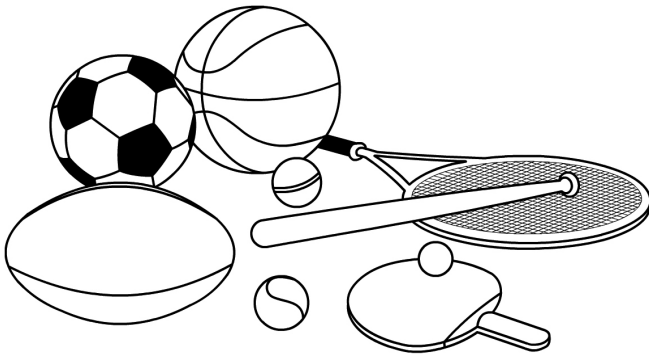
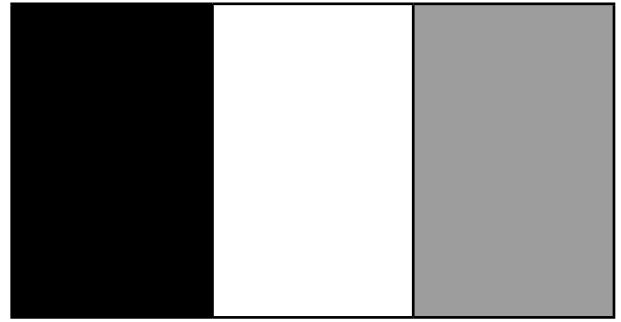
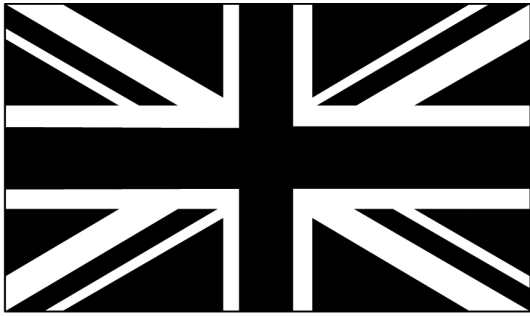
Luc et Sophie font les devoirs

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

2d
Feuille de
travail

je m'appelle _____





l'anglais

le français

le sport

l'informatique

la technologie

les maths

les sciences

le dessin

la religion

l'histoire-géo

Self-assessment sheet

À la fin de cette unité je peux ...

Unité
2
Je peux ...

je m'appelle _____

	date	not yet	nearly	definitely
recognise school subjects in French				
say which school subjects I like/dislike				
say which school subjects I am good or bad at				
express an opinion about school subjects				
express an opinion about teachers				
express an opinion about school				
ask someone if they like a school subject				

Self-assessment sheet

À la fin de cette unité je peux ...

Unité
2
Je peux ...

je m'appelle _____

	date	not yet	nearly	definitely
recognise school subjects in French				
say which school subjects I like/dislike				
say which school subjects I am good or bad at				
express an opinion about school subjects				
express an opinion about teachers				
express an opinion about school				
ask someone if they like a school subject				