

The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners

Pack 1
Le Quatorze Juillet

Contents of Pack 1

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Year 3

Learning Objectives Year 3 children should be taught to	The objectives are covered in the following places:		
Oracy	Pack 1	Pack 2	Pack 3
03.1 Listen and respond to simple rhymes, stories and songs	Pages 3, 4, 5, 6, 8, 10 Story; Reader; CD	Page 6 Story; Reader; CD	Page 1 Story; Reader; CD
03.2 Recognise and respond to sound patterns and words	Pages 3, 4, 6, 8, 10 Reader; CD	Pages 2, 3, 4, 5, 6 Reader; CD	Pages 1, 2, 4 Reader; CD
03.3 Perform simple communicative tasks using single words, phrases and short sentences	Pages 1, 2, 5, 7, 9, 10 Reader	Pages 1, 2, 3, 5, 7 Reader	Pages 1, 2, 3, 5 Reader
03.4 Listen attentively and understand instructions, everyday classroom language and praise words	Pages 2, 6 Reader; CD	Pages 6, 7 Reader; CD	Page 4 Reader; CD
Literacy			
L3.1 Recognise some familiar words in written form	Page 7, 8 Reader, Phrase Book	Pages 3, 6 Reader	Pages 3, 4, 5 Reader
L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words	Page 11 Reader	Pages 3, 6 Reader	Page 5 Reader
L3.3 Experiment with the writing of simple words	Pages 5, 8, 9, 10, 11	Page 4	Pages 3, 4, 5
Intercultural Understanding			
IU3.1 Learn about the different languages spoken by children in the school	Page 1	Page 1	Page 1
IU3.2 Locate country/countries where the language is spoken	Story; Reader	Story; Reader	Page 3 Story; Reader
IU3.3 Identify social conventions at home and in other cultures	Page 4 Story; Reader	Page 6, 7 Story; Reader	Pages 2, 5 Story; Reader
IU3.4 Make indirect or direct contact with the country/countries where the language is spoken	Page 4, 5 Story; Reader; CD	Story; Reader; CD	Page 2 Story; Reader; CD

Year 3

The objectives are covered in the following places:

Knowledge about language	Pack 1	Pack 2	Pack 3
1. Identify specific sounds, phonemes and words	Pages 3, 4, 6, 7, 8, 10 Reader; CD	Pages 2, 3, 4 Reader; CD	Pages 1, 2, 3, 4, 5 Reader; CD
2. Recognise commonly used rhyming sounds	Pages 4, 8	Page 6	Page 1
3. Imitate pronunciation of sounds	Pages 2, 3, 4, 6, 8, 9, 10 Reader; CD	Pages 1, 2, 3, 4, 5 Reader; CD	Pages 1, 2, 3, 4, 5 Reader; CD
4. Hear main word classes	Pages 3, 8 Reader; CD	Pages 2, 3, 4, 5 Reader; CD	Pages 1, 3 Reader; CD
5. Recognise question forms and negatives	Page 5 Reader; CD	Pages 1, 2, 3, 4, 5, 7 Reader; CD	Pages 1, 2, 3, 4, 5 Reader; CD
6. Recognise how sounds are represented in written form	Pages 7, 10, 11 Reader; CD	Pages 3, 6 Reader; CD	Pages 4, 5 Reader; CD
7. Notice the spelling of familiar words	Page 8 Reader; CD	Page 3 Reader; CD	Page 5 Reader; CD
8. Recognise that languages describe familiar things differently	Pages 1, 6, 9, 11	Pages 6, 7	Pages 1, 5
9. Recognise that many languages are spoken in the UK and across the world	Page 1	Page 1	Page 5
10. Recognise conventions of politeness	Page 2	Page 6	Page 5
Language Learning Strategies			
1. Discuss language learning and share ideas and experiences	Page 1	Page 1	Page 1
2. Use actions and rhymes and play games to aid memorisation	Pages 2, 6, 7, 8	Pages 2, 4, 6	Pages 2, 4
3. Remember rhyming words	Pages 6, 8	Page 6	Page 1
4. Use the context of what they see/read to determine some of the meaning	Pages 2, 3, 5, 8 Story Reader CD	Page 7 Story Reader CD	Page 5 Story Reader CD
5. Practise new language with a friend and outside the classroom	Pages 2, 9	Pages 5, 6, 7	Pages 1, 2, 5
6. Look at the face of the person speaking and listen attentively	Pages 2, 10	Page 3	Pages 2, 5
7. Use gestures to show they understand	Pages 2, 3	Page 5	Page 5

8. Recognise words which the teacher mouths silently	Pages 3, 6, 10	Pages 2, 4	Page 2, 4
9. Write new words	Pages 8, 11	Page 3	Page 2
10. Compare the language with English	Pages 2, 8, 11	Pages 1, 7	Page 1

PACK 1

Le Quatorze juillet

Introduction

This is the first pack in "The Adventures of Luc and Lucie". The story takes place on the 14th July when French people celebrate the storming of the Bastille during the French revolution. Luc and Lucie visit the Eiffel Tower with their parents to watch the annual firework display.

In this episode pupils will learn:

- About linguistic and cultural diversity in the class.
- How to greet others.
- How to ask questions 'qu'est-ce que c'est?' and 'qui est-ce?'
- Numbers one to twenty.
- The colours of the fireworks.
- How to say their name and ask for names of other class members.
- How to say the French alphabet.
- The use of the masculine and feminine indefinite article.

The pack includes:

- Teacher's guidance and detailed lesson plans
- A big picture
- Activity / resource sheets
- Songs and poems
- A reader in French - recorded on to the CD
- An English story book
- Artefacts
- Suggestions for ICT activities
- An assessment sheet

Le Quatorze juillet

Structures and Grammar

1. Numbers 1-20
C'est quel numéro?
Mental maths: plus, moins, égale
2. Colours: rouge, bleu, jaune, orange, vert, rose
C'est de quelle couleur? / Ils sont de quelle couleur?
C'est rouge etc. / Ils sont rouges etc. (referring to the fireworks)
Masculine singular and plural forms of adjectives
3. Classroom instructions:
Regardez! Ecoutez! Répétez!
4. Greeting friends and family:
Salut! Bonjour! Au revoir! Bonsoir!
Greetings in classroom context.
5. Asking how one is feeling:
Comment ça va? Ça va bien, merci/ comme çà comme ça / pas mal.
6. **Qu'est-ce que c'est? C'est** (e.g. c'est La Tour Eiffel)
Introduction of the first, second and third person singular of the verb 'être'
Quelle est la date?
7. Introduction to main characters in story:
Qui c'est? / qui est-ce? C'est.....
8. Identity:
Comment t'appelles-tu? Je m'appelle
Comment s'appelle-t-il? Comment s'appelle-t-elle?
Il s'appelle..... Elle s'appelle
9. The alphabet:
Quelle lettre c'est?
Comment ça s'écrit?
Saying and recognising letters of the alphabet
Saying names
10. Introduction to masculine and feminine indefinite article
Un, une

ASSESSMENT SHEET

Le Quatorze juillet

Je m'appelle

What I can say and understand in French:

	Yes I can	I can with help	My friend/ teacher agrees
I can understand classroom instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French greetings correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can count to 20 in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask how someone is feeling and reply to their question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say my name and ask others for their name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for and give the name of another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know six colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use and spell colours correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that in French there are masculine and feminine nouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say the alphabet and say my name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read and understand the Quatorze juillet reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about the French celebration on 14th July	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments:

Signed: Date:

LESSON PLANS

LINGUISTIC AND CULTURAL DIVERSITY

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To raise awareness of other languages spoken in the classroom.</p> <p>To enable children to speak four words and a phrase in another modern language in fifteen minutes.</p> <p>To involve children in rôle play.</p>	<p>In another modern foreign language say Hello Goodbye Please Thank you ‘My name is...’ in answer to the question: ‘What’s your name?’</p>	<p>Choose 5 volunteers who speak another language (not necessarily different ones). Allocate each ‘teacher’ about 3 pupils. Tell the class that some of them are going to have tea with a family who speaks a language known by their group ‘teacher’. They want to be polite so would like to learn: Hello Goodbye Please Thank you To say their name in reply to the question “What’s your name?”</p> <p>Rôle play: Encourage the ‘teachers’ to use any way they want to teach the language: mime/act shaking hands, offering food.</p> <p>Encourage the ‘pupils’ to try to say the new words as well as they can and remember them and say them in the correct place.</p> <p>After 15 minutes the ‘pupils’ will show what they have learned from their ‘teachers’ to the other children.</p>

Suggested Assessment Opportunities**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
		IU 3.1	8, 9	1

GREETINGS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To be able to greet friends and family.	Salut: hello (informal, use mainly with friends and family) Bonjour: good morning/hello Bonsoir: good evening Au revoir: goodbye	Children move round the room, shake hands and greet each other.
To ask for and express feelings.	Comment ça va?: How are you? Ça va bien, merci: I am fine, thank you Comme ci, comme ça: So so Pas mal: Not bad	Throw a bean bag or ball to individual children asking “ Comment ça va? ” Use puppets to practise greetings. Children reply. Use Rap Song on Activity Sheet A to reinforce greetings. Children listen to teacher and/ or CD and join in.
To know how to use the correct form of address.	Bonjour: Good morning Monsieur Prévost: Mr Prévost Madame Boulanger: Mrs Boulanger Mademoiselle Boulanger: Miss Boulanger In the school context - Monsieur: Sir Madame: Madam (‘Miss’ in the vernacular) Mademoiselle: Miss Bonjour la classe: Good morning class	Teacher greets the class daily in French: ‘ Bonjour la classe ’ Children reply: ‘ Bonjour Monsieur/Madame/Mademoiselle ’
To reply to the register.	a) Présent: Present (boy) Présente: Present (girl) (‘t’ is sounded in the feminine form) & Monsieur/Madame/Mademoiselle b) Bonjour Monsieur/Madame/Mademoiselle	Teacher (or pupil) calls the register and children reply in French. Recognise similarities and differences with English.

Suggested Assessment Opportunities

Teacher listens to accents as children respond, identifying those who need repetition and those who can now model the language using puppets.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3, 3.4		IU 3.3	3, 10	2, 5, 6, 7, 10

INSTRUCTIONS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To respond to instructions given by the teacher in the course of any lesson.	Classroom instructions: Regardez: Look Ecoutez: Listen Répétez: Repeat	The teacher mimes or mouths silently the instructions eg points to eyes for Regardez , points to ears for Ecoutez , appropriate gesture with hands for Répétez . The teacher asks the children to repeat the instructions and mime them.

Suggested Assessment Opportunities

Make a quick note of those children able to take the part of the teacher.,

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1, 3.2			3, 4	7, 8

INSTRUCTIONS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To ask and answer everyday questions.</p> <p>To use the 3rd person singular of the verb 'to be': est</p>	<p>Qu'est que c'est?: What is it? C'est La Tour Eiffel: It is the Eiffel Tower</p> <p>Quelle est la date?: What is the date? C'est le quatorze juillet: It is the 14th of July.</p>	<p>Teacher asks key questions, referring to the big picture and/ or a model of the Eiffel Tower.</p> <p>Talk about Bastille Day celebrations in the story (see back of sheet for ideas and information).</p> <p>Children create an Eiffel Tower in any medium eg lego, cardboard, drawing or with the help of a computer and art package.</p> <p>Children listen to and repeat the poem "La Tour Eiffel" read by the teacher or on the CD (see Activity Sheet B).</p> <p>Use the internet and books to research the French Revolution.</p>

Suggested Assessment Opportunities

Can any of the children learn and recite the poem?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1, 3.2		IU 3.3, 3.4	1, 2, 3	2, 3

INTRODUCTION OF CHARACTERS IN THE STORY

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To identify some of the characters in the story.	Name of main characters: Papa: Dad Maman: Mum Luc: Luke Lucie: Lucy La famille Boulanger: the Boulanger family (Boulangier means 'Baker') Picasso: the dog's name Joséphine: the cat's name	Use the individual pictures of Maman, Papa, Luc, Lucie, Joséphine and Picasso and the family picture to introduce and identify the family.
To ask and answer a simple question of identity.	Qui est-ce?: Who is it? C'est...: It is... eg C'est Maman: It is Mum	Refer to individual pictures of the family or members of the class using ' Qui est-ce? ' Make a classroom display of the family with appropriate labelling eg Qui est-ce? C'est... Children start a folder of their work. The first section will contain pictures of the Boulanger family and pets. They label them " Qui est-ce? C'est... " (Resource sheets a-g)
To learn that Picasso is a male dog named after the artist and Joséphine is a female cat named after Napoleon's wife.		Using the internet and books, the children find out more about Picasso and Joséphine Bonaparte and present findings to class.

Suggested Assessment Opportunities

Collect the folders created by the children and assess accuracy of the spelling.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1, 3.3	L 3.3	IU 3.4	5	4

NUMBERS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To say and learn numbers 1-20 in four stages.</p> <p>To ask and answer a number question.</p>	<p>C'est quel numéro?: What number is it? C'est numéro... (deux): It is number... (two)</p> <p><i>1-5</i> 1: un 2: deux 3: trois 4: quatre 5: cinq</p> <p><i>6-10</i> 6: six 7: sept 8: huit 9: neuf 10: dix</p> <p><i>11-15</i> 11: onze 12: douze 13: treize 14: quatorze 15: quinze</p> <p><i>16-20</i> 16: seize 17: dix-sept 18: dix-huit 19: dix-neuf 20: vingt</p>	<p>Teacher shows and says a number and asks children to repeat the word in French.</p> <p>Teacher mouths the word silently for children to guess.</p> <p>Teacher asks the question C'est quel numéro?</p> <p>Number cards relevant to the learning are distributed to the children. They hold up their card when they hear its number called by the teacher or another child.</p> <p>Children write the number called on individual whiteboards.</p> <p>Use a ball or bean bag to throw to individual children who either repeat a number or give number before or after.</p> <p>Listen to and join in the number rap in Français Français CD - see back of pack for details.</p> <p>Listen to, learn and join with the Comptine "Un, deux, trois" (See Activity Sheet C and the CD)</p>

Suggested Assessment Opportunities

Scan the class to check which children can identify their number.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1, 3.2, 3.4			1, 3, 8	2, 3

NUMBERS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn the spellings of numbers 1-20.		Identify numbers 0-10 in the Reader 1. Look at and say numbers on Activity Sheet C.
To do simple sums.	Plus: + (plus) Moins: - (minus) Egale: = (equals) eg cinq plus cinq égale dix: $5 + 5 = 10$	Mental arithmetic with individual whiteboards.
To practise numbers 1-20 by playing a game.		<ul style="list-style-type: none"> • Two separate sets of numbers 1-20 are written on the board. • Class is divided into 2 teams. • A representative from each team goes to the board. • Child in the class or teacher calls out a number. • The first child to cross it out or hit the number with a fly swatter gains a point for his/her team (only one chance at crossing out!) • Two more representatives take their place and game continues. A variation: individual children challenge each other at the board.

Suggested Assessment Opportunities

Can the children recall the numbers 1-20 in French and use them in the activities.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O3.3			1,6	2

COLOURS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To know the singular form of colour adjectives.</p> <p>To know that the masculine form of 'the' is 'le'.</p> <p>To recognise and use cognates and the written word for colours</p>	<p>C'est de quelle couleur?: What colour is it? C'est...: It is... Bleu: Blue Jaune: Yellow Orange: Orange Rose: Pink Rouge: Red Vert: Green</p> <p>Le feu d'artifice est...(vert) et (jaune): the firework is... (green) and (yellow). Le perroquet est... (rouge) et (bleu): The parrot is... (red) and (blue)</p>	<p>Use the big picture, flash cards or coloured objects to identify the colours in French by asking the question 'C'est de quelle couleur?'</p> <p>Make flashcards from the colour words (Resource Sheet h in the pack). Colour and use the second set of outline words to reinforce learning.</p> <p>Make your own colour flash cards using the parrot on Resource Sheet i and ask children to match word and colour.</p> <p>Listen to and perform clapping Rhyme on Activity Sheet A.</p> <p>Use Resource Sheet j - ask children to colour their parrot and describe it.</p> <p>Make sets of colour cards. Children deal out and collect sets of colour in 4s (cf Happy Families) asking for the colour in French.</p> <p>Use Activity Sheet G as a writing activity. Children should be encouraged to recognise cognates highlight differences in spelling.</p>		
<p>To recognise and use the plural form of the colour adjectives (adding an 's' to the singular) and the plural of the definite article 'the'.</p> <p>To know that est: is becomes sont: are in the plural</p>	<p>Voici les feux d'artifice: Here are the fireworks Ils sont de quelle couleur?: What colour are they? Ils sont rouges/bleus/oranges/jaunes/verts/roses: They are red/blue/orange/yellow/green/pink</p>	<p>Read the instructions on Activity Sheet D with the children. Children draw the fireworks around the Eiffel Tower as instructed.</p> <p>Children create their own firework display and label the colours on Activity Sheet E.</p>		
<p>Suggested Assessment Opportunities</p> <p>Check whether the children can remember the clapping rhyme and perform it in groups.</p>				
<p>KS2 Framework Objectives</p>				
<p>Oracy</p>	<p>Literacy</p>	<p>Intercultural Understanding</p>	<p>KAL</p>	<p>LLS</p>
<p>O 3.1, 3.2</p>	<p>L 3.1, 3.3</p>		<p>1, 2, 3, 4, 7</p>	<p>2, 3, 4, 9, 10</p>

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To ask someones name and introduce oneself.	<p>Comment t'appelles-tu?: What is your name?</p> <p>Je m'appelle...: My name is... (I am called...)</p>	Individual children are asked for and give his/her own name.
<p>To ask for and give the name of other people.</p> <p>To know the pronouns</p> <p>Je: I Il: He Elle: She</p>	<p>Comment s'appelle-t-il?: What is his name?</p> <p>Il s'appelle...: His name is... (He is called)</p> <p>Comment s'appelle-t-elle?: What is her name?</p> <p>Elle s'appelle...: Her name is... (She is called)</p>	<p>The teacher or child asks the class the name of a class member.</p> <p>Children make a label for their table saying 'Je m'appelle' This will be especially useful for visiting teachers.</p>

Suggested Assessment Opportunities

Check whether the children can take part in a simple conversation in pairs.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3	L 3.3		3, 8	5

ALPHABET

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To be able to recognise and say the letters of the alphabet.	Quelle lettre c'est?: What letter is it? eg C'est A: It is A	Use CD Français Français , Listen to and join in the alphabet song (Chanson).
To focus on the correct pronunciation of the vowels.		Listen to and join in the vowel rhyme (Comptine) and the rap.
To be able to spell names and words.	Comment ça s'écrit?: How is it spelt? Ça s'écrit...: It is spelt...	Teacher spells a child's name or and children guess whose name it is. Children spell the name by mouthing the letters silently. Children use individual whiteboards to write words spelt out by the teacher. Initiate a conversation with child ' Comment t'appelles-tu? ' What is your name? 'Je m'appelle...?' 'Comment ça s'écrit?' Child spells name. Play hangman with names of children or known words.

Suggested Assessment Opportunities

Check which children can spell own name. Note which children can use whiteboard to write words spelt by the teacher.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1, 3.2, 3.3	L 3.3		1, 3, 6	6, 8

MASCULINE AND FEMININE

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To understand that in French things as well as people and animals are either masculine or feminine.	'Un' : a/an for masculine people or things Un homme : a man Un garçon : a boy Un chien : a dog Un chat : a cat Un perroquet : a parrot Un feu d'artifice : a firework Un numéro : a number	Using the family picture (Resource Sheet g) label the characters using 'un homme' etc, writing each 'un' in blue and each 'une' in red. Discuss the use of gender in French compared to English and other languages.		
To learn that there are two words in French to translate 'a' / 'an' dependant on whether something is masculine or feminine.	'Une' : a/an for feminine people or things Une femme : a woman Une fille : a girl Une chienne : a female dog Une chatte : a female cat Une date : a date Une lettre : a letter			
To know and to use the first, second and third person singular of the verb 'être'	Je suis : I am Tu es : You are Il est : He is Elle est : She is	a) Children introduce themselves e.g. Je m'appelle + name: je suis un garçon / une fille b) Play the game, "Guess Who" One pupil has his / her back to the class. One child says a chosen French word in a disguised voice. Pupil has to guess who is speaking, asking 'Tu es?' c) Extend the activity: introduce children to classmates e.g. 'Il s'appelle' 'His name is' 'Il est un garçon' 'He is a boy' 'Elle s'appelle ...' 'Her name is ...' 'Elle est une fille...' 'She is a girl'		
Suggested Assessment Opportunities Note which children have knowledge of other languages.				
KS2 Framework Objectives				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
	L3.2, 3.3		6, 8	9, 10

ACTIVITY SHEETS

ACTIVITY SHEET A

RAP SONG

Translation:

Bonjour Luc et	Hello Luc and
Bonjour Lucie	Hello Lucie
Comment ça va?	How are you?
Comment ça va?	How are you?
Ça va ça va merci	I am ok I am ok thank you
Ça va ça va merci	I am ok I am ok thank you
Et toi, et toi	and you and you
Comment ça va?	How are you?
Ça va mal,	I am not well
Ça va mal	I am not well

Bonjour Luc et	Hello Luc and
Bonjour Lucie	Hello Lucie
Comment ça va?	How are you?
Comment ça va?	How are you?
Comme ci comme ça	So and so
Comme ci comme ça	So and so
Et toi, et toi	And you, and you
Comment ça va?	How are you
Pas formidable	Not great
Oh la la	Oh la la

ACTIVITY SHEET B

POEMS & RHYMES

Poème: La Tour Eiffel

Où est la Tour Eiffel ? Where is the Eiffel Tower ?

Belle, belle, belle,: Beautiful, beautiful, beautiful

A Bordeaux, à Lille ou à Saumur ?: In Bordeaux, in Lille, in Saumur

Non

Où est – elle ?: Where is it?

La Tour Eiffel ?: The Eiffel Tower?

Elle se trouve dans la belle ville de Paris

Bien sûr: It is in the beautiful town of Paris, of course

RHYMES

CLAPPING RHYME

Bleu, jaune, rouge

Boum ça bouge

Rose et vert

Tout en l'air

C'est super, c'est fantastique!

Formidable et magnifique!

ACTIVITY SHEET C

COMPTINE

Un, deux, trois,
Claque les doigts.
Quatre, cinq, six
Tape les cuisses.
Voilà sept sur la tête
Huit, neuf, dix
Tous les enfants applaudissent.

Onze, douze, treize
Sur la chaise.
Quatorze, quinze
Comme le singe !
Seize, dix-sept
Sur la tête.
Dix-huit, dix-neuf, vingt
On recommence : frappe dans tes mains.

ACTIVITY SHEET D

Les Numéros 0 - 31

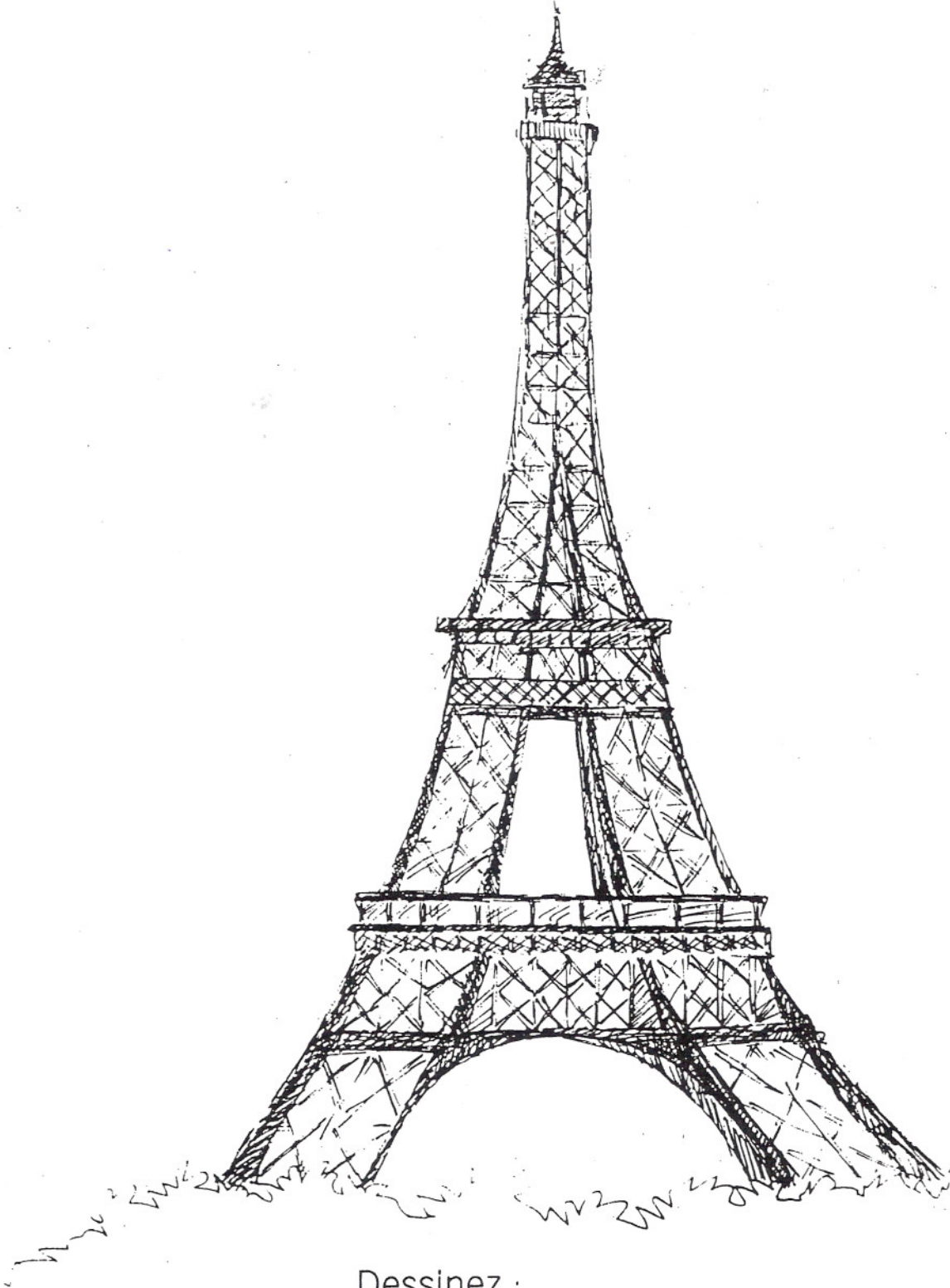
0 zéro	16 seize
1 un	17 dix-sept
2 deux	18 dix-huit
3 trois	19 dix-neuf
4 quatre	20 vingt
5 cinq	21 vingt et un
6 six	22 vingt-deux
7 Sept	23 vingt-trois
8 huit	24 vingt-quatre
9 neuf	25 vingt-cinq
10 dix	26 vingt-six
11 onze	27 vingt-sept
12 douze	28 vingt-huit
13 treize	29 vingt-neuf
14 quatorze	30 trentre
15 quinze	31 trente et un

ACTIVITY SHEET E

Nom :

C'est le quatorze juillet

Date :



Dessinez :

Un feu d'artifice orange

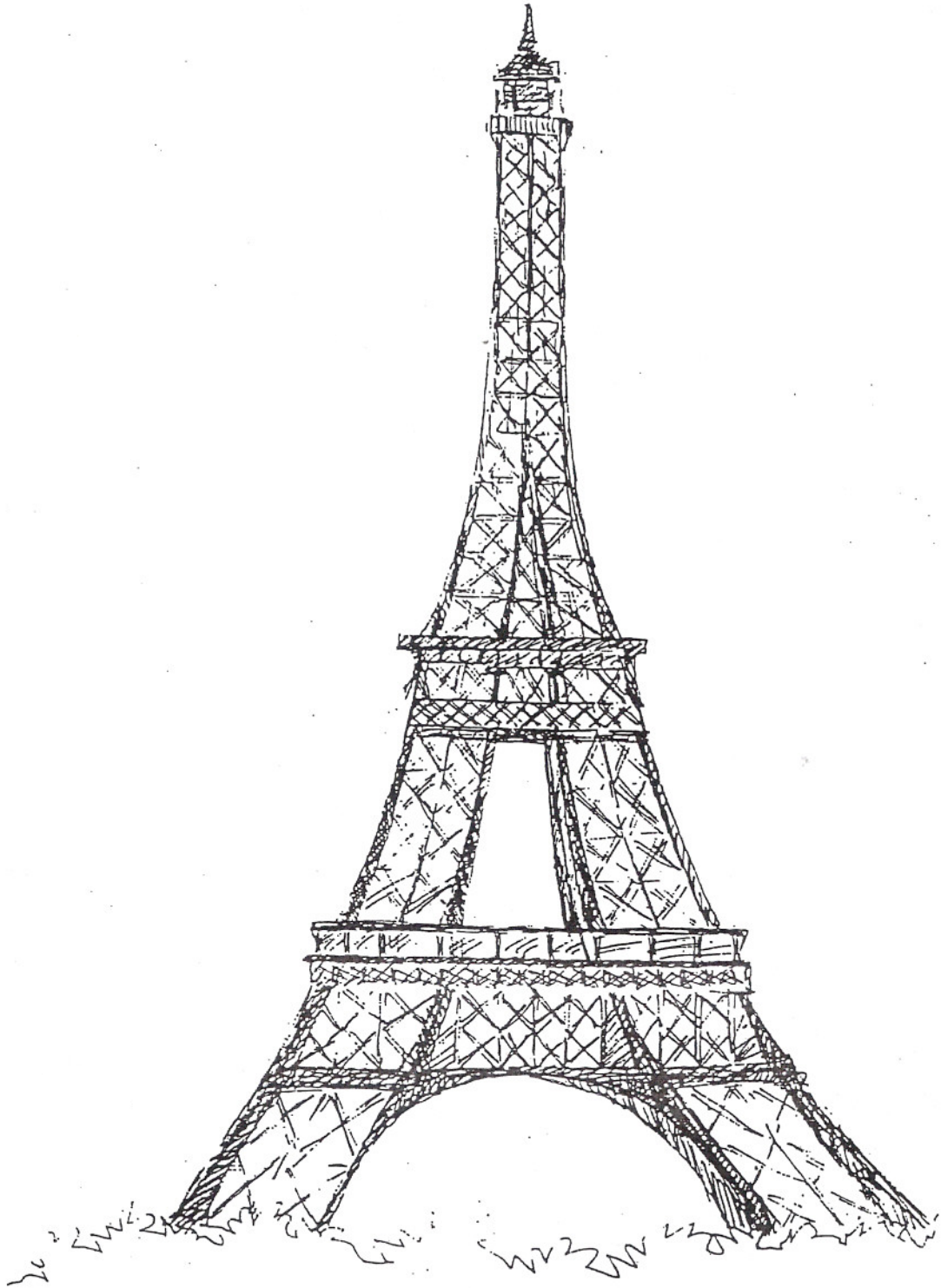
Deux feux d'artifice rouges

Trois feux d'artifice verts

Quatre feux d'artifice bleus

Cinq feux d'artifice jaunes

ACTIVITY SHEET F



ACTIVITY SHEET 6

LES COULEURS

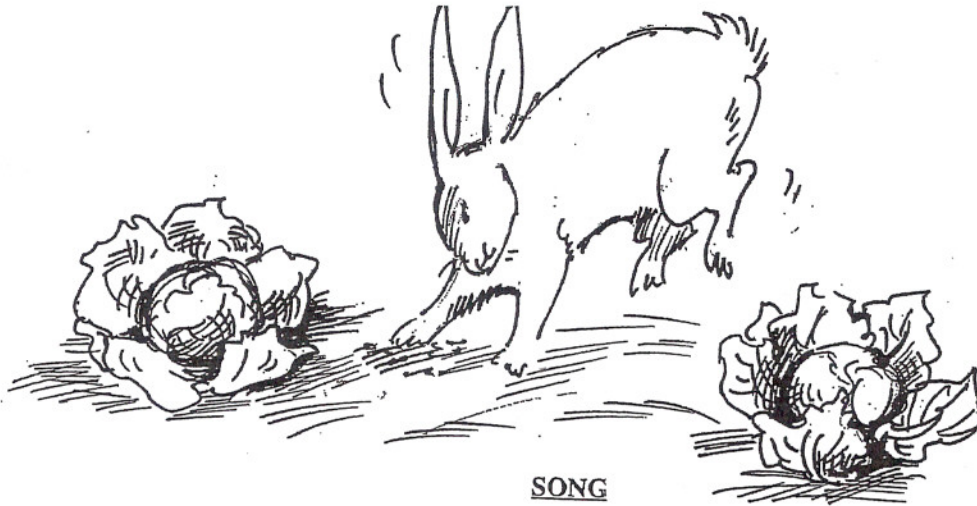
Jaune	bleu	vert	rouge	rose
gris	blanc	orange	marron	noir

Ecrivez la couleur exacte dans l'espace à la fin de la phrase : Write the correct colour in the space at the end of the sentence.

- a) Un crocodile c'est vert. Un cochon= a pig
- b) Une orange c'est..... Le soleil= the sun
- c) Du café c'est.....
- d) Le chocolat c'est.....
- e) Une tomate c'est.....
- f) Un éléphant c'est.....
- g) Un cochon c'est.....
- h) Un zèbre c'est.....
- i) Un concombre c'est.....
- k) Le soleil c'est
- Inventez votre propre phrase : create your own sentence.*
- l)c'est.....

ADDITIONAL ACTIVITY

Listen to the CD and perform the actions



SAVEZ-VOUS PLANTER LES CHOUX ? (DO YOU KNOW HOW TO PLANT CABBAGES ?)

Savez-vous planter les choux
A la mode à la mode
Savez-vous planter les choux
A la mode de chez nous (like we do at home)



On les plante avec les doigts
A la mode, à la mode
On les plante avec les doigts
A la mode de chez nous

} mime the planting with fingers

On les plante avec les coudes
A la mode à la mode
On les plante avec les coudes
A la mode de chez nous

} mime the planting with elbows

On les plante avec les pieds
A la mode à la mode
On les plante avec les pieds
A la mode de chez nous

} mime the planting with feet

Carry on using la tête and le nez

Les doigts = fingers
Les coudes = elbows
Les pieds = feet
La tête = head
Le nez = nose

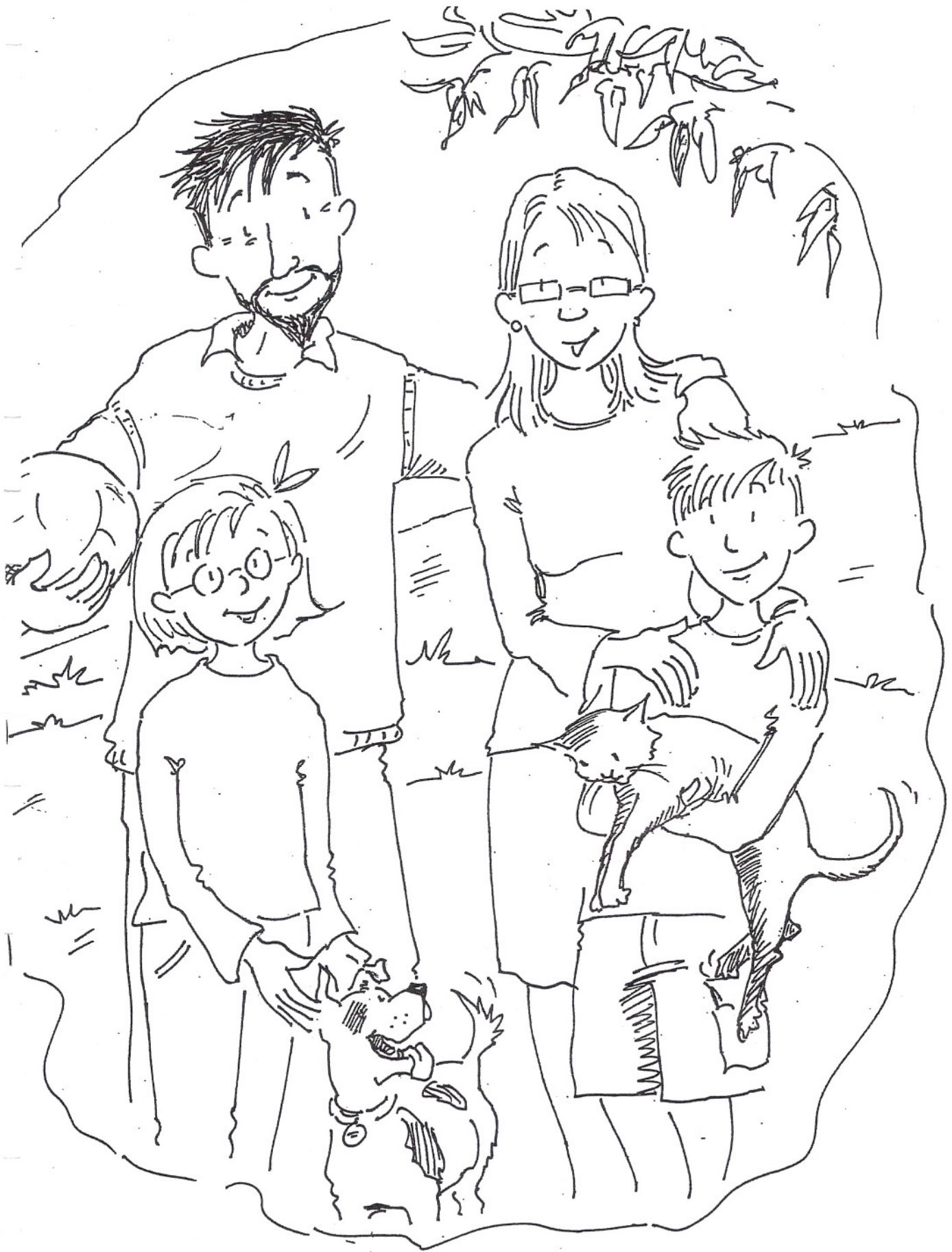


Musical notation for the first system. The treble clef staff contains the melody with lyrics: "Sa - vez - vous plan - ter les choux, À la mo - de, à la". The bass clef staff provides a simple harmonic accompaniment. Chord symbols C, G7, C, and G7 are placed above the treble staff.

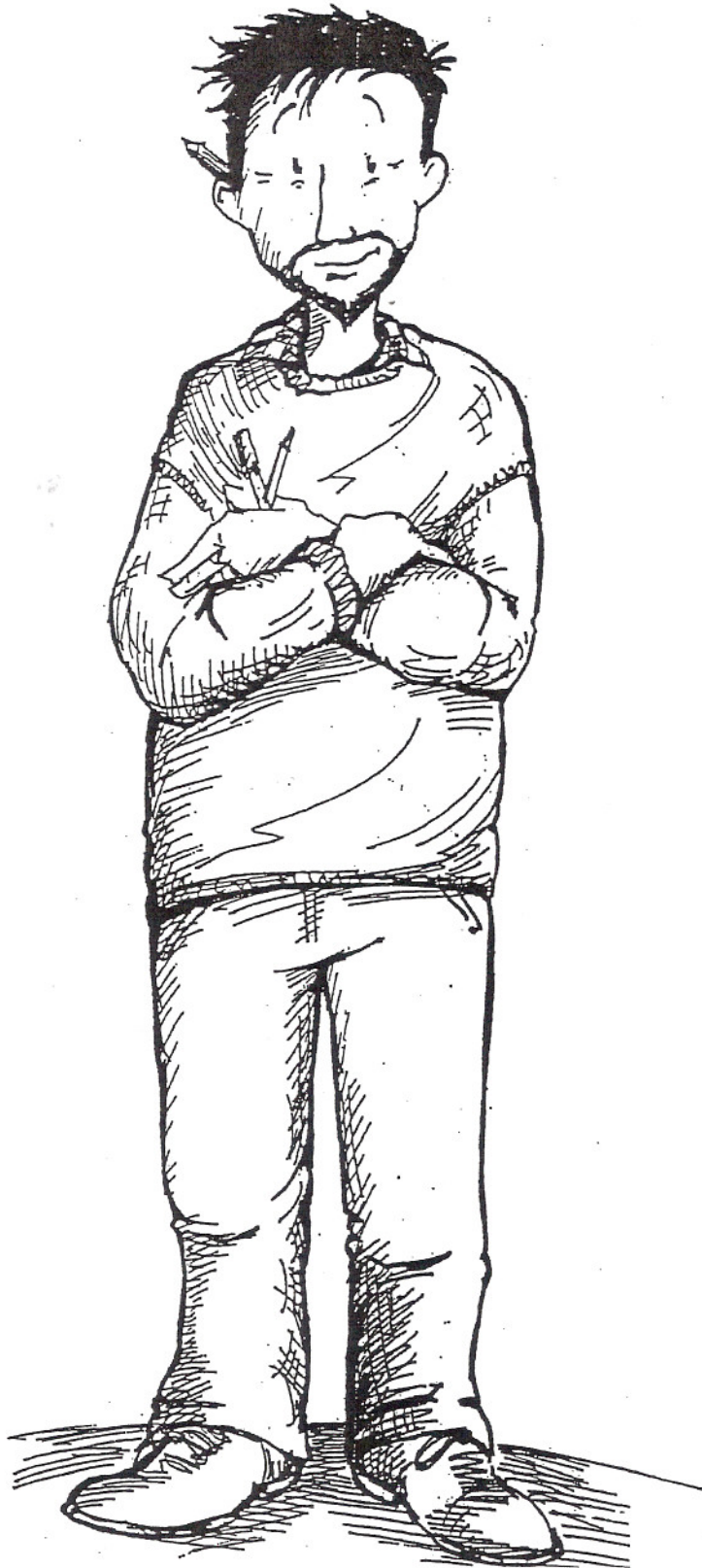
Musical notation for the second system. The treble clef staff contains the melody with lyrics: "mo - de, Sa - vez - vous plan - ter les choux, À la mo - de de chez nous." The bass clef staff provides a simple harmonic accompaniment. Chord symbols C, G, C, G, C, Dm, G7, and C are placed above the treble staff.

RESOURCE SHEETS

PACK 1 – RESOURCE SHEET A



PACK 1 – RESOURCE SHEET B

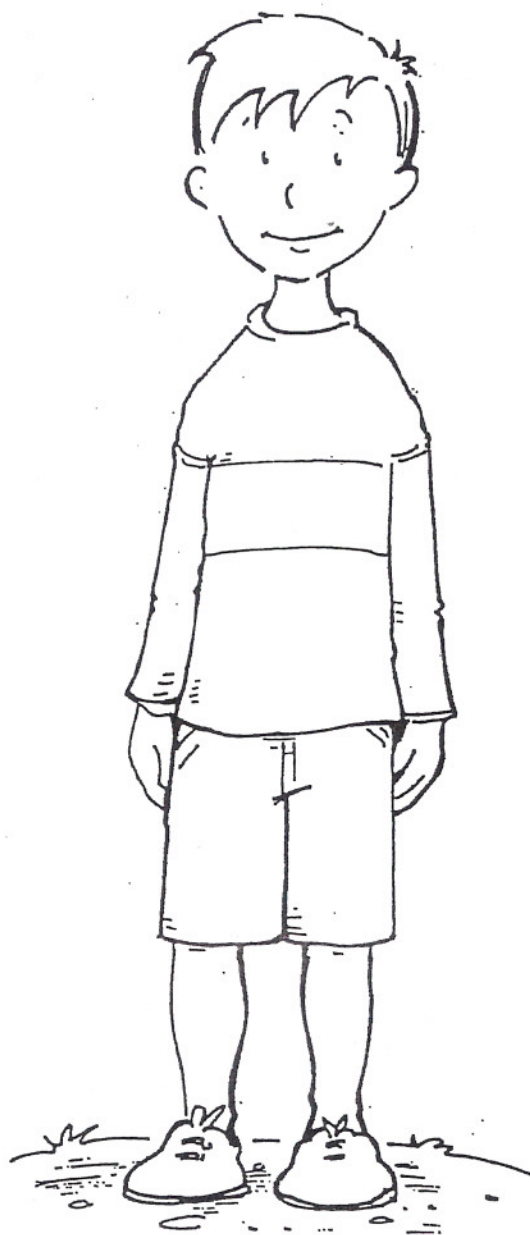


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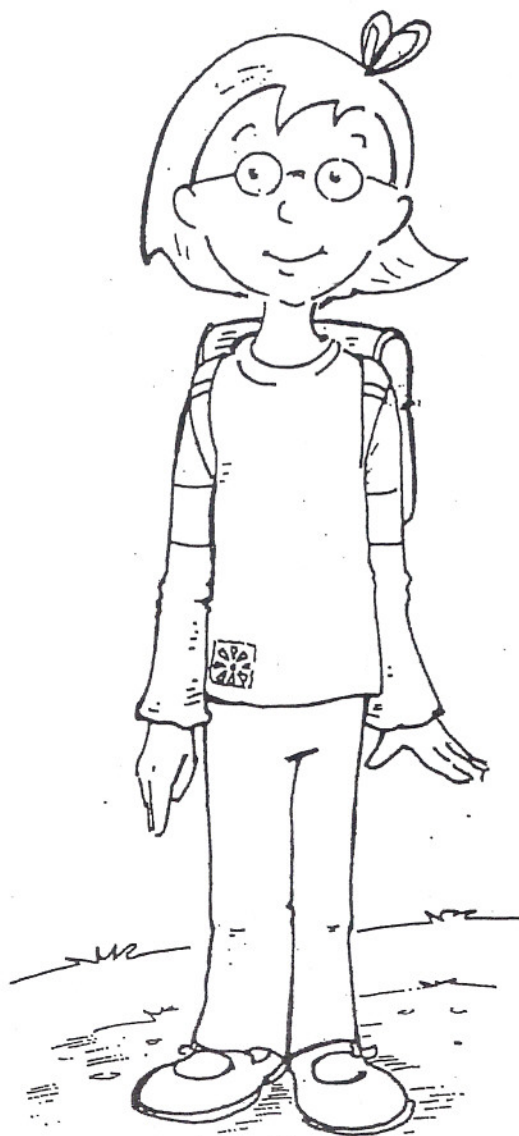
PACK 1 – RESOURCE SHEET C



PACK 1 – RESOURCE SHEET D



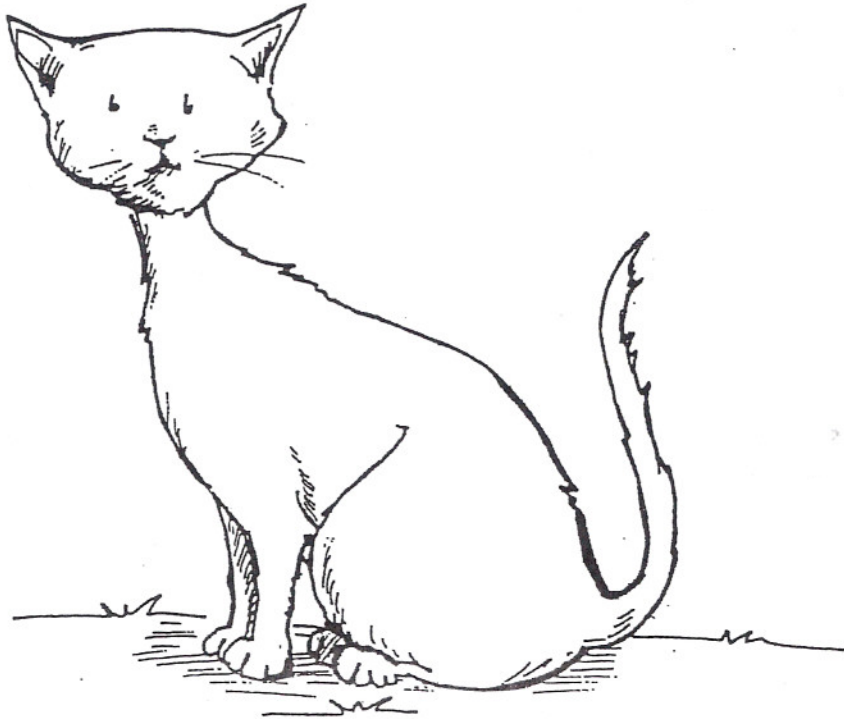
PACK 1 – RESOURCE SHEET E



PACK 1 – RESOURCE SHEET F

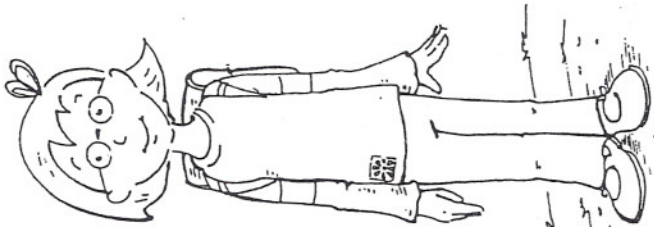
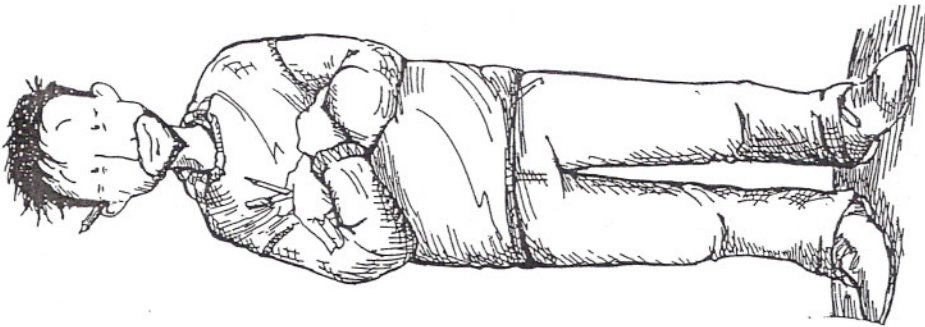
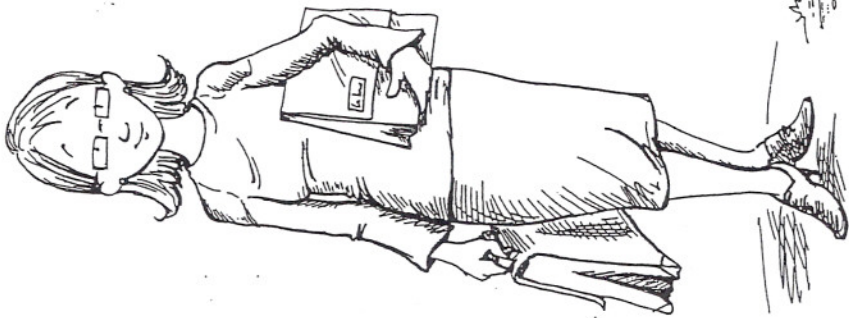
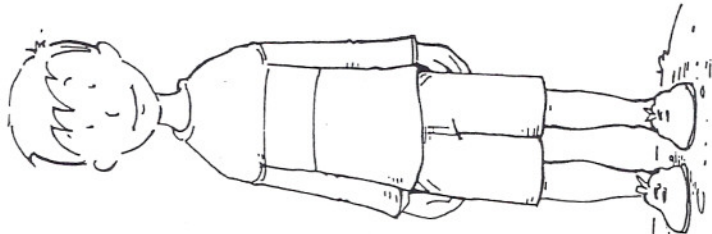


PACK 1 – RESOURCE SHEET G



PACK 1 – RESOURCE SHEET I





LES COULEURS

JAUNE

BLEU

ROUGE

VERT

VIOLET

ORANGE

MARRON

GRIS

ROSE

BLANC

NOIR