

The Adventures of Luc and Lucie



Pack 3 La Colonie de Vacances

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Introduction to Summer Camp	1
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Activity Sheets – Sheets A-E	
Resource Sheets – Sheets a-p	

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

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

LA COLONIE DE VACANCES

Introduction

This is the third pack in “The Adventures of Luc and Lucie.” In this episode the action takes place in a Colonie de Vacances (a summer camp), where pupils spend two weeks in a residential centre away from their usual environment during the summer holidays. Well-planned and structured activities take place to enhance learning.

In this episode pupils will learn:

- How to describe things that they enjoy doing
- To discuss the weather
- To express preferences and to give their opinions
- To understand and participate in a simple conversation
- Sport and weather vocabulary
- How to practise buying and selling ice-creams in a rôle-play

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
- The next episode of the story
- Card games
- A board game
- ICT activities from the BBC website

PACK 3 La Colonie de Vacances

Structures and Grammar

1. The names of different sports
C'est quel sport?
How to state preferences in sports
Qu'est-ce que tu aimes?
J'aime
Offer opinions on sports
C'est cool ... etc.

2. Vocabulary for common weather patterns
Quel temps fait-il?
Il pleut, il fait du vent, etc.

3. Introduction to vocabulary for shopping
Que désires-tu?
Que désirez-vous?
Je voudrais ...

4. How to distinguish between 'tu' and 'vous'.

5.
 - a) Ice cream flavours
 - b) Ask for and give a price
C'est combien?
Ça fait ...

LA COLONIE DE VACANCES

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 4 sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can match the sound of the sport with the spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say what I think about those sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the weather and understand weather words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take part in a shopping role play about ice-creams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand the difference between "tu" and "vous"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read and understand the "Colonie de Vacances" reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

LESSON PLANS

SPORTS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn and use the name of sports played at the summer camp.	<p>C'est quel sport?: What sport is it? C'est le/la/l' ...: It is...</p> <p>Le canoë: canoeing Le football: football Le volleyball: volleyball La natation: swimming</p>	<p>Use big picture to draw children's attention to different sports at the summer camp Compare with name of English sports.</p> <p>Ask children to mime a sport in front of class for others to guess? 'C'est quel sport?'</p>
To extend the vocabulary for different sports and hobbies. To know that 'le' and 'la' become l' (dropping the vowel) before a word beginning with a vowel.	<p>Le cricket: cricket Le cyclisme: cycling L'équitation: horse riding Le netball: netball Le rugby: rugby Le tennis: tennis La danse: dancing La pêche: fishing La photographie: photography</p>	<p>Using set of four sports cards (Resource sheet a-d) distribute one card to each child and as a revision exercise ask children to show their card when they hear their sport named.</p>
To express preferences.	<p>Qu'est-ce que tu aimes?: What do you like? J'aime le/la/l' ...: I like... eg J'aime le volleyball: I like volleyball J'aime la danse et le netball: I like dancing and netball (with two sports)</p>	<p>Organise a class survey and graph of favourite sports. Divide the class into groups of five or six. Each person in the group asks his/her neighbour. 'Qu'est-ce que tu aimes?' The child replies 'J'aime ...et...' (two sports chosen) The group collates the totals and reports back to class eg le football - six la natation - deux la danse - un</p> <p>Use the sports rap and circle game on Activity Sheet A to reinforce preferences and names of sports.</p>

Suggested Assessment Opportunities

Can each child name the sports shown on each sports card? Can he/she state a preference naming two sports?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.1 3.2, 3.3, 3.4		IU 3.1	1, 2, 3, 4,5, 8	1, 2, 5,10

SPORTS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To offer an opinion using expressions of likes and dislikes.	<p>Comment c'est?: What is it like?</p> <p>C'est intéressant: It is interesting.</p> <p>C'est cool: It is cool.</p> <p>C'est facile: It is easy.</p> <p>C'est nul: It is no good (rubbish).</p> <p>C'est ennuyeux: It is boring.</p> <p>C'est difficile: It is difficult.</p>	<p>Revise ways of stating opinions from clapping rhyme in Pack 1. 'C'est fantastique. C'est magnifique. C'est super.'</p> <p>Use pages 14-15 of the phrase book 'Un petit fascicule de mots' to investigate further ways of talking about sport.</p> <p>Children name the sport on their card and say whether they like it or not. eg 'Le football c'est cool.' Mouth it with facial expressions.</p> <p>Play matching pairs in small groups with the sets of sports cards (Resource sheets a-d).</p> <p>Use the internet to research French sports men and women eg Thierry Henry.</p>

Suggested Assessment Opportunities

Can each child express an opinion on a given sport?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.2, 3.3		IU 3.3, 3.4	1, 3, 5	5, 8

WEATHER

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To describe the weather using common weather vocabulary.	<p>Quel temps fait il?: What is the weather like?</p> <p>Il pleut: It is raining. Il fait du vent: It is windy. Il fait froid: It is cold. Il neige: It is snowing. Il y a du brouillard: It is foggy. Il fait de l'orage: It is stormy.</p> <p>Il fait (du) soleil: It is sunny. Il fait chaud: It is hot. Il y a des nuages: It is cloudy.</p> <p>Il fait beau: It is fine weather. Il fait mauvais: It is bad weather.</p> <p>Aujourd'hui: today</p>	<p>Use weather flash cards (Resource sheets e-m) to introduce children to weather vocabulary. Teacher describes the weather and children repeat the words.</p> <p>The weather cards are distributed to children and they hold up the correct card in response to weather description.</p> <p>Play guessing games with the cards eg a child selects one card and conceals the picture. Child asks 'Quel temps fait-il?' The children take turns to guess the weather eg 'Il fait froid?'</p> <p>Create a weather forecast drawing symbols on the map of France (Activity Sheet B) eg 'A Paris il pleut': in Paris it is raining. (Child draws a symbol for rain by Paris.)</p> <p>Sing the weather song from Français, Français.</p>		
To be able to answer questions of increasing difficulty.	<p>Graded questions:</p> <p>Il fait froid? Qui ou non?: Is it cold? Yes or no? Il pleut ou il fait soleil?: Is it raining or is it sunny? Quel temps fait il?: What is the weather like?</p>	Use weather flash cards to ask questions.		
<p>Suggested Assessment Opportunities</p> <p>Use graded questions to assess at what level each child is able to respond.</p>				
KS2 Framework Objectives				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3, 3.4	3.1, 3.3	IU 3.2	1, 3, 4, 5	2, 6, 9

WEATHER

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn how to read and write weather vocabulary.		<p>Children carry out activities outlined on Activity Sheet C-1 using Resource sheets n & o.</p> <p>Miming activities:</p> <p>a) Teacher/children portray the weather through mime and class guesses the weather.</p> <p>b) Teacher/child describes the weather in words or mouths the words and class mimes the weather.</p> <p>Access website to create own weather forecast (Activity Sheet C-2).</p> <p>Access the internet to find about the Château de Chenonceaux (Activity Sheet C-3).</p> <p>Record the local weather daily.</p>

Suggested Assessment Opportunities

Can each child match pictures and words.

KS2 Framework Objectives

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

BUYING AND SELLING ICE-CREAMS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To consolidate learning of forms of address 'vous' and 'tu'.</p> <p>To acquire the vocabulary needed to make purchases (in this case ice-cream).</p> <p>To revise the names of flavours and add new ones.</p>	<p>Que désires-tu?: What do you want? (when talking to one child).</p> <p>Que désirez-vous?: What do you want/ (more than one child or one or more adults.)</p> <p>Je voudrais une glace: I would like an ice-cream.</p> <p>au café: coffee au cassis: blackcurrant au chocolat: chocolate au citron: lemon</p> <p>à l'abricot: apricot</p> <p>à la fraise: strawberry à la framboise: raspberry à la pêche: peach à la pistache: pistachio à la vanille: vanilla eg Je voudrais une glace à la fraise, s'il vous plaît: I would like a strawberry ice-cream please.</p>	<p>Use the rôle play (Activity Sheet D) to practise buying and selling ice-creams.</p> <p>Colour and label Activity Sheet E.</p>
<p>To ask for and give a price.</p>	<p>C'est combien?: How much is it? Ça fait...: It comes to... eg ça fait 3 euros: It comes to 3 euros.</p>	
<p>To specify the number of scoops.</p>	<p>une boule: one scoop deux boules: two scoops trois boules: three scoops</p>	<p>Using resource sheet p draw the ice-cream seller holding ice-creams with different scoops. Label the scoops e.g. une glace à la fraise, deux boules.</p>

Suggested Assessment Opportunities

Can each child ask for an ice-cream, stating preferred flavour? Can he/she ask for and give a price using Euros. Can the children write their own dialogue for rôle play.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3	L 3.1, 3.2, 3.3	IU 3.3	1, 3, 5, 6, 7, 8, 9, 10	4, 5, 6, 7

RIVER GAME: DEFI DU FLEUVE

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To consolidate and extend previous learning.	<p>départ: departure arrivée: arrival attention cascade: beware waterfall bateau coulé: boat capsized</p> <p>prenez un tour: miss a turn reculez deux places: go back two places avancez trois places: move on three places toutes directions: any direction prenez un raccourci: take a short cut</p> <p>vite: quickly le brochet: the pike bonne chance: good luck Centre de loisirs: leisure centre</p> <p>nommez: name chantez: sing comptez: count retournez: return demandez: ask for donnez: give le drapeau: the flag</p>	Use the game in small groups.

Suggested Assessment Opportunities

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 3.3, 3.4	L 3.1, 3.2		1, 6, 7	2, 4

ACTIVITY SHEETS

ACTIVITY SHEET A

PACK 3 Sports Rap

Quel sport aimes-tu?

le football, le basket et l'équitation
le volley, la danse et la natation
le netball et le rugby ou le canoë
le tennis, le cyclisme et le karaté



Circle Game

Quel sport aimes-tu? Dis le moi
J'adore (le football) et toi?

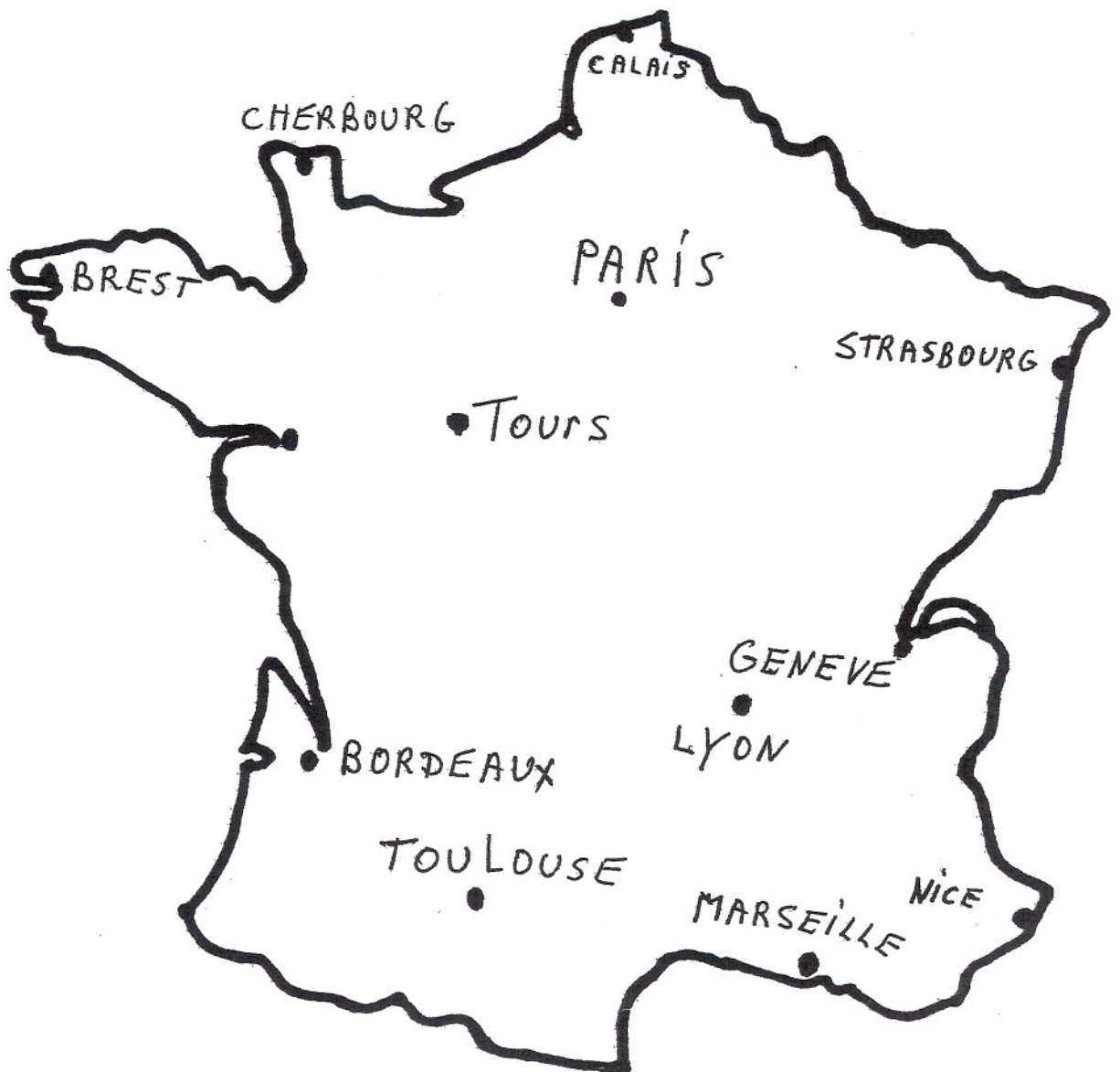
One child asks the question – second child responds and asks questions of next child.

ACTIVITY SHEET B

Draw appropriate weather symbols by the name of the town.

1. A Paris il pleut
2. A Tours il fait du soleil
3. A Genève il neige
4. A Bordeaux il fait beau
5. A Calais il fait du brouillard
6. A Brest il fait du vent
7. A Strasbourg il fait froid
8. A Nice il fait de l'orage

Now create and write a forecast for:
Toulouse, Lyon, Cherbourg and Marseille



ACTIVITY SHEET C

1. The worksheets on the weather can be used in a variety of ways:
 - a) Cut up and match words and pictures (they can be stuck on A4 paper)
 - b) Children create their own pictures or copy the original pictures and match the words
 - c) Use the pictures only and the children write the correct weather words beside them
 - d) Pictures and words are cut up, put into 2 separate piles, and used for a game of pairs

2. Go to the following site: www.bbc.co.uk/schools/primaryfrench to create your own weather forecast.
 - a) Click on centre box for flash animated version
 - b) Click on primary French 2 in left hand column
 - c) Click on "How's the weather?"

3. Access the Internet to find out about the Château de Chenonceaux.
 - a) Click on Château de Chenonceaux
Click on Historique and look at the photos of the Château
 - b) Find out as much information as you can using different sites
 - c) Compare the Château de Chenonceaux with other châteaux: e.g. Amboise, Chambord, Valençay

4. Play the River Game to consolidate language.

ACTIVITY SHEET D

Suggested role play – Buying and selling ice-creams

a) Practise the dialogue in pairs or groups of three.

A. Enfant: child

B. Vendeur de glaces: ice cream seller

A. Enfant: **Bonjour Monsieur/ Madame/Mademoiselle**

B. Vendeur: **Bonjour, que désires-tu?** (one child)

Bonjour, que désirez-vous (more than one child or an adult)

A. Enfant: **Je voudrais une glace au chocolat**

au citron

au cassis

au café

à l'abricot

à la fraise

à la framboise

à la pêche

à la pistache

à la vanille

s'il vous plaît

B. Vendeur: **Voilà**

A. Enfant: **C'est combien?**

B. Vendeur: **Ça fait deux euros**

A. Enfant: **Voilà deux euros**

B. Vendeur: **Merci et au revoir**

A. Enfant: **Au revoir Monsieur/ Madame/ Mademoiselle**

Extension language: specify the number of scoops you want : une boule: one scoop; deux boules: two scoops; trois boules: three scoops (see colouring sheet).

b) Now write your own dialogue : Maintenant écris ton propre dialogue.

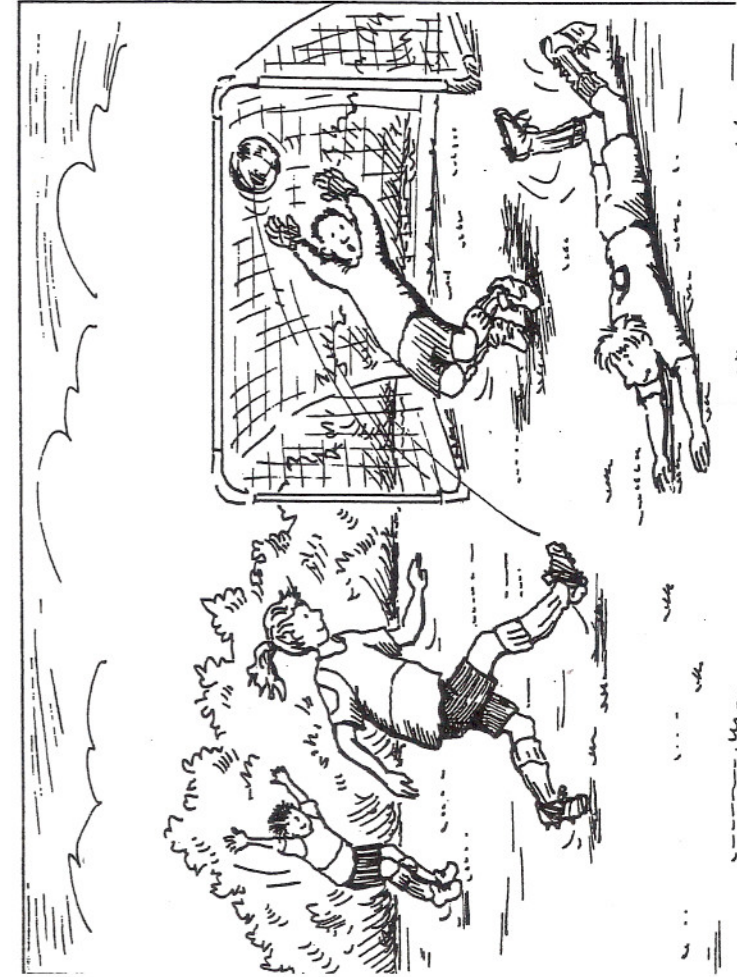
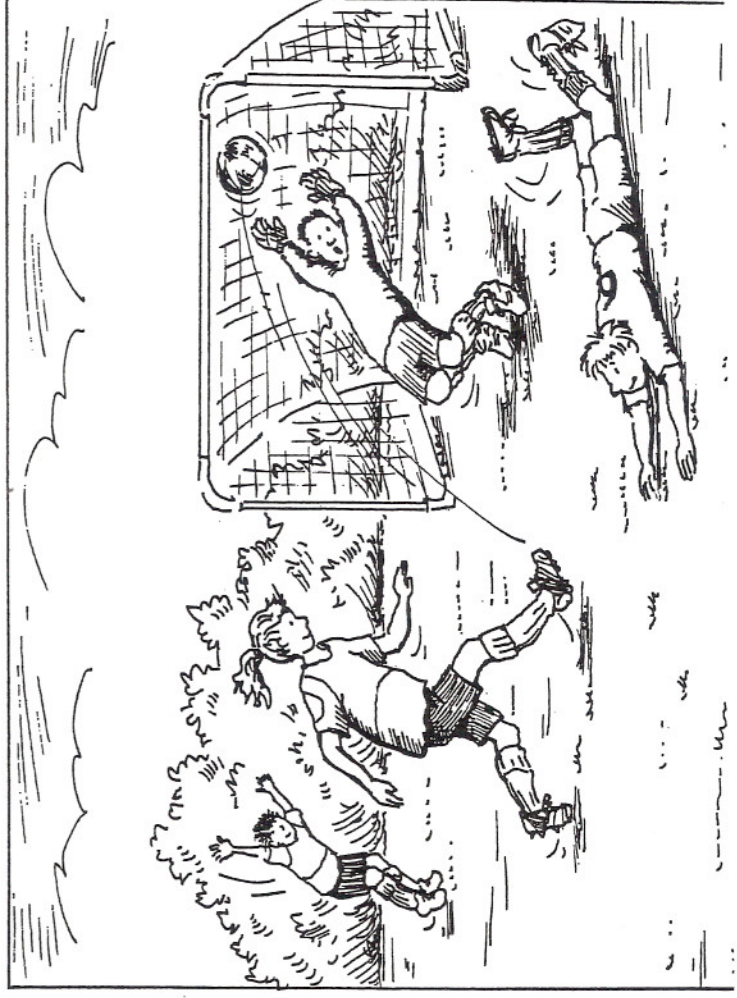
ACTIVITY SHEET E

Colour in the scoops of ice-cream as you wish and label the flavours.



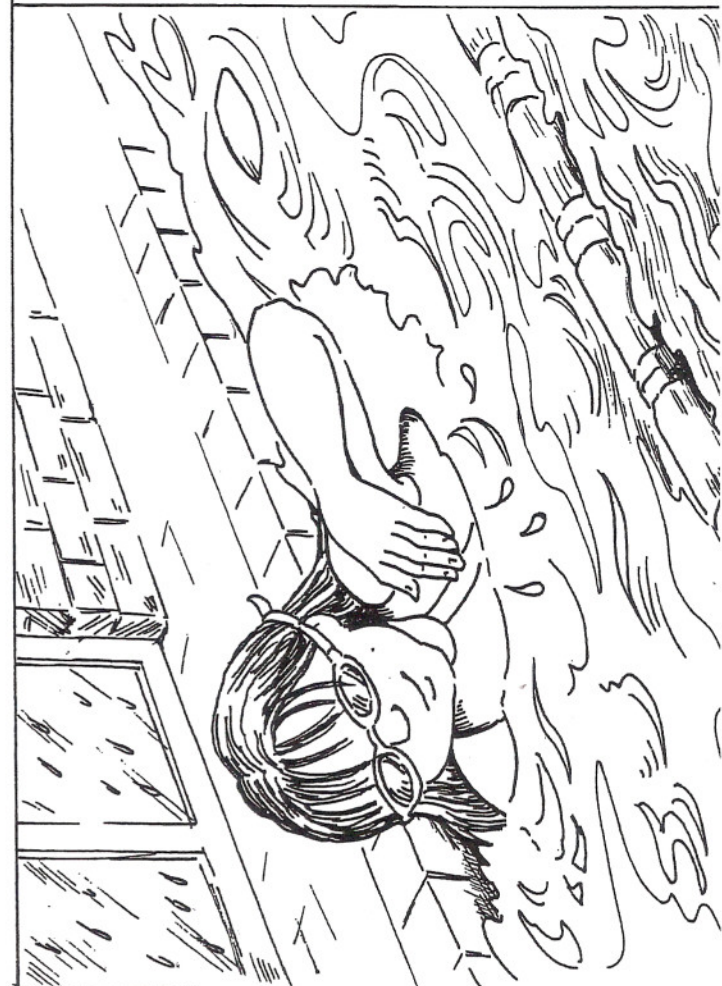
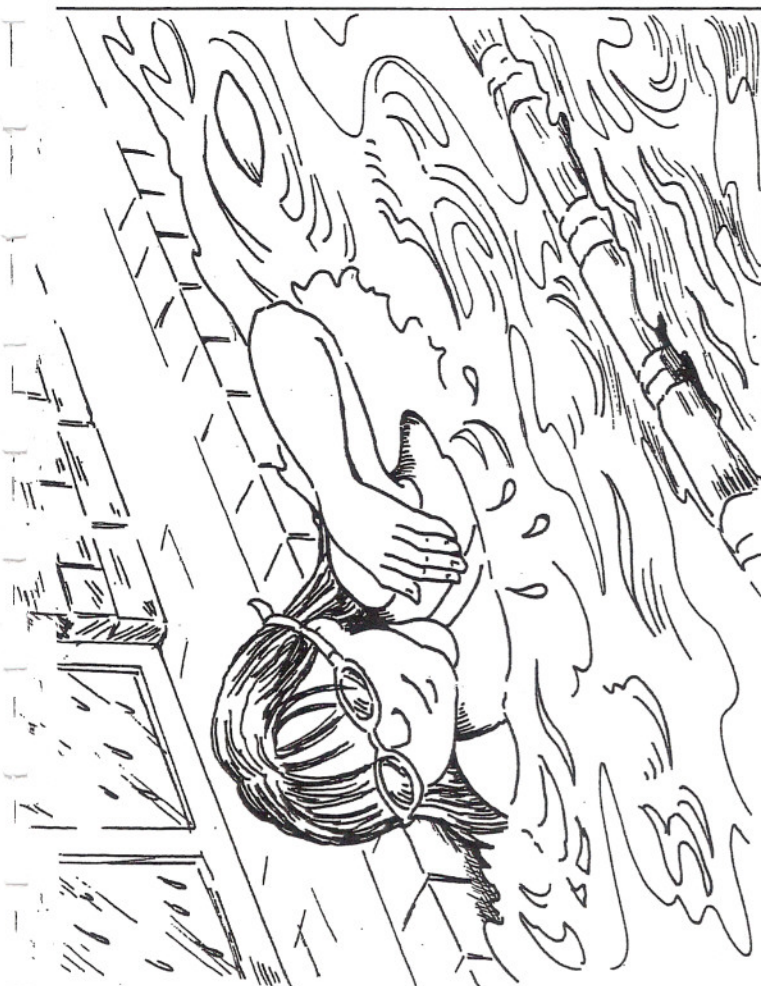
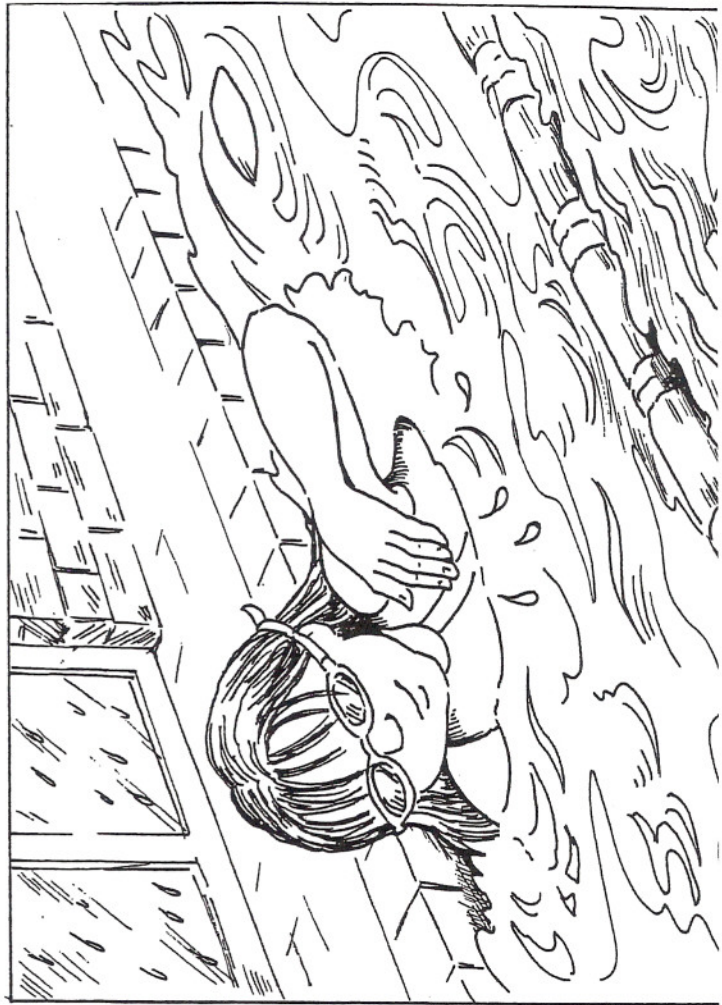
RESOURCE SHEETS

Resource Sheet (a)





Resource Sheet (c)



Resource Sheet (d)

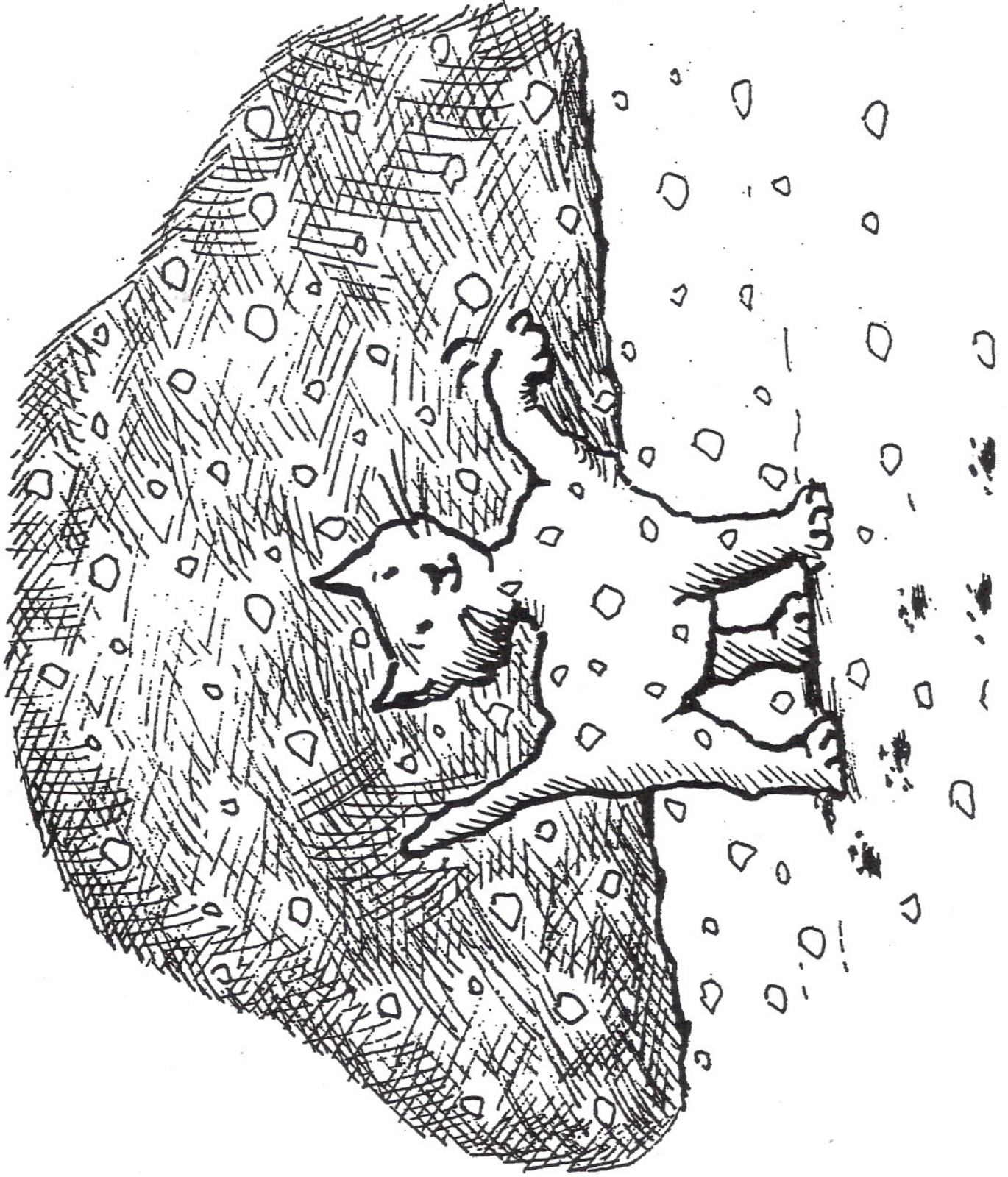






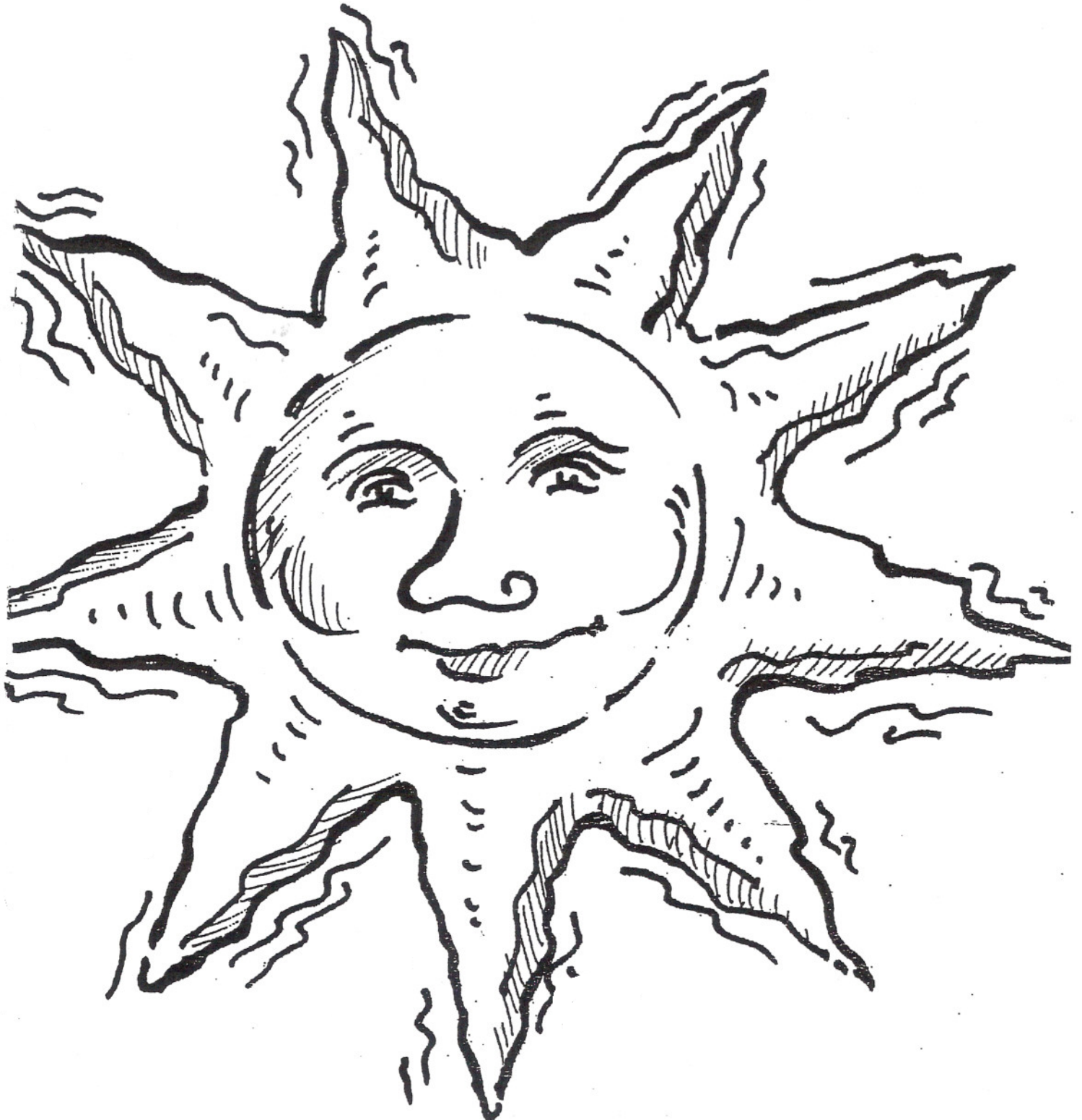


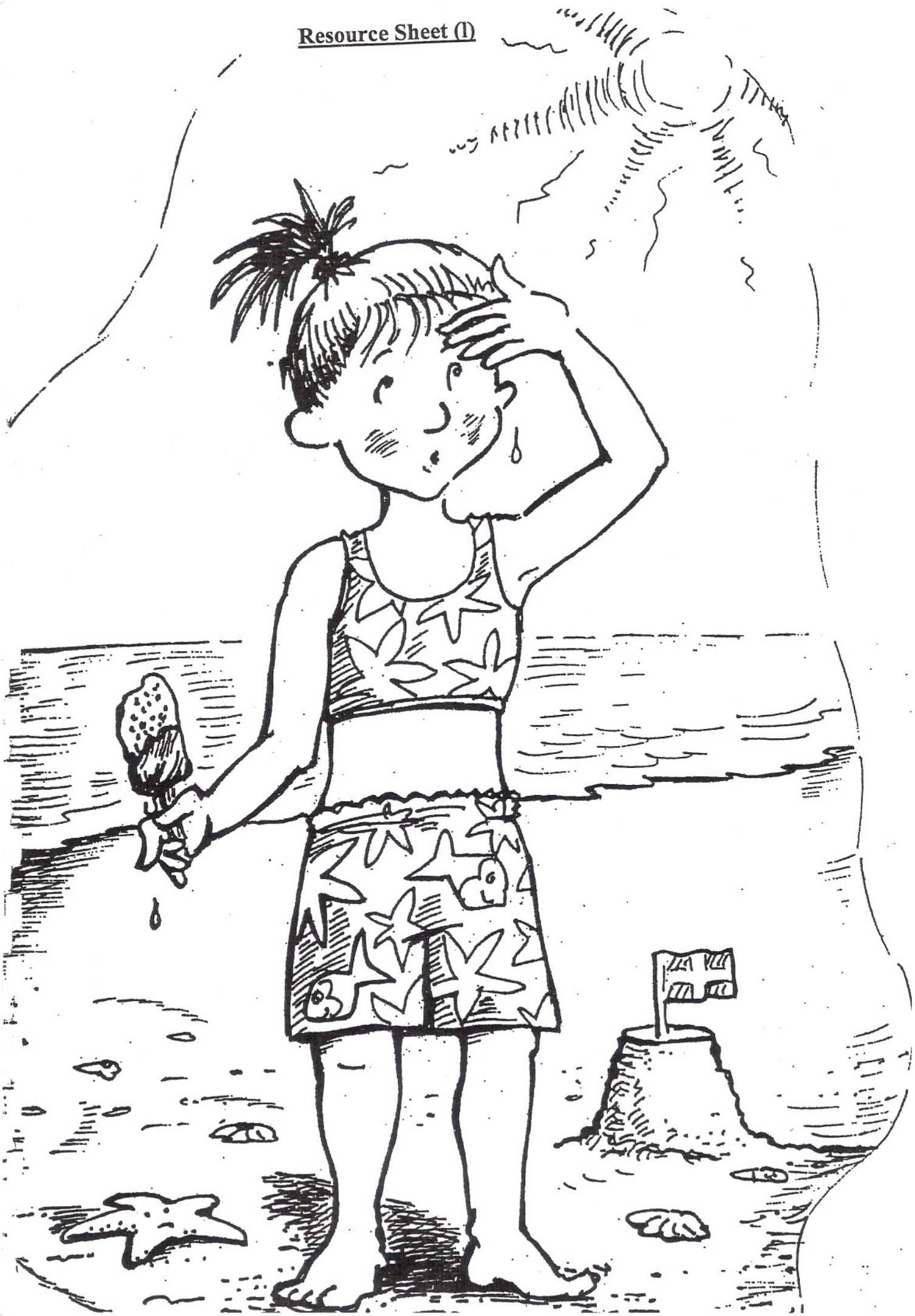
Resource Sheet (h)



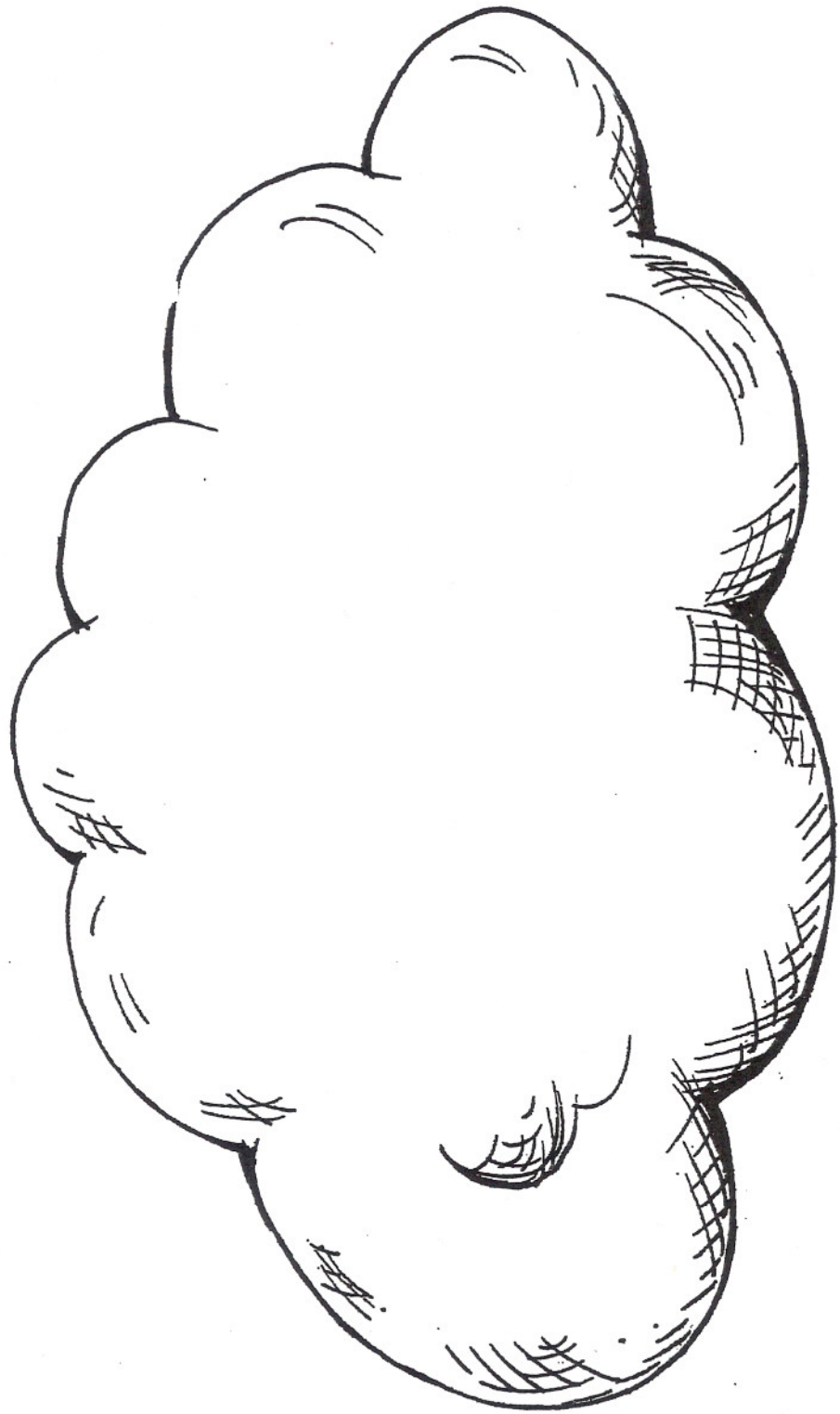








Resource Sheet (m)



Resource Sheet (n)

1) IL PLEUT	2) IL FAIT SOLEIL
3) IL FAIT DU VENT	4) IL FAIT DU BROUILLARD
A) 	B) 
C) 	D) 

Resource Sheet (o)

<p>5)</p> <p>IL FAIT CHAUD</p>	<p>6)</p> <p>IL FAIT FROID</p>
<p>7</p> <p>IL FAIT DE L'ORAGE</p>	<p>8)</p> <p>IL NEIGE</p>
<p>E)</p> 	<p>F)</p> 
<p>G)</p> 	<p>H)</p> 

Resource Sheet (p)

