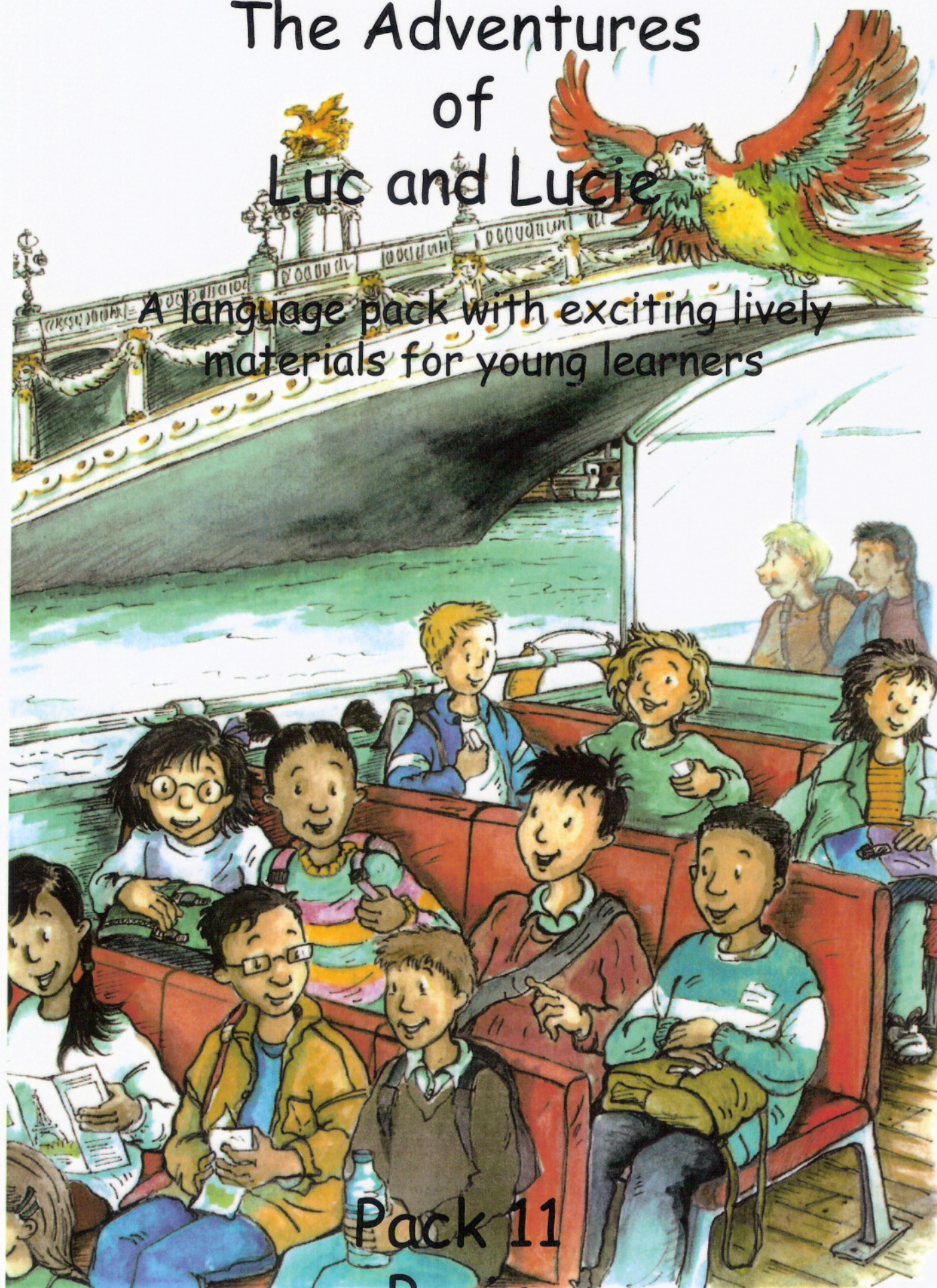


The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners



Pack 11
Paris

PACK 11

TEACHERS' GUIDANCE

PARIS

CONTENTS

General introduction to materials (i)

Grid to show how Yr 5 Framework Objectives
are covered in Packs 8, 9, 10, 11 (v)

Pack 11 Introduction to Paris

Pack 11 Structures and Grammar

Assessment Sheet

Lesson plan 1 - 5

Activity sheets A - E

Resource sheets a - b

Year 5

Learning Objectives Year 5 children should be taught to	The objectives are covered in the following places:			
Oracy	Pack 8	Pack 9	Pack 10	Pack 11
05.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts	Pages 1, 2, 3, 5, 6, 7	Pages 1, 2		Pages 1, 2, 3, 4
05.2 Understand and express simple opinions	Page 3			Page 4
05.3 Listen attentively and understand more complex phrases and sentences	Reader, CD	Reader, CD	Page 1 Reader, CD	Reader, CD
05.4 Prepare a short presentation on a familiar topic	Pages 1, 2, 3, 5			Page 2, 3
Literacy				
L5.1 Re-read frequently a variety of short texts	Page 5 Reader, CD	Reader, CD	Reader, CD	Reader, CD
L5.2 Make simple sentences and short texts	Pages 2, 5			Page 5
L5.3 Write words, phrases and short sentences, using a reference	Pages 2, 5		Page 1	Page 5
Intercultural Understanding				
IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country	Story Reader, CD	Page 1, 2 Story Reader, CD	Page 1 Story Reader, CD	Page 3 Story Reader, CD
IU5.2 Recognise similarities and differences between places	Story Reader, CD	Story Reader, CD	Story Reader, CD	Page 3 Story Reader, CD
IU5.3 Compare symbols, objects or products which represent their own culture with those of another country	Story Reader, CD	Story Reader, CD	Page 1 Story Reader, CD	Story Reader, CD

Year 5

The objectives are covered in the following places:

Knowledge about language	Pack 8	Pack 9	Pack 10	Pack 11
1. Recognise patterns in simple sentences	Pages 1, 2, 5, Reader, CD	Reader, CD	Reader, CD	Pages 1, 2, 3, 4, 5 Reader, CD
2. Manipulate language by changing an element in a sentence	Pages 5, 7		Page 1	Pages 1, 2, 4
3. Apply knowledge of rules when building sentences	Pages 2, 5, 6, 7		Page 1	Pages 1, 2, 4, 5
4. Develop accuracy in pronunciation and intonation	Pages 2, 5 Reader, CD	Pages 1, 2 Reader, CD	Reader, CD	Pages 1, 2, 3, 4 Reader, CD
5. Understand and use negatives	Reader, CD	Reader, CD	Reader, CD	Reader, CD
6. Appreciate that different languages use different writing conventions	Reader, CD	Reader, CD	Reader, CD	Page 5 Reader, CD
7. Recognise the typical conventions of word order in the foreign language	Page 7 Reader, CD	Reader, CD	Reader, CD	Pages 1, 2, 4, 5 Reader, CD
8. Understand that words will not always have a direct equivalent in the language	Reader, CD	Reader, CD	Reader, CD	Pages 3, 4, 5 Reader, CD
9. Recognise that many languages are spoken in the UK and across the world				
10. Notice different text types and deal with authentic texts				Page 3
Language Learning Strategies				
1. Plan and prepare - analyse what needs to be done to carry out a task	Pages, 1, 2, 5, 6	Pages 1, 2	Page 1	Pages 1, 2, 3, 4, 5
2. Integrate new languages into previously learnt language				Pages 3, 4
3. Apply grammatical knowledge to make sentences	Pages 1, 2, 5, 6, 7			Pages 1, 2, 3, 4, 5
4. Use actions and rhymes to aid memorisation				Page 4
5. Ask for repetition and clarification Use context and previous knowledge to help understanding	Reader, CD	Reader, CD	Reader, CD	Page 4 Reader, CD
6. Practice new language with a friend and outside the classroom	Pages 1, 2, 5			Pages 1, 2, 3, 4
7. Look and listen for visual and aural clues	Pages 1, 2 Reader, CD	Reader, CD	Reader, CD	Pages 2, 3 Reader, CD

		The objectives are covered in the following places:			
		Pack 8	Pack 9	Pack 10	Pack 11
8.	Use a dictionary or a word list	Page 5 Reader, CD	Reader, CD	Reader, CD	Page 4 Reader, CD
9.	Pronounce / read aloud unknown words	Pages 1, 2, 5, 6, 7 Reader, CD	Pages 1, 2 Reader, CD	Page 1 Reader, CD	Page 3 Reader, CD
10.	Compare the language with English	Reader, CD	Reader, CD	Reader, CD	Page 4 Reader, CD

PACK 11

PARIS

Introduction

In this episode Luc and Lucie travel to Paris with their class from Charmante La Forêt. They spend the morning in a Parisian school where they meet up with their friends from the Colonie de Vacances in the Loire Valley. In the afternoon they visit the Musée d'Orsay to see the Impressionist paintings and then enjoy a boat trip on the River Seine.

In this episode the children will learn:

- Different ways of asking for and giving directions.
- To recognise famous monuments in Paris.
- How to use the métro.
- Vocabulary and phraseology used to buy souvenirs.

This pack includes:

- Teachers' guidance and lesson plan
- A big picture
- Resource sheets
- A reader in French recorded on the CD
- The next episode of the story
- Metro map
- Map of Paris

PACK 11

STRUCTURES AND GRAMMAR

PARIS

1. How to use '**pour aller à**' when asking for the location of a place.
2. How to form and use ordinal numbers with exceptions **premier / première, neuf / neuvième**.
3. Vocabulary for buying souvenirs.
4. How to conjugate and use the verb '**voir**' in the present tense.
5. How to use the past tense the verb '**acheter**' in the first person singular.

PACK 11

ASSESSMENT

PARIS

Name: Class:

Things I can understand and do in French	Yes I can	Yes I can with help	My friend/ teacher agrees
• Ask the way to places in Paris.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tell my friend how to get to a place in Paris.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prepare and take part in a rôle play asking for and giving directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understand how to use the métro in Paris.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ask for tickets on the métro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Talk to a shop-keeper, asking for and buying souvenirs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prepare and take part in a rôle play in a souvenir shop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Say what I bought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Look at pictures of different monuments and say what picture I can see.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tell my friends/class about places in Paris.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments:

Signed: Date:

Trouver son chemin dans Paris - Finding your way around Paris

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities																						
<p>To be able to ask for directions and to revise the use of à, à l', à la, au, aux, to translate 'to' and 'to the'</p> <p>To revise the use of 'où est?' 'Where is?'</p>	<p><u>Pour aller à la Tour Eiffel</u>, s'il vous plaît? 'How do I get to the Eiffel Tower, please?'</p> <p><u>Pour aller au Musée d'Orsay</u>, s'il vous plaît? 'How do I get to the Musée d'Orsay, please?'</p> <p><u>Où est la Place de la Concorde</u>, s'il vous plaît? 'Where is the Place de la Concorde, please?'</p> <p><u>Où est le Louvre</u>, s'il vous plaît? 'Where is the Louvre, please?'</p>	<p>Children practise asking their way to a specific place through rôle plays.</p> <p>Children work in pairs using Resource sheet (a) (Pictures of famous monuments).</p> <p>They should be encouraged to use the two forms of question:</p> <p>a) Pour aller à..... s'il vous plaît?</p> <p>b) Où est, s'il vous plaît?</p>																						
<p>To give instructions and understand the reply</p>	<table border="0"> <tr><td>prenez:</td><td>take</td></tr> <tr><td>continuez:</td><td>continue</td></tr> <tr><td>tournez:</td><td>turn</td></tr> <tr><td>allez:</td><td>go</td></tr> <tr><td>prenez:</td><td>pass</td></tr> <tr><td>la rue:</td><td>the street</td></tr> <tr><td>l'avenue:</td><td>the avenue</td></tr> <tr><td>le boulevard:</td><td>the boulevard</td></tr> <tr><td>le pont:</td><td>the bridge</td></tr> <tr><td>le carrefour:</td><td>the cross roads</td></tr> <tr><td>les feux:</td><td>the traffic lights</td></tr> </table>	prenez:	take	continuez:	continue	tournez:	turn	allez:	go	prenez:	pass	la rue:	the street	l'avenue:	the avenue	le boulevard:	the boulevard	le pont:	the bridge	le carrefour:	the cross roads	les feux:	the traffic lights	
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le carrefour:	the cross roads																							
les feux:	the traffic lights																							

Suggested Assessment Opportunities

Can each child ask for directions to a specific place?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1			KAL1,2,3,4,7	1, 3, 6

Trouver son chemin dans Paris - Finding your way around Paris

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To learn and use ordinal numbers.</p> <p>To know that 'ième' is added to the cardinal numbers to form the ordinal numbers.</p> <p>Exceptions:</p> <ul style="list-style-type: none"> • premier (m) • première (f) • neuf (m) • neuvième (f) <p>To revise the use of prepositions of place:</p> <p>devant derrière à côté de</p>	<p>premier (m), première (f): first deuxième (m and f): second troisième: third quatrième: fourth cinquième: fifth</p> <p>à gauche: on the left à droite: on the right</p> <p>Examples: Prenez la deuxième rue à gauche: take the second street on the left</p> <p>Continuez tout droit: continue (carry) straight on.</p> <p>Traversez le boulevard: cross the boulevard</p> <p>Passez devant le cinéma: pass in front of the cinema</p>	<p>Play the robot game. Ask the children to pretend to be robots. Give them instructions to be followed and repeated robot-like. e.g. à gauche (children move to the left)</p> <p>This can be extended by adding the number of paces e.g. trois pas and the pace of the activity - vite (quickly), lentement (slowly).</p> <p>Using the rôle plays on Activity Sheet A as an example, ask pupils to work in pairs to practise asking for and giving directions.</p>

Suggested Assessment Opportunities

To what extent can each child follow instructions?

To what extent can each child give detailed instructions in answer to the question

Pour aller ...? Où est?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1, 5.4			KAL1,2,3,4,7	1, 3, 6, 7

Se déplacer dans Paris - Travelling around Paris

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To be able to use the vocabulary associated with travel by métro and to understand how the métro works	<p>Pour aller à la station de métro, s'il vous plaît? How do I get to the métro station, please?</p> <p>la station de métro: the metro station le métro: the underground le guichet: the ticket office un carnet: a book of (10) tickets un ticket de métro: a métro ticket l'entrée: the entrance la sortie: the exit la ligne: the line la correspondance: point where you change lines la direction: the direction poussez: push tirez: pull</p>			
<p>To be able to buy tickets to travel on the métro</p> <p>To revise how to ask for a price</p>	<p>un carnet, s'il vous plaît: a book of tickets, please un ticket, s'il vous plaît: a ticket please (single journey) un ticket pour la journée, s'il vous plaît: unlimited travel for the day c'est combien? how much is it? je descends (je change) où? Where do I get off/change? Vous descendez (changez) à You get off / change at</p>	<p>Using Activity Sheet B practise finding the way about the Métro. Compare the Métro system in Paris with the Underground in London.</p>		
<p>Suggested Assessment Opportunities</p> <p>Which of the challenges 1 - 4 on Activity Sheet B can each child carry out?</p>				
<p>KS2 Framework Objectives</p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1, 5.4		IU 5.1	KAL1,4,8.10	1, 2, 3, 6, 7, 9

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To be able to buy souvenirs	<p>Qu'est-ce que vous cherchez? What are you looking for? Je cherche..... I am looking for</p> <p>un aimant: a magnet un Arc de Triomphe: an Arc de Triomphe un crayon: a pencil un drapeau: a flag un Euro en chocolat: a chocolate Euro un porte-clé: a key ring un porte monnaie: a purse une gomme: a rubber une Tour Eiffel: an Eiffel Tower des biscuits: biscuits des bonbons: sweets des cartes postales: postcards (une carte postale) des chocolats: chocolates</p>	<p>Children work in pairs asking for one item e.g. Qu'est-ce que vous cherchez? Je cherche un porte-clé</p> <p>Set up a shop in the classroom with souvenir objects.</p> <p>Read the rôle play on Activity Sheet C with the children</p>		
		<p>The children work in pairs to produce the rôle play for presentation to the class. They should be encouraged to extend it e.g. by expressing opinions and including previous learning of weather terms, greetings, personal details etc.</p>		
To use the past tense of the verb 'acheter'	J'ai acheté: I have bought	<p>Children present the souvenirs they have bought to the class saying: J'ai acheté: I have bought</p>		
<p>Suggested Assessment Opportunities</p> <p>Each child can be assessed on the level of vocabulary and conversation used in the rôle play.</p>				
KS2 Framework Objectives				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1, 5.2			KAL1,2,3,4,7,8	1,2,3,4,5,6,8,9

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To know and learn to use the verb voir : to see	Voir: to see je vois: I see tu vois: you see il/elle/on voit: he/she/one sees nous voyons: we see vous voyez: you see ils/elles voient: they see Qu'est-ce que tu vois? What do you see? Je vois..... I see	Familiarise the children with the forms of the 'voir' using Resource sheet (b) Use pictures of well-known sights in Paris (Resource sheet (a) to practise the question "qu'est-ce que tu vois?"
To construct a sentence containing parts of the verb ' voir ': to see		Use Activity Sheet D. Ask the children to: a) to work in small groups to put the words in the correct order b) re-write the sentences
To know about some of the famous landmarks in Paris		As a final challenge, ask the children to complete the quiz on the Monuments of Paris (Activity sheet E)

Suggested Assessment Opportunities

Can each child re-write the sentences using the verb '**voir**'

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
	L. 5.2 L. 5.3		1, 3, 6, 7, 8	1, 3

PACK 11

ACTIVITY SHEET A

EXAMPLE 1

- A. Excusez-moi, s'il vous plaît / pardon (Monsieur), (Madame),
Mademoiselle)
- A. Pour aller à (La Tour Eiffel)
- B. Prenez la (première) rue (à droite), continuez (tout droit) et traversez
le pont.
- A. Merci, (Monsieur), (Madame), Mademoiselle).
- B. Je vous en prie.

EXAMPLE 2

- A. Excusez-moi, s'il vous plaît.
- A. Où est (La Place de la Concorde) s'il vous plaît?
- B. Traversez la rue, allez tout droit et tournez (à gauche) dans
la (troisième) rue.
- A. Merci (Monsieur), (Madame), Mademoiselle).
- B. Bonne journée
-

TRANSLATION

Example 1

- A. Excuse me, please / pardon me (Sir), (Madame), (Miss)
- A. Which way to (the Eiffel Tower)
- B. Take the (first) street (on the right), continue (straight ahead) and cross
the bridge
- A. Thank you (Sir), (Madam), (Mademoiselle)
- B. You are welcome

Example 2

- A. Excuse me, please
- A. Where is (La Place de la Concorde) please?
- B. Cross the street, go straight ahead and turn (to the left) at the third
street
- A. Thank you (Sir), (Madam), (Miss)
- B. Have a good day

PARIS - HOW TO USE THE METRO MAP

1. Locate your destination on the map and the station where you are beginning your journey.
2. Look at the colour and number of the line that would take you in the direction of your destination and find the name of the last station of the line.
e.g. No 1 yellow **Château de Vincennes / La Défense**.
3. If your destination station is not on the same line find a suitable station to change.
4. When changing you must follow the directions for the last station on the line. Follow the signs that say **Correspondance**.
5. When you arrive at your destination follow the sign **Sortie** for the exit.

ACTIVITIES

1. Look for **Concorde** which is the station for **Place de la Concorde**. This is your starting point. Your destination is **Bastille**.
 - a) What is the last station on the line in the direction you want to travel?
 - b) What is the number of the line?
 - c) Which stations do you go through?
2. Start from **Porte de Clignancourt** (line 4) and make your way to **Abesses** for the **funiculaire de Montmartre** and the **Sacré-Coeur**. You need only change trains once. At what station do you change?
3. Start at **Gare d'Austerlitz** and find your way to **Solférino** (south of the river, near the river Seine). Take line 10 to start with.
 - a) What is the last station on line 10 to look for?
 - b) Where will you change trains?
 - c) What is the colour and number of the line for **Solférino**?
4. Choose a starting point and destination, create and describe in French your own shortest route, giving instructions to the class.

Model:

Point de départ: Gare St. Lazare (ligne 14 violet foncé)

Point d'arrivée: Solférino

Prenez la ligne 14 direction bibliothèque François Mitterrand. Changez à Madeleine et prenez la correspondance pour la ligne 12 (vert foncé) direction Mairie d'Issy.

Descendez à Solferino

Foncé = dark
Départ = departure

Descendez = get off
Arrivée = arrival

ACTIVITY SHEET B

PARIS - TEACHERS' SHEET

ACTIVITIES (graded in order of difficulty)

- 1 a) Chateau de Vincennes
 b) 1
 c) (Concorde), Tuileries, Palace Royal, Musée du Louvre, Louvre - Rivoli, Chatêlet, Hôtel de Ville, St. Paul, (Bastille)

2. **Marcadet - Poissonniers**

3. a) Boulogne, Pont de St. Cloud
 b) Sèvres Babylone
 c) **Green, 12**

ACTIVITY SHEET C

RÔLE PLAY FOR PURCHASING ITEMS IN PARIS

- A. Bonjour (Monsieur), (Madame), (Mademoiselle)
Je cherche quelque chose pour (ma mère, mon père, ma soeur, mon frère, mon grand père, ma grand'mère)
- B. Voici un porte clé Tour Eiffel. Ça va?
- A. Oui, ça va, merci. C'est une bonne idée.
- B. Et avec ça?
- A. Je veux aussi acheter des cartes postales.
- B. En voici une de (l'Arc de Triomphe, la Tour Eiffel, Notre Dame, la Seine).
- A. Je voudrais la carte postale de et de
- A. C'est combien s'il vous plaît?
- B. Ça fait (trois) Euros
- A. Voilà Monsieur / Madame / Mademoiselle
- B. Merci, Au revoir.

Things to Buy

un aimant:	a magnet
un Arc de Triomphe:	an Arc de Triomphe
un crayon:	a pencil
un drapeau:	a flag
un Euro en chocolat:	an chocolate Euro
un porte-clé:	a key ring
un porte monnaie:	a purse
une Tour Eiffel:	an Eiffel Tower
des biscuits:	biscuits
des bonbons:	sweets
des cartes postales:	postcards
une carte postale:	postcard
des chocolats:	chocolates

Extension Vocabulary

C'est trop cher:	it is too dear
C'est trop grand:	it is too big
C'est trop petit:	it is too small
Je préfère:	I prefer
Ma mère / mon père adore:	My mother / my father loves

ACTIVITY SHEET D

1. La voyons Tour nous Eiffel

2. D'Orsay Je l'ours vois au musée blanc

3. métro voit la Elle de station

4. bateau-mouche sur voient le ils la Seine

5. dans Luc magasin le Vous

de voyez et souvenirs Lucie

ACTIVITY SHEET D

TEACHERS' NOTES

Recognise the words to make a sentence: (see attached record sheet)

A.

1. Nous voyons la tour Eiffel
2. Je vois l'ours blanc au musée d'Orsay
3. Elle voit la station de métro
4. Ils voient le bateau-mouche sur la Seine
5. Vous voyez Luc et Lucie dans le magasin de souvenirs

B. Translation

1. We can see the Eiffel Tower.
2. I can see the white polar bear in the Musée d'Orsay.
3. She can see the Métro station.
4. They can see the bateau-mouche on the Seine.
5. You can see Luc and Lucie in the souvenir shop.

N.B.

Je vois is often translated by 'I can see'.

ACTIVITY SHEET E

QUIZ ON MONUMENTS

1. There is a modern construction in front of the Musée de Louvre - what is it made of and what shape is it?
2. What is the most famous painting in Le Musée de Louvre?
3. Who built the Eiffel Tower?
4. When was it completed?
5. What is the name of the big arch that Napoleon had built to commemorate his victories?
6. Name the longest avenue that starts from the Arch down which the soldiers marched during the parade of the 14th July.
7. This river flows through Paris - is it:
a) The Loire
b) the Rhône
or c) the Seine?

Write its name

8. What cathedral stands on an island called Ile de la Cité - mentioned in the famous book by Victor Hugo?
9. Luc sketched a painting in the story. Do you remember which one? and who was the artist?

.....

10. The Musée d'Orsay was not always a museum - what was the building used as originally?

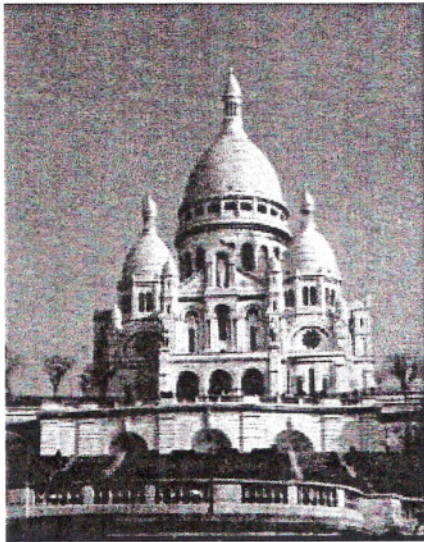
ACTIVITY SHEET E

QUIZ ON MONUMENTS

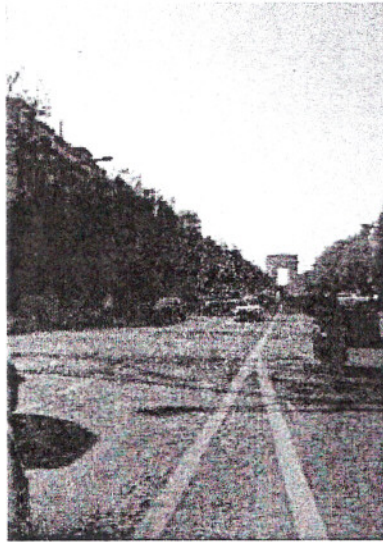
TEACHERS' NOTES - ANSWERS

1. Made of glass and it is a pyramid.
2. Mona Lisa.
3. Gustave Eiffel.
4. 1889.
5. Arc de Triomphe.
6. Champs Elysées.
7. The Seine.
8. Notre Dame.
9. La chambre de Van Gogh à Arles.
10. A railway station.

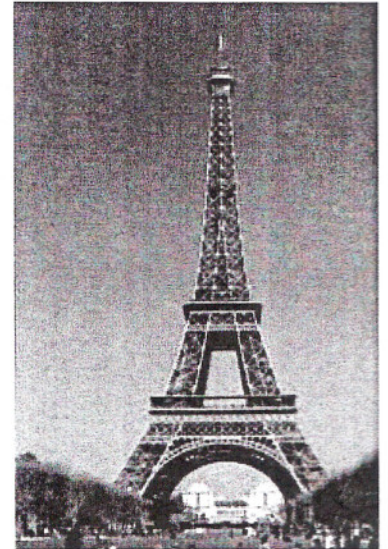
RESOURCE SHEET a



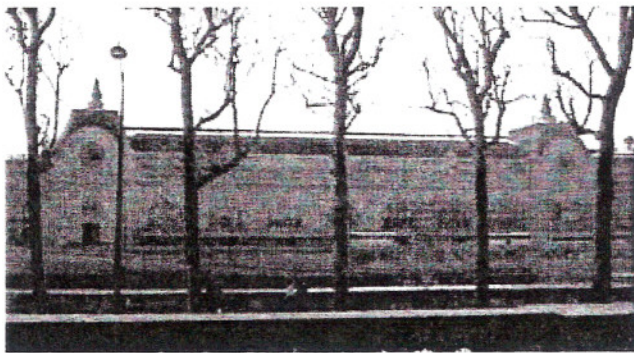
Le Sacré-Coeur



L'Avenue des
Champs-Élysées et
L'Arc de Triomphe



La Tour Eiffel



Le Musée d'Orsay



Le Louvre et la pyramide



La cathédrale de
Notre-Dame



La Seine et
Notre-Dame

Resource SHEET (b)

TEACHERS' NOTES

Voir - To see

Je vois	I see
Tu vois	you see
Il voit	he sees
Elle voit	she sees
On voit	one sees
Nous voyons	we see
Vous voyez	you see
Ils voient	they see
Elles voient	they see