**CILT Cymru Triple Literacy Songs Resource**

**Teachers’ Guide – French Songs**

**A) LANGUAGE ELEMENTS**

**1. J’aime que tu me détestes**

1. **Giving opinions**

Je déteste

J’adore

Je n’aime pas

Je préfère

J’aime

A mon avis

J’insiste

C’est vrai

Ce n’est pas vrai

Je pense

Je ne pense pas

**2. Le Restaurant Gourmand**

1. **Linking words**

Si

D’habitude

Parce que

Alors

Donc

D’abord

Et

Qui

Que

Avec

Ou

Sinon

Quand

Seulement

Mais

Pourquoi pas

Et bien

Après

1. **Au restaurant – useful phrases**

Asseyez-vous

Bienvenue

Pour commencer...

Je choisirai ...

Je suggère ...

Je prends ...

Ce sera ... pour moi

Bien sûr .. et avec ça?

Voulez-vous ...?

Dîtes – moi ...

Oui merci ...

Comme dessert ...

J’aimerais bien ...

Et bien après tout ça ...

Comment c’était pour vous?

Délicieux merci.

1. **Compte sur moi**
2. Numbers up to twenty-one
3. **Pronouns**  **Emphatic pronouns**

Je, tu Moi, toi

1. Pouvoir followed by infinitive
2. **Er Verbs**

Compter, arrêter, rimer, rouler

1. **Tellement de Questions**
2. **Questioning Words**

Combien?

Comment?

Où?

Pourquoi?

Quand?

Que?

Quel

Qui?

Est-ce que?

1. **Reflexive verbs**

Je me demande

Se couche

Se cache

Se lève

**B) ACTIVITY IDEAS**

1. **J’aime que tu me détestes**
2. Divide the class into groups. Each group has to find as many other words which rhyme with one of the couplets:

* Amour / jour
* Peur / heure
* Moi / crois
* Belle / telles
* Ciel / ailes

1. Pupils make up alternatives to the first couplet, using the pattern:

Je déteste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mais j’adore \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Je n’aime pas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, je préfère \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Pupils use thinking mats to:
   * 1. Match opinion phrases to ends of phrases (card sort)
     2. Categorise the ends of phrases
     3. Bring all the nouns into the middle, and find all the opinion phrases each one could be used with
     4. Take the nouns away, leaving the 4 opinion starters (Je déteste / j’adore / je n’aime pas / j’aime). Think about what other types of words can follow these starters (verb infinitives)
     5. Take these phrases out and bring all the other opinion starters into the middle. Bring in the ends of phrases that can go with these. Are they interchangeable? What components do they need to have? (subject and conjugated verb). Can you change the tense of the verb?

|  |  |
| --- | --- |
| Je déteste | la haine |
| j’adore | l’amour |
| Je n’aime pas | la nuit |
| je préfère | le jour |
| à mon avis | tu es belle |
| Je pense que | tu es la meilleure chose au monde |
| je ne pense pas que | tu pourras comprendre |
| C’est vrai que | tu es un ange |
| Ce n’est pas vrai que | je raconte des mensonges |

1. Make up an opinion phrase to go with each opinion starter, making sure your phrase follows the correct pattern
2. Make up a new verse of the song / a poem, using the new phrases you’ve created, or others you can think of.

1. **Le Restaurant Gourmand**

**Spelling and Pronunciation:**

1. Divide the class into groups. Each group has to find as many rhyming words within the song.
2. Staying in groups, pupils fill in a grid of linking words in French, English and/or Welsh

**Linking Words**

|  |  |  |
| --- | --- | --- |
| Français | Anglais | Cymraeg |
| *Avec* | *With* | *Gyda/hefo* |
| *Ou* | *Or* | *neu* |
| *Pourquoi?* | *Why not?* | *Pam lai?* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Pupils then use the grid to report back to the rest of the group / class.

1. Pupils should then note down useful phrases for “Au Restaurant”

|  |  |  |
| --- | --- | --- |
| *Français* | *Anglais* | *Cymraeg* |
| *Bienvenue* |  |  |
| *Asseyez-vous* |  |  |
| *Pour commencer...* |  |  |
| *Je choisirai ...* |  |  |
| *Je suggère ...* |  |  |
| *Je prends ...* |  |  |
| *Ce sera ... pour moi* |  |  |
| *Bien sûr .. et avec ça?* |  |  |
| *Voulez-vous ...?* |  |  |
| *Dîtes – moi ...* |  |  |
| *Oui merci ...* |  |  |
| *Comme dessert ...* |  |  |
| *J’aimerais bien ...* |  |  |
| *Délicieux merci* |  |  |

1. Pupils listen to the song and complete the order:

|  |  |
| --- | --- |
| Entrée |  |
| Plat Principal |  |
| Dessert |  |

1. Using the lyrics from the song, pupils act out a scene in a restaurant, this could be filmed.
2. Tense Work – er verbs

|  |  |
| --- | --- |
| Penser | To think |
| Je  Tu penses  Il/elle/on pense  Nous pensons  Vous  Ils/elles pensent | I think  You think (pl) |

Pupils complete the paradigm, checking back to the song lyrics, they could then conjugate aimer.

1. Pupils highlight every “eh” sound they hear in the song, then categorise the highlighted words into:

|  |  |
| --- | --- |
| Infinitive |  |
| Future |  |
| Conditional |  |
| Past participle |  |
| 2nd person plural (vous) |  |
| Other |  |

1. **Comte sur moi**
2. Firstly pupils should listen to the song, it has a catchy tune and this should grab their interest. Give each pupil a number from 1 – 21 (you could give the numbers 1-3 out more than once due to repetition). Pupils then stand up when they hear their number.
3. Split pupils into groups and get them to search for cognates or any words that they already know.
4. Again in groups pupils can take a verse and work on rhymes and pronunciation.

1. Pick out Tu peux compter and find other infinitives in the song to follow je/tu peux, then make up sentences.
2. Pupils work out the paradigms for the following verbs:

Compter, rouler, arrêter, rouler, cuisiner, écouter, se bronzer, rimer, recommencer.

1. **Tellement de Questions**
2. Play the game, if this is the answer, what was the question?

|  |  |
| --- | --- |
| 1. | La lumière se cache derrière les nuages. |
| 2. | Les arcs-en-ciel. |
| 3. | Parce que c’est très compliqué! |
| 4. | Je ne danserais jamais. |
| 5. | Peut-être. |
| 6. | Ça coute trois euros soixante centimes. |
| 7. | On joue au foot avec un ballon. |
| 8. | L’ingrédient secret c’est les épinards. |
| 9. | L’argent. |
| 10. | Dans le supermarché. |

Pupils should work in pairs using the questions in the song to help them.

1. Pupils must now:

(a) choose 4 different question formats which are used in the song to write questions about themselves.

(b) Exchange questions with a partner so that they can answer each other’s questions.

(c) Share their answers with the rest of the class by answering in the third person.