

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 80–100 with a number game. Revise school subjects with a game. Show a flashcard and a thumb indicating *j'aime* etc to elicit a reply.

Exercice 1 – Écouter

Listen to the story on the CD (CD2, Track 9). Can the children pick out any words from the story? They might recognise *un hamburger* and *une pizza* despite the different pronunciation, and probably *un milkshake* too. Discuss what they can infer from the story on the first hearing.

Exercice 2 – Écouter/lire

Play the story again (CD2, Track 9), this time following along with the story in the storybook or on the IWB. Establish how many new words the children can now understand when they see them in written form as opposed to how they sound, maybe *chocolat*, *un gâteau*, *une banane* and *une orange*.

Exercice 3 – Écouter

Listen to CD2, Track 14. Ask the children to put up their hands and tell you the English word for the food or drink they hear. They are in a different order to the story to make the activity more challenging

It is important to note that the following are all different ways of saying 'some' (see *Grammaire* box, page 134):

du masculine

de la feminine

de l' masculine or feminine in front of a vowel or 'h'

des plural, both masculine and feminine

	je voudrais ...	I would like...
1.	<i>un milkshake à la fraise</i>	a strawberry milkshake
2.	<i>du pain</i>	some bread
3.	<i>une glace</i>	an ice cream
4.	<i>un jus d'orange</i>	an orange juice
5.	<i>un hamburger</i>	a hamburger
6.	<i>une pizza</i>	a pizza
7.	<i>des frites</i>	some chips
8.	<i>du poulet</i>	some chicken



Vocabulaire

(CD2, Track 10)

c'est délicieux	it's delicious
elles sont au supermarché	they (f) are at the super-market
les courses	shopping/ errands
s'il te plaît	please (s/inf)
j'ai faim	I'm hungry
Sophie a faim	Sophie is hungry
je peux (avoir) ?	can I (have)?
un gâteau	a cake
une glace	an ice cream
on peut aller à McDo (prendre) ?	can we go to McDonalds (to have)?
le déjeuner à midi	lunch at midday
il est onze heures	it's 11 o'clock
un fruit	a (piece of) fruit
une pomme	an apple
une banane	a banana
une orange	an orange
peut-être	perhaps
arrête !	stop! (s/inf)
à la maison	at home
du poulet	some chicken
de la salade	some salad
du pain	some bread
un hamburger	a hamburger
des frites	(some) chips
une pizza	a pizza
j'ai soif	I'm thirsty

9.	<i>un gâteau</i>	a cake
10.	<i>une banane</i>	a banana
11.	<i>un milkshake au chocolat</i>	a chocolate milkshake
12.	<i>une pomme</i>	an apple
13.	<i>de la salade</i>	some salad
14.	<i>une orange</i>	an orange
15.	<i>de l'eau</i>	some water



Exercice 4 – Écouter/écrire



Display Sentence builder activity 1 on the IWB. Have pupils work in pairs to create a sentence for their partner to translate. Swap roles. Challenge them to make as many sentences as possible. The vocabulary is modelled on CD2, Track 15.

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

1.	<i>les milkshakes</i>	milkshakes
2.	<i>le pain</i>	bread
3.	<i>les glaces</i>	ice creams
4.	<i>le jus d'orange</i>	orange juice
5.	<i>les hamburgers</i>	hamburgers
6.	<i>la pizza</i>	pizza
7.	<i>les frites</i>	chips
8.	<i>le poulet</i>	chicken
9.	<i>les gâteaux</i>	cakes
10.	<i>les bananes</i>	bananas
11.	<i>les milkshakes au chocolat</i>	chocolate milkshakes
12.	<i>les pommes</i>	apples
13.	<i>la salade</i>	salad*
14.	<i>les oranges</i>	oranges
15.	<i>l'eau</i>	water

* In France this will be a green salad. *Une salade mixte* will include other ingredients.

Write down the sentences created.



Exercice 5 – Écouter



Listen to CD2, Track 15 again, this time asking your pupils to repeat each item after the speaker to ensure correct pronunciation.

Vocabulaire (cont)

Sophie a soif	Sophie is thirsty
un jus d'orange	an orange juice
un milkshake à la fraise	a strawberry milkshake
un milkshake au chocolat	a chocolate milkshake
de l'eau	(some) water
j'ai mal au ventre	I've got a tummy ache

Vocabulaire pour le professeur

(CD2, Track 13)

j'ai envie de boire	I feel like/fancy drinking
prendre	to take ('have' in food/drink context)



Exercice 6 – Parler

Display Sentence builder activity 1 on the IWB. In this exercise your pupils are going to practise asking and answering questions about the food and drink from this unit. Choose a pupil to model the exercise with you, first of all.

Ask your pupil, for example, *Tu aimes les bananes ?*
Your pupil will answer: *Oui, j'aime/j'adore les bananes.* Or *Non, je n'aime pas/je déteste les bananes.*

Put pupils into pairs. They must take it in turns to ask each other their opinion of five of the food and drinks in this unit. Give them five minutes to complete this task then call *Arrêtez* ! Ask each pair to demonstrate to you how they asked and answered one question each. Ask another pair to tell you, in English, what was said. If time allows you could repeat this activity with a different set of pairs.



Exercice 7 – Écouter

In this unit we revise the expression *je voudrais* (I would like).

Listen to CD2, Track 16. Pause after each sentence and ask your pupils to repeat carefully after the speaker. It is particularly important to pronounce properly the expression *j'ai faim* (where the final 'm' is silent). If the final 'm' is pronounced, it is easy to confuse it with the word *femme* (woman/wife)!

CD2, Track 16 demonstrates a variety of ways in which the expressions and *Je peux ?* can be used with other verbs to ask different things. Your pupils may recall that, in *Unité 1*, Henri asked *Je peux aller aux toilettes ?* (see also *Grammaire* box).

CD2, Track 16 also introduces two very important words in the context of food – *manger* (to eat) and *boire* (to drink). Ask your pupils if they also picked up a new word for something to drink (*un coca*) and something to eat (*un sandwich*).

<i>J'ai faim. Je voudrais aller à McDo.</i>	I'm hungry. I would like to go to McDonalds.
<i>J'ai soif. Je voudrais prendre un milkshake à la fraise.</i>	I'm thirsty. I would like to have a strawberry milkshake.
<i>J'ai faim. Je peux avoir des frites, s'il vous plaît ?</i>	I'm hungry. Can I have some chips please?

Traduction de l'histoire

It's delicious!

page 2

Sophie and mum are at the supermarket. They are doing the shopping.

I'm hungry, Mum. Can I have a cake please? I like cakes!

No, Sophie.

An ice cream then? I love ice cream! Can we go to McDonalds to have an ice cream?

page 3

Sophie is hungry, but dinner is at midday.

No, Sophie. It's eleven o'clock now and lunch is at midday.

Can I have fruit, maybe? A banana or an apple or an orange?

page 4

Sophie wants to go to McDonalds.

Stop it, Sophie! There's chicken, bread and salad at home. It's delicious!

Yuk! I don't like that. I would like a hamburger with chips! Can we go to McDonalds?

No!

Or a pizza?

No!

page 5

Now, Sophie is thirsty.

I'm thirsty. I'd like an orange juice or a strawberry milkshake. Can we go to McDonald's?

No. Here's some water.

page 6

Sophie doesn't want water. She says she has a tummy ache.

I hate water! And now I've got a tummy ache!

Sophie, do you want to have a chocolate milkshake at McDonalds?

Oh yes, I'd love to!

page 7

Mum says that they must go back home.

But, Sophie, you've got a tummy ache! We must go back home! Oh! Mum!

<i>J'ai faim. Je voudrais une glace.</i>	I'm hungry. I would like an ice cream.
<i>J'ai soif. Je voudrais un jus d'orange.</i>	I'm thirsty. I would like an orange juice.
<i>J'ai soif. Je peux prendre un milkshake au chocolat ?</i>	I'm thirsty. Can I have a chocolate milkshake?
<i>J'ai faim. Je voudrais manger un hamburger.</i>	I'm hungry. I would like to eat a hamburger.
<i>J'ai soif. Je peux boire de l'eau, s'il vous plaît ?</i>	I'm thirsty. Can I drink some water please?
<i>J'ai faim. Je peux manger un sandwich, s'il te plaît maman ?</i>	I'm hungry. Can I eat a sandwich please Mum?
<i>J'ai soif. Je voudrais boire un coca.</i>	I'm thirsty. I would like to drink a cola.



Exercice 8 – Écouter/lire/parler/écrire



Play CD2, Track 16 again. Ask your pupils to repeat carefully after each sentence and then ask them to tell you what they mean. When they have been through the whole 10 sentences, put the transcript up on the IWB (Reading passage on CD-Rom) and ask individual pupils to read a sentence of their choice. Ensure each child has a turn.



Next, put the children into pairs or groups and ask them to come up with some variations on these sentences, using some of the other food vocabulary from the story. Award points for good sentences.



Pupils can then write out at least one of these sentences in their exercise books.



Exercice 9 – Écrire

Ask your pupils to make a poster of their favourite and least favourite foods. They must draw the food or drink and label it with, at least, its name in French (eg *une glace*). The more able may expand this with a full sentence such as *j'adore les glaces !* (I love ice cream!) or even *j'adore manger les glaces !* (I love to eat ice cream!) They could also add *C'est délicieux !*, if appropriate.



Exercice 10 – Écouter



In this unit we also meet two expressions of time – *il est onze heures* (it is eleven o'clock) and *à midi* (at midday). Listen to Track 17 on CD2. All of the times given are on the hour and the chiming of the bell will help pupils to work out the correct time. As they listen, ask your pupils to show you the correct number of fingers (for 11 and 12 they should show all 10 fingers and then 1 or 2 directly after).

il est une heure

it is one o'clock

il est deux heures

it is two o'clock

il est trois heures

it is three o'clock

il est quatre heures

it is four o'clock

<i>il est cinq heures</i>	it is five o'clock
<i>il est six heures</i>	it is six o'clock
<i>il est sept heures</i>	it is seven o'clock
<i>il est huit heures</i>	it is eight o'clock
<i>il est neuf heures</i>	it is nine o'clock
<i>il est dix heures</i>	it is ten o'clock
<i>il est onze heures</i>	it is eleven o'clock
<i>il est midi</i>	it is noon
<i>il est minuit</i>	it is midnight

More able pupils may be able to learn how to tell the time completely in French (CD2, Track 18):

<i>il est une heure cinq</i>	it is 1:05.
<i>il est deux heures dix</i>	it is 2:10.
<i>il est trois heures et quart</i>	it is 3:15 (literally: 3 hours and quarter)
<i>il est quatre heures vingt</i>	it is 4:20.
<i>il est cinq heures vingt-cinq</i>	it is 5:25.
<i>il est six heures et demie</i>	it is 6.30 (literally: six hours and half)
<i>il est sept heures moins vingt-cinq</i>	it is 6.35 (literally: 7 hours minus 25)
<i>il est huit heures moins vingt</i>	It is 7.40 (literally: 8 hours minus 20)
<i>il est neuf heures moins le quart</i>	It is 8.45 (literally: 9 hours minus the quarter)
<i>il est dix heures moins dix</i>	It is 9:50 (literally: 10 hours minus 10)
<i>il est onze heures moins cinq</i>	It is 10:55 (literally: 11 hours minus 5)
<i>il est midi cinq</i>	It is 12:05pm (literally: noon and 5)
<i>il est minuit et quart</i>	It is 12:15am (literally: midnight and quarter)

Practise the time with toy clocks, on the IWB or just on paper with clocks drawn by hand. There are many ways to practise this. (See also Sequencing games on the CD-Rom.)



Exercice 11 – Chanter



Teach the song *Je voudrais un hamburger* to reinforce the vocabulary (*Feuille 10a*), CD2, Tracks 11 and 12 (instrumental version).

Vocabulaire supplémentaire

*j'ai envie de boire
prendre*

I feel like/fancy drinking
to have/to take



Exercice 12 – Lire/parler/écouter



Play games using the Flashcards on pages 140–143, such as Pairs games and Hide one of the flashcards – guess which one is missing



Feuilles de travail

Feuilles de travail 10b, 10c and 10d reinforce the vocabulary learnt in the unit. Note: normally nouns should be shown with their definite/indefinite articles. This is difficult to do in a wordsearch (*Mots brouillés*), so they are omitted on *Feuille de travail* 10c.



Activités pour le tableau blanc interactif (TBI)

The following files for use on a Smartboard can be found on the CD-Rom:

- ❖ Vocabulary 1 – story vocabulary (pages 2–3)
- ❖ Vocabulary 2 – story vocabulary (pages 4–7)
- ❖ Reading passage (sentences from *Exercice 7*)
- ❖ Sequencing game 1 (telling the time – whole hours)
- ❖ Sequencing game 2 (telling the time – segments of hours)
- ❖ Pairs game (food)
- ❖ Sentence builder activity 1 (likes/dislikes for food) (see *Exercices 4 and 6*)
- ❖ Sentence builder activity 2 (sentences with *je peux* + infinitive)



Grammaire

In this unit we meet another expression where the French say 'I **have** + noun' where, in English, we say I **am** + adjective: *j'ai faim* (I'm hungry – literally 'I have hunger') and *j'ai soif* (I'm thirsty – literally 'I have thirst'). The children have met this type of construction before, firstly when learning how to say how old they are (in **Learn French with Luc et Sophie, 1ère Partie** – *j'ai dix ans* – and secondly, in *Unité 6*, when talking about feeling hot or cold – *j'ai froid* and *j'ai chaud*. Most young learners accept that these are simply the **equivalent** of the relevant English expressions.

The story also demonstrates further examples of the use of a definite (the) or indefinite (a/ some) article before a noun. All the foods and drinks mentioned use one or other of these. By this stage, your pupils may well be used to seeing this and will use them automatically in the exercises by following the examples given in the story and song.

The construction *je peux* + infinitive verb, as used by Sophie in the story *je peux manger un gâteau ?*, is a very useful one. The verb *pouvoir* (to be able/can) is set out on page 40.

Encourage your pupils to use the expression *je peux ... s'il vous plaît ?* as often as possible in class. This can be done using Sentence builder 2 on the CD-Rom. Ask your pupils to construct sentences by moving the various forms of the verb *pouvoir* next to various infinitive verbs to make sentences which they must then read out in French and translate.

<i>aller aux toilettes ?</i>	go to the toilet?	<i>jouer à l'ordinateur ?</i>	play on the computer?
<i>manger une glace ?</i>	eat an ice cream?	<i>avoir un sandwich ?</i>	have a sandwich?
<i>boire un coca ?</i>	drink a cola?	<i>prendre un milkshake ?</i>	have (take) a milkshake
<i>aller à McDo ?</i>	go to McDonald's?	<i>rentrer à la maison ?</i>	go home?
<i>faire mes devoirs ?</i>	do my homework?	<i>jouer au football ?</i>	play football?

Answer any questions expressed thus with *oui, tu peux ...* or *non, tu ne peux pas* + infinitive verb. Challenge your pupils to come up with as many of their own examples as possible. Award points or stickers for good effort.

Flavours

To identify the flavour of, for example, a milkshake, use *à la* for a feminine flavour (eg *la fraise*), *au* for a masculine flavour (eg *le chocolat*) or *à l'* before a vowel or 'h' (eg *l'orange*). For example:

<i>un milkshake à la fraise</i>	a strawberry milkshake
<i>une glace au chocolat</i>	a chocolate ice cream

Fact box: meals in France

Discuss with your pupils the differences between the French attitude to meals and the English one. In France, mealtimes are still very much seen as a time for people to gather together – indeed, research has shown that around 80% of meals are eaten in company.

For French people, eating is a celebration and not to be rushed! As a result, lunch will quite often last around two hours, even in schools, and dinner the same length of time. Another interesting feature of French meal times is that nearly the whole country sits down to eat at exactly the same time! Lunch (*le déjeuner*) will start at *midi* (12 noon) and dinner at around 7pm. As a rule, French people do not snack in between meals, unlike most British people! Again, this would provide an excellent discussion point for your pupils.

Breakfast will be a small meal in France – some of yesterday's *baguette* toasted and spread with butter and jam to make *une tartine*, and dipped into *un bol* (a bowl) of hot chocolate or coffee. Breakfast cereals are becoming increasingly popular, however, under the influence of the UK and the USA. *Croissants* and *pains au chocolat* are not an everyday breakfast item for most people however.

Lunch will often be a three-course meal, even in schools, and the concept of a sandwich lunch is usually reserved for busy Parisian office workers! School children may well have *un goûter* (tea-time snack) on their return from school to keep them going until the evening meal. This snack will quite often be a biscuit with a drink or maybe another *tartine*.

Dinner will then also be a three-course meal, usually accompanied with wine. Children are sometimes allowed a little sip of wine to get them used to the taste and to demonstrate that it is something to be enjoyed as an accompaniment to a meal, rather than as a drink in its own right. Ask your pupils if they think this is a good idea and whether they would like to do this at home.

The 24-hour clock

The 24-hour clock is used far more in France than in the UK. For example, TV listings will show the programmes with 24-hour clock times. Additionally, and very importantly, public transport times will always be shown in the 24-hour clock format and so will school timetables (see example below):

Heures	lundi	mardi	mercredi	jeudi	vendredi
9h à 10h	le français	le français	le français	le français	le français
10h à 11h	les maths	les maths	les maths		
11h à 12h	le dessin	l'EP	les sciences	les maths	l'histoire-géo
12h à 13.30h					
13.30h à 15h	l'anglais	l'informatique		le sport	les maths
15h à 16h	les sciences	la technologie		l'éducation civique	le dessin

Je voudrais un hamburger !



je m'appelle _____

Sophie dit : « J'ai faim, maman !
Je voudrais manger
Une glace, des frites et un hamburger !
Un hamburger à McDo ! »



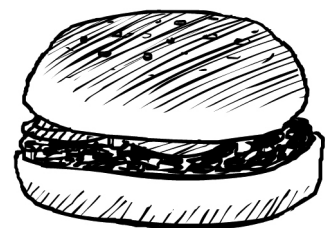
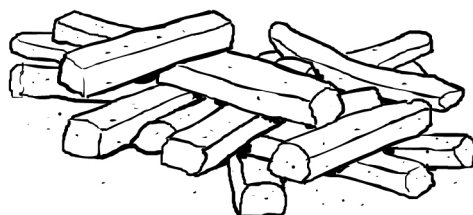
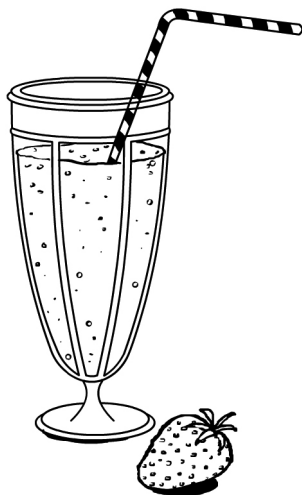
CD2
Tracks
11 & 12



Sophie dit : « J'ai soif, maman !
J'ai envie de boire
Un jus d'orange, un jus de pomme
Ou un milkshake à McDo ! »

Sophie dit : « J'ai faim, maman !
Je voudrais vraiment prendre
Un sandwich ou une pizza
ou des bonbons à McDo ! »

Sophie dit : « J'ai soif, maman !
On peut aller à MacDo ? »
Maman dit : « Oh non, Sophie !
Mais tu peux boire de l'eau ! »



Quelle heure est-il ?

Match up the correct time with the correct clock face.

je m'appelle _____

il est onze heures

il est cinq heures et quart

il est quatre heures

il est dix heures et demie

il est sept heures

il est neuf heures moins le quart

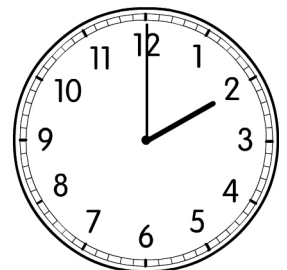
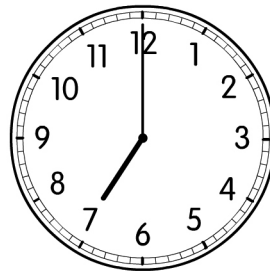
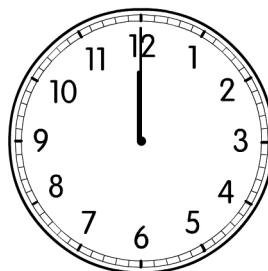
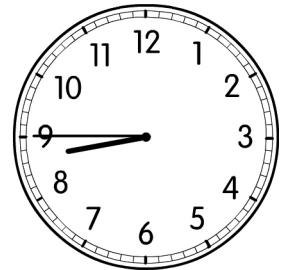
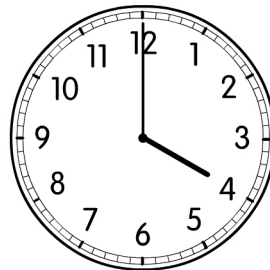
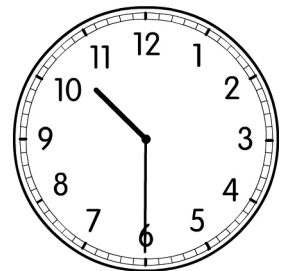
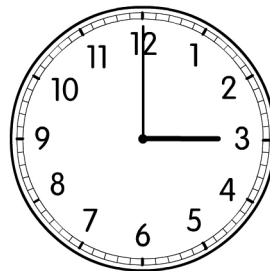
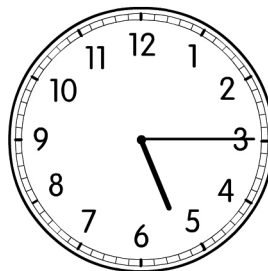
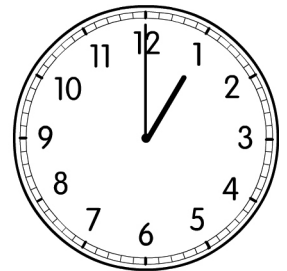
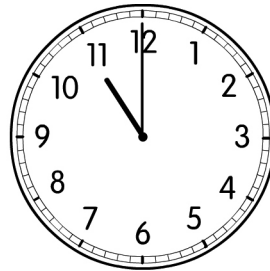
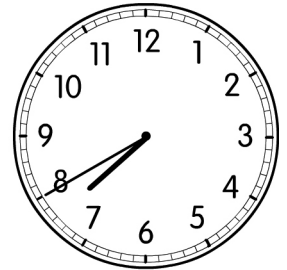
il est une heure

il est trois heures

il est deux heures

il est midi

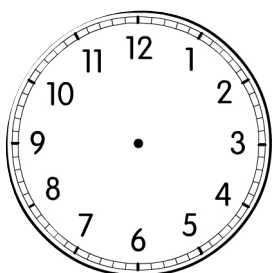
il est huit heures moins vingt



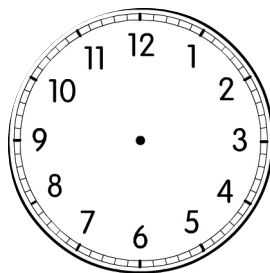
Quelle heure est-il ?

Read the times and draw the hands in the correct place on the clock face.

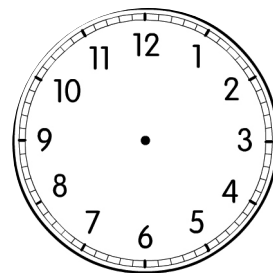
je m'appelle _____



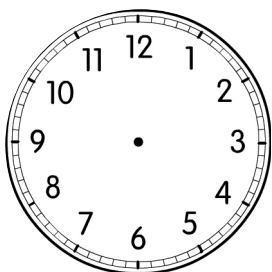
1. il est cinq heures
moins cinq



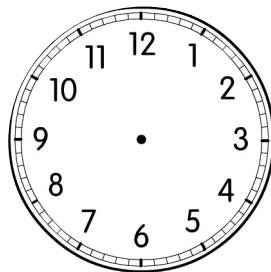
2. il est neuf heures
et demie



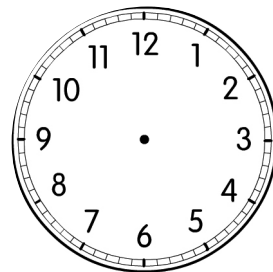
3. il est une heure
dix



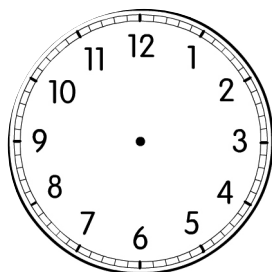
4. il est onze heures
moins le quart



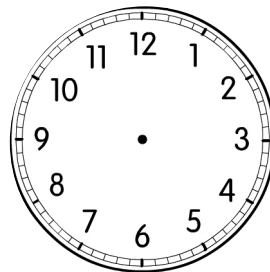
5. il est midi
vingt-cinq



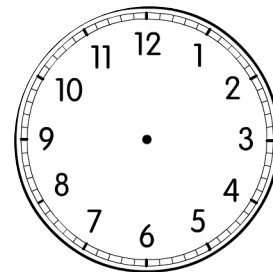
6. il est huit heures
moins vingt



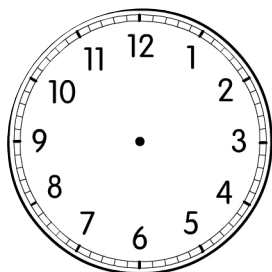
7. il est minuit
moins dix



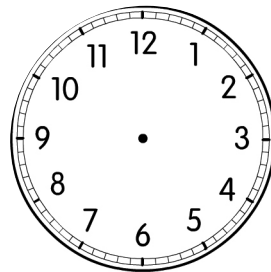
8. il est trois heures
moins vingt



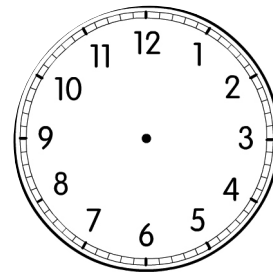
9. il est deux
heures dix



10. il est quatre
heures et demie



11. il est dix
heures dix



12. il est sept heures
moins le quart

Mots brouillés – la nourriture

Find the words listed at the bottom of the page in the grid.

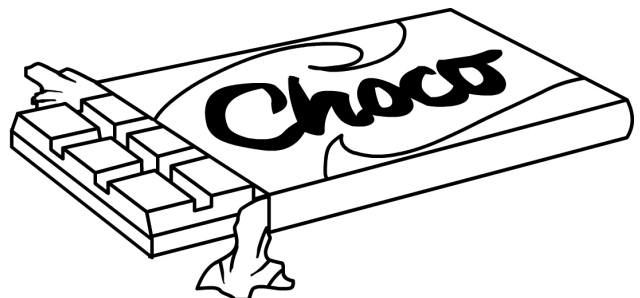
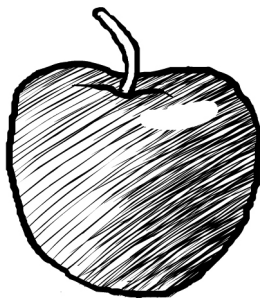
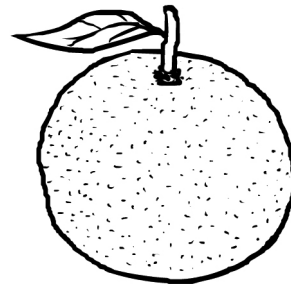
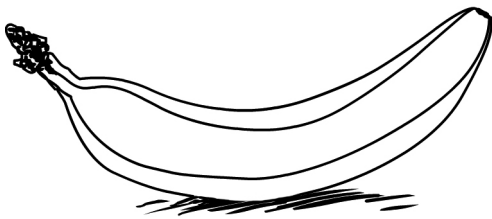
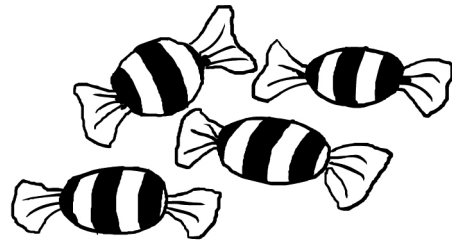
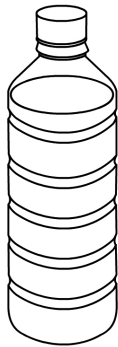
je m'appelle _____

s	e	v	f	u	e	a	x	v	z	p	n	i	h	a
h	a	m	x	n	a	x	w	b	i	j	d	o	a	b
k	m	l	a	o	h	e	k	z	n	r	l	p	m	h
j	r	n	a	l	k	s	z	i	z	b	g	a	b	m
d	a	n	w	d	b	a	n	m	a	a	e	g	u	i
b	b	o	v	s	e	c	i	o	j	v	t	l	r	k
o	j	y	p	w	w	l	l	f	b	r	s	a	g	k
c	g	p	c	g	k	j	w	u	y	n	y	c	e	f
n	i	a	p	s	p	d	d	v	l	u	o	e	r	p
i	s	a	h	t	a	l	o	c	o	h	c	b	e	y
j	s	a	z	o	i	p	f	p	h	n	f	i	s	d
c	k	i	n	c	y	v	g	l	o	e	y	l	i	o
e	p	r	l	a	z	q	o	b	x	v	e	w	a	a
p	o	u	l	e	t	h	x	r	n	b	z	j	r	b
a	n	u	w	l	g	b	x	z	p	i	s	e	f	r

banane
bonbons
chocolat
eau
fraise
glace
hamburger
milkshake
pain
pizza

poulet
salade





une glace au
chocolat

une glace
à la fraise

un milkshake
au chocolat

un milkshake
à la fraise

de l'eau

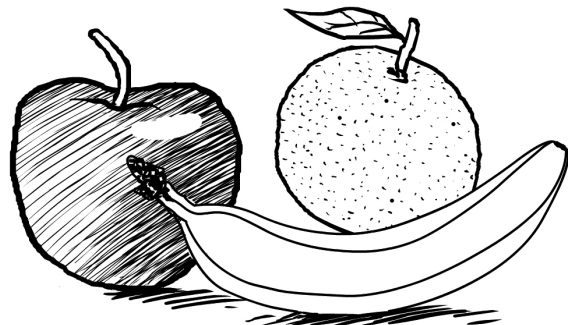
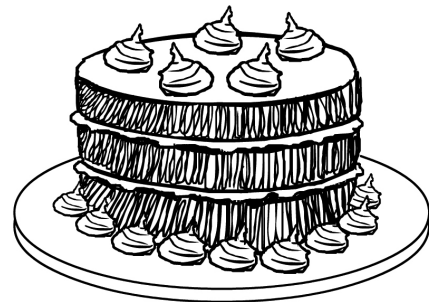
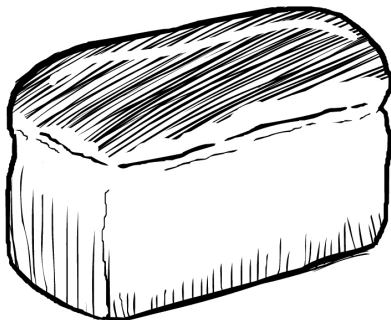
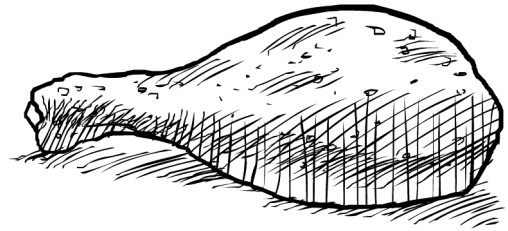
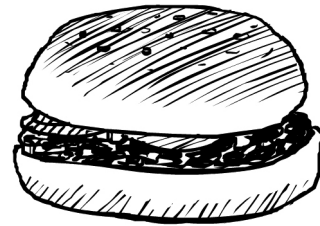
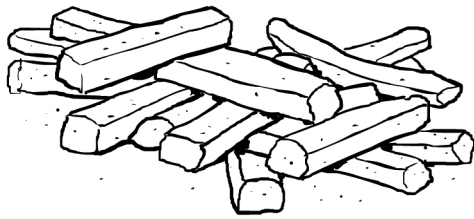
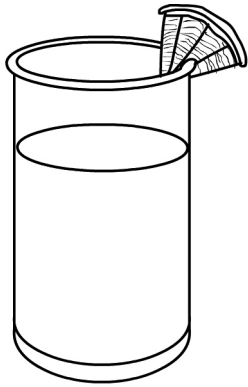
des bonbons

une banane

une orange

une pomme

du chocolat



un jus
d'orange

une pizza

des frites

un hamburger

de la salade

du poulet

du pain

un gâteau

un coca

des fruits

Self-assessment sheet

Unité
10
Je peux ...

À la fin de cette unité je peux ...

	date	not yet	nearly	definitely
recognise the names of some food and drink in French				
ask for some food/drink				
say that I like/dislike types of food and drink				
understand the time in French				
say the time in French				

Self-assessment sheet

Unité
10
Je peux ...

À la fin de cette unité je peux ...

	date	not yet	nearly	definitely
recognise the names of some food and drink in French				
ask for some food/drink				
say that I like/dislike types of food and drink				
understand the time in French				
say the time in French				