

The Adventures of Luc and Lucie



Pack 2 Chez les Boulanger

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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
O3.1 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
O3.2 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
O3.3 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
O3.4 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 8 Reader	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 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

PACK 2

Chez Les Boulanger – At the house of the Boulanger family

Introduction

This is the second pack in “The Adventures of Luc and Lucie.” In this episode the emphasis is on family activities which take place in the kitchen of their home.

In this episode pupils will learn:

- To consolidate greetings and asking and answering names.
- Vocabulary connected with the kitchen and basic food items.
- To develop grammatical knowledge of the indefinite article.
- Prepositions of place.
- How to give an opinion and express likes and dislikes.
- To understand the difference between singular and plural and masculine and feminine.
- To know some verbs of action in the 3rd person singular.
- Au and à la and the negative form of the verb.
- That ‘the’ is translated by ‘le, la, les’ in French.

The pack includes:

- Teacher’s guidance and detailed lesson plans
- A big picture
- Activity sheets
- Songs and poems
- A reader in French – recorded on to the CD
- The next episode of the story
- Artefacts
- ICT activity to find out about the choice of crêpes at a French restaurant in Brittany.

The big picture offers many opportunities for discussion in French and English about food in France and for questioning such as **où est? Qu’est-ce que c’est? Que fait-il?** etc.

We provide you with a recipe for making a crêpe which we hope you will try out!

Bonne chance!

PACK 2

Chez les Boulanger

Structures and Grammar

1. Revision of 'comment s'appelle-t-il/elle?' and 'qui est-ce?'
2. Reinforcement of feminine, masculine and plural forms of definite and indefinite articles with introduction of food and kitchen objects.
3. Introduction to levels of questioning using vocabulary for food and kitchen objects.
4. Introduction of 'qu'est-ce que tu veux?'
'Je voudrais'
5. Introduction and use of "au, à la" with masculine and feminine nouns (au citron, à la fraise).
6. Introduction of prepositions of place: à côté de, sur, sous, dans, devant, derrière.
7. Introduction of irregular verb 'faire' in 3rd person singular.
Que fait il/elle?
Il/Elle fait ...
Introduction of manger, regarder, dormir in 3rd person singular.
Il/Elle mange
Il/Elle regarde
Il/Elle dort
8. Expression of likes and dislikes with introduction of negatives
"Qu'est-ce que tu aimes?"
J'aime, j'adore, je n'aime pas, je déteste.

CHEZ LES BOULANGER

Je m'appelle

What I can say and understand in French:

	Yes I can	I can with help	My friend/ teacher agrees
I can name six food items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain and understand where objects are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for a pancake in my favourite flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say what fruit I like and dislike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read and understand the reader "Chez les Boulanger"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

LESSON PLANS

IDENTITY

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To revise how to ask for and say someone's name.	<p>Comment s'appelle-t-il?: What is his name?</p> <p>Comment s'appelle-t-elle?: What is her name?</p> <p>Qui est-ce?: Who is it?</p>	<p>Use pictures or photos to identify famous people.</p> <p>Use cartoon characters (eg Simpsons/Tintin/Astérix).</p> <p>Use flashcards of the characters in the story to ask 'Qui est-ce?'.</p>
<p>To learn the name of the parrot.</p> <p>To ask and respond to the question 'Et toi?'</p>	<p>Je m'appelle Pirate...et toi?: My name is Pirate. What's yours?</p> <p>Il s'appelle Pirate: His name is Pirate.</p> <p>NB Un pirate means a pirate.</p>	<p>Make the parrot puppet say his name 'Je m'appelle Pirate...et toi?'.</p> <p>Children respond to the question.</p> <p>Ask the children 'Comment s'appelle-t-il?'.</p>
To find out about French last names.		Use Activity Sheet A to compare some French and English surnames.
To compare the origins of last names in the class.		Children discuss and research origins of their own name.

Suggested Assessment Opportunities

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3		IU 3.1	3, 5, 7	1, 10

FOOD AND OBJECTS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To learn food and kitchen vocabulary used in the story revising the indefinite articles: un, une</p>	<p>Un couteau: a knife Un verre: a glass</p> <p>Une assiette: a plate Une baguette: a french stick Une bouteille d'eau: a bottle of water Une crêpe: a pancake Une fourchette: a fork</p>	<p>Use real or plastic objects where possible to repeat and practise the vocabulary. Teacher mouths words silently.</p> <p>Teacher names object and passes it to a child who repeats the name and passes it on.</p> <p>Play music and pass object round. When music stops child with object has to name it (points for correct answer).</p>
<p>To learn that the plural form at the indefinite article (some, more than one) is des</p> <p>To learn that most nouns add an 's' in the plural form.</p>	<p>Une banane/des bananes: a banana/(some) bananas Une cerise/des cerises: a cherry/(some) cherries Une orange/des oranges: an orange/(some) oranges Une poire/des poires: a pear/(some) pears Une pomme/des pommes: an apple/(some) apples</p>	<p>Play a hiding game with a selection of objects. Child 1 goes out of the room, Child 2 chooses one object and hides it, Child 1 returns and names object that has disappeared.</p>
<p>To practise new vocabulary.</p>	<p>Qu'est-ce qu'il y a dans le sac?: What is there in the bag? Il y a: there is/there are</p>	<p>Memory bag. Representations of items to be learnt (flashcards, plastic/real objects) are placed in basket/bag. They are introduced to children one by one and replaced in the bag while children repeat the name. Teacher then challenges children to recall all items in the bag saying 'Qu'est-ce qu'il y a dans le sac?' Children reply 'il y a' and name object.</p>

Suggested Assessment Opportunities

Note which child can remember the names of the objects in the memory bag?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.2, 3.3			1, 3, 4, 5	2, 8

FOODS AND OBJECTS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To revise the fact that gender applies to objects as well as people in French.	<p>Le, la, les: the</p> <p>Le bol: the bowl Le buffet: the sideboard Le fromage: the cheese Le magazine: the magazine Le panier: the basket Le plancher: the floor Le sucre: the sugar</p> <p>La baguette: the french stick La bouteille d'eau: the bottle of water La chaise: the chair La confiture: the jam La crêpe: the pancake La fenêtre: the window La table: the table</p> <p>Les assiettes: the plates Les crêpes: the pancakes Les magazines: the magazines</p>	<p>Sorting exercise by table/group to reinforce learning that some nouns are masculine and some are feminine. Give each table/group Activity Sheet B to be sorted under the headings 'le' and 'la'.</p> <p>Children record their findings.</p> <p>Make a classroom display or shop using pictures and real objects. Children take turns to label the items correctly.</p>
To understand and respond to questions of increasing difficulty.	<p>Examples of questions:</p> <p>a) C'est un couteau, oui, ou non?: Is it a knife, yes or no?</p> <p>b) C'est un couteau ou une cuillère?: Is it a knife or a spoon? C'est ...: It is...</p> <p>c) Qu'est-ce que c'est?: What is it? C'est ...: It is..</p>	Use different objects to ask the graded questions to reinforce vocabulary.

Suggested Assessment Opportunities

At what level a), b) or c) is the child able to respond to the questions?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.2, 3.3	L 3.1, 3.2		1, 3, 4, 5, 6, 7	6, 9

POSITIONS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn and use prepositions of place.	<p>À côté de: next to Dans: in Derrière: behind Devant: in front of Sous: under Sur: on</p> <p>Où est?: Where is? Où sont?: Where are? eg Où est la baguette?: Where is the french stick? La baguette est sur la table: The french stick is on the table.</p> <p>Où sont les bananes?: Where are the bananas? Les bananes sont dans le bol: the bananas are in the bowl.</p>	<p>Use the big picture to identify the position of the objects, people and pets.</p> <p>Say and mime or mouth the names for prepositions of place using Activity Sheet C. Children join in with the teacher.</p> <p>Read instructions on back of Activity Sheet D to carry out the listening and drawing activity.</p> <p>Game: Chaud ou froid (hot or cold): Child 1 goes out of the room. Child 2 hides one object in the room. Child 1 returns. Class ask 'Où est... (le/la...)?'. Child 1 finds the object and states its position eg. sur, derrière... Class ask the question loudly or softly according whether the child is moving towards or away from object.</p>

Suggested Assessment Opportunities

Use Activity Sheet 5 to assess performance of the children in the listening activity. Have they drawn the objects in the correct position?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.2	L 3.3		1, 3, 4, 5	2, 8

VERBS OF ACTION

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To introduce and use verbs of action in the 3rd person singular.</p> <p>To know that 'what' is translated by 'que'</p>	<p>Faire: to do, to make Il/elle fait: he/she does, is doing, makes, is making. Dormir: to sleep Il/elle dort: he/she sleeps, is sleeping. Manger: to eat Il/elle mange: he/she eats, is eating. Regarder: to look at Il/elle regarde: he/she looks at, is looking at.</p> <p style="text-align: center;">* * *</p> <p>Que fait-il?: What is he doing? Que fait-elle?: What is she doing?</p> <p>Que fait Papa?: What is Dad doing? Il fait des crêpes: He is making pancakes.</p> <p>Que fait Maman?: What is Mum doing? Elle prépare le café: She is preparing the coffee.</p> <p>Que fait Luc?: What is Luke doing? Il mange une crêpe: He is eating a pancake.</p> <p>Que fait Lucie?: What is Lucy doing? Elle mange une crêpe: She is eating a pancake.</p> <p>Que fait Picasso?: What is Picasso doing? Il dort dans le panier: He is sleeping in the basket.</p> <p>Que fait Josephine?: What is Josephine doing? Elle regarde Papa: She is looking at Dad.</p>	<p>Use big picture to teach the vocabulary by asking questions of the class/individual children eg 'Que fait Papa?' to elicit the response 'Il fait des crêpes.'</p> <p>Children mime actions in pairs. Child 1 performs the action. Child 2 identifies and describes the action eg 'Il mange une banane': He is eating a banana. 'Elle dort': She is sleeping. Make sure that the child uses the correct pronoun il (masc) and elle (fem).</p>

Suggested Assessment Opportunities

KS2 Framework Objectives				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.2, 3.3			3, 4, 5	5, 7

ASKING FOR A PANCAKE

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To be able to ask for an item of food.	Qu'est-ce que tu veux?: What do you want? eg Je voudrais une banane: I would like a banana.	Children respond to the question by asking for an item of food. Use rôle play on Activity Sheet E to practise asking for pancakes, expressing opinions. Use recipe to make pancakes - Activity Sheet F.
To describe the flavour of the food using 'au' with the masculine nouns and 'à la' with feminine nouns.	Je voudrais une crêpe...: I would like a pancake... au chocolat: chocolate au sucre: sugar au citron: lemon au poisson: fish (for Josephine!) à la confiture: jam à la fraise: strawberry eg je voudrais une crêpe au chocolat	Use Activity Sheet 6 to carry out ICT activity "Finding out about crêpes" . Learn rhyme 'Qu'est-ce que tu veux?': What do you want? Activity Sheet H.
To know how to say 'please'.	s'il te plaît: please (talking to one child) s'il vous plaît: please (talking to more than one child or one adult or more adults)	
To express an opinion.	C'est bon: it is good, C'est délicieux: it is delicious. C'est horrible: it is horrible.	

Suggested Assessment Opportunities

To what extent can each child use the correct vocabulary to perform the rôle play asking for pancakes

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1, 3.2, 3.4	L 1,2	IU 3.3	2, 3, 6, 8, 10	1, 2, 5

LIKES AND DISLIKES

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To express likes and dislikes.</p> <p>To know that after these verbs in French the definite article le, la, les must be used with the noun (it is usually omitted in English).</p>	<p>Qu'est-ce que tu aimes?: What do you like? aimer: to like J'aime: I like</p> <p>adorer: to love J'adore: I love</p> <p>détéster: to hate Je déteste: I hate</p> <p>eg j'aime les crêpes au citron: I like lemon pancakes</p>	<p>Ask children to give opinions on different foods.</p> <p>Make a survey in French of the children's favourite food practising the question 'Qu'est-ce que tu aimes?'.</p> <p>Use the Phrase Book 'Un petit fascicule de mots' (p8-9) to make a wider survey.</p>
<p>To introduce negatives and understand that the negative is placed round the verb in the present tense. The first part of the negative 'ne' is placed before the verb and the second part 'pas' is placed after the verb.</p> <p>To know that the 'e' is dropped from 'ne' when it precedes a vowel to avoid a vowel clash.</p>	<p>Ne...pas: not Je n'aime pas: I do not like eg je n'aime pas les pommes: I don't like apples.</p>	

Suggested Assessment Opportunities

Can the child respond to the question a) **Qu'est-ce que tu aimes?** b) Can the child use the negative form in his/her reply.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3, 3.4			4, 5, 8	4, 5, 10

ACTIVITY SHEETS

ACTIVITY SHEET A

- Find out more about French names
- Talk and compare with English names

List of popular French surnames

Boulangier: baker

Boucher: butcher

Charpentier: carpenter

Chevalier: knight

Dubois: from the wood

Dupont: from the bridge

Dulac: from the lake

Duchamp/Deschamps: from the fields

Legrand: the tall

Lepetit: the small

Legros: the fat

Leblanc/Blanc: white

Lenoir: black

Lebrun/Brun: brown

Martin

Paul

Jacques

François

Robert

ORANGE

POIRE

POMME

PANIER

PLANCHER

FENÊTRE

FROMAGE

SUCRE

CAFÉ

MAGAZINE

VERRE

CRÊPE

BANANE

CERISE

COUTEAU

ASSIETTE

BAGUETTE

BOL

BUFFET

Activity sheet C

Position rhyme



sur one hand on top of other



sous reverse position of hands

hand

dans one hand placed inside palm of the other



devant one hand placed in front of the body



derrière one hand placed behind the body



à côté de tap outside of the leg with one hand

PACK 2 – ACTIVITY SHEET D



PACK 2 - ACTIVITY SHEET D

Listening and drawing activity.

Children are given the black and white sketch of the kitchen and asked to draw certain items in position according to instructions, e.g. **Dessinez une banane dans le bol, deux baguettes sur la table, le fromage à côté des baguettes, Joséphine sur le plancher, Luc derrière la chaise, une bouteille d'eau sous la fenêtre, la confiture devant les baguettes ...**

Draw a banana in the bowl, two french sticks on the table, the cheese next to the French sticks, Josephine on the floor, Luc behind the chair, a bottle of water under the window, the jam in front of the french sticks

PACK 2 – ACTIVITY SHEET E

ROLE-PLAY LUC & LUCIE BASED ON PICTURE 2 (THE KITCHEN)

Papa: Qu'est-ce que tu veux?

Luc: Je voudrais une crêpe, Papa, s'il te plait.

Papa: A quoi?

Luc: Je voudrais une crêpe au sucre et au citron, (à la confiture, au chocolat) s'il te plait Papa.

Papa: Voilà Luc.

Luc: Merci Papa, c'est délicieux!

Practise the role-play with a partner and perform it in class the following lesson.

PACK 2 – ACTIVITY SHEET F

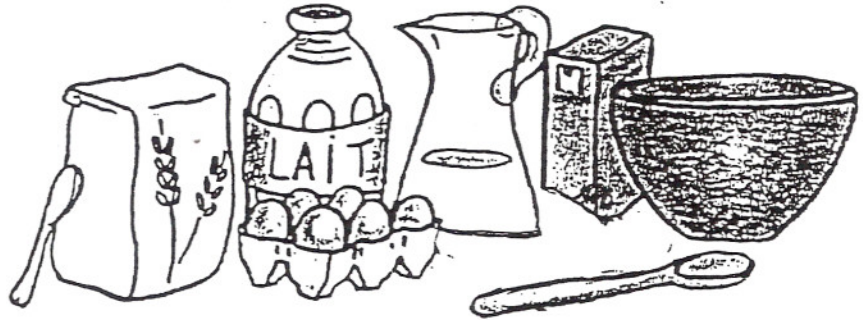
RECIPE

INSTRUCTIONS

RECETTE DE CRÊPES

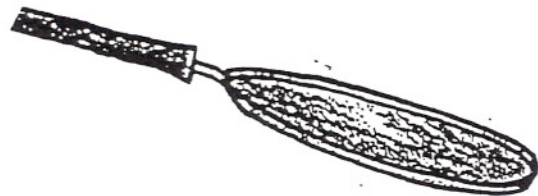
Ingrédients

- 500g de farine
- 6 œufs
- 3/4 de lait
- 1/4 d'eau
- 3 cuillères à soupe de sucre
- un peu d'huile



Ustensiles

- Une spatule
- Une poêle
- Un grand saladier
- Une cuillère à soupe
- Une louche



- 1) **Verse la farine dans un grand saladier**
Pour the flour into a big bowl
- 2) **Ajoute les oeufs et le sucre**
Add the eggs and the sugar
- 3) **Verse le lait et l'eau, tourne bien**
Pour the milk and the water, stir well
- 4) **Laisse reposer la pâte**
Leave the mixture to rest
- 5) **Verse dans une poêle un peu d'huile et chauffe**
Pour in a frying pan a little bit of oil and heat up
- 6) **Maintenant verse dans la poêle une louche de pâte**
Now pour into the frying pan a ladle of mixture
- 7) **Fais sauter la crêpe et mange!**
Toss the pancake and eat!

Instructions for children

- 1) Join ingredient to its picture
- 2) Highlight the name of ingredients in the recipe including definite and indefinite article

PACK 2 – ACTIVITY SHEET G

Finding out about Crêpes

The Crêperie-Restaurant du Vieux Port is a lovely restaurant in Brittany situated at the foot of the Quiberon peninsular in Southern Brittany. It specialises in making delicious crêpes.

1. Use the internet to access the site:

crepvxport.nfrance.com

2. Click on: Crêperie restaurant du vieux Port Haliguen à Quiberon Morbihan
3. You will then see a picture of the garden. Click on: English visitors.
4. Click on: our crêpes or nos crêpes. Details are shown in English and French.
5. Choose three of your favourite crêpes and find their price. You will find that crêpes can be savoury or sweet. Be patient as there are a lot of them. (The really special ones are at the end of the site)
6. Write the details of your crêpes here (name and price in euros) using the French and English translation:

a)

b)

c)

If you have time click on **Port Haliguen** to see the surroundings of the restaurant. If you click on **The House** you will see the crêpes being prepared. We will share your findings in class. Happy internet searching!

PACK 2 – ACTIVITY SHEET H

RHYME

Qu'est-ce que tu veux?

Qu'est-ce que tu veux? What do you want?

Qu'est-ce que tu veux? What do you want?

Qu'est-ce que tu veux papa? What do you want dad?

Je voudrais une crêpe au chocolat: I would like a chocolate pancake

Voilà pour toi Papa: Here you are (for you) dad

Une bonne crêpe au chocolat: a good chocolate pancake

Qu'est-ce que tu aimes? What do you like?

Qu'est-ce que tu aimes? What do you like?

Qu'est-ce que tu aimes, Maman? What do you like Mum?

Moi j'adore les croissants: me I love croissants

Bon, voilà pour toi Maman: good, here you are (for you) Mum

Des croissants chauds et croustillants: hot and crusty croissants

Children can play the parts of the characters.

EXTRA ACTIVITY SHEET

SONG 2

Meunier, tu dors

Miller, you're sleeping

In this song, the singer is trying to wake the miller up to tell him that his mill is going too quickly.

Meunier tu dors: Miller you are asleep

Ton Moulin: va trop vite: your windmill is going too fast

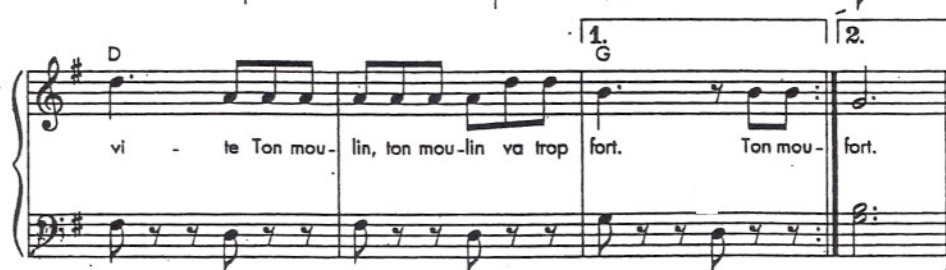
Ton Moulin: va trop fort: your windmill is going too strongly



Musical notation for the first line of the song. The treble clef staff contains the melody with lyrics: "Meu - nier, tu dors, ton mou - lin va trop vi - te, Meu -". The bass clef staff contains the accompaniment. Chords indicated above the staff are G, Em7, Am, D, G, and D7.



Musical notation for the second line of the song. The treble clef staff contains the melody with lyrics: "- nier, tu dors, ton mou - lin va trop fort. Ton mou - lin, ton mou - lin va trop". The bass clef staff contains the accompaniment. Chords indicated above the staff are G, Em7, Am, D, and G. A repeat sign is present at the end of the line.



Musical notation for the third line of the song. The treble clef staff contains the melody with lyrics: "vi - te Ton mou - lin, ton mou - lin va trop fort. Ton mou - fort." The bass clef staff contains the accompaniment. Chords indicated above the staff are D and G. A first ending bracket is shown above the staff.

