

The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners



Pack 4

La Rentrée








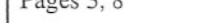
TEACHER'S GUIDANCE

La Rentrée: Back to School

Contents of Pack 4

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Year 4

Learning Objectives Year 4 children should be taught to	The objectives are covered in the following places:			
Oracy	Pack 4	Pack 5	Pack 6	Pack 7
O4.1 Memorise and present a short spoken text	Pages 1, 3, 6, 5, 9, 10	Pages 1, 2	Page 1,7	Pages 1,2, 5, 7, 8
O4.2 Listen for specific words and phrases	Pages 1, 2, 5, 7, 8, 9, 10 	Pages 1, 2 Reader CD	Pages 1, 5, 6 	Pages 1, 2, 5, 7, 8
O4.3 Listen for sounds, rhyme and rhythm	Pages 1, 3, 6, 8, 9, 10 	Pages 1 Reader, CD	Page 1 	Pages 5, 6, 7
O4.4 Ask and answer questions on several topics	Pages 1, 6	Page 2 Reader, CD	Pages 1, 4, 7	Pages 1, 2, 5, 7, 8, 9
Literacy				
L4.1 Read and understand a range of familiar written phrases	Pages 1, 8, 9, 10	Pages 1, 2	Page 8	Pages 2, 5
L4.2 Follow a short familiar text, listening and reading at the same time	Pages 2, 3, 8, 9, 10 	Pages 1, 2 Reader, CD	Pages 1, 8 	Pages 2, 5, 8
L4.3 Read some familiar words and phrases aloud and pronounce them accurately	Pages 2, 3, 5, 6, 9 Pages 1, 2, 4, 6, 9	Pages 1, 2 Pages 2, 3	Pages 1, 2 Pages 1, 2, 5, 8	Pages 2, 5, 6, 8, 9 Pages 2, 5, 7, 8
L4.4 Write simple words and phrases using a model and some words from memory				
Intercultural Understanding				
IU4.1 Learn about festivals and celebrations in different cultures	Page 6	Pages 1, 2 Story	Reader	
IU4.2 Know about some aspects of everyday life and compare them to their own	Pages 8, 9, 10 	Story Reader	Pages 3, 8 	Pages 1, 5
IU4.3 Compare traditional stories	Page 4			
IU4.4 To learn about ways of travelling to the country / countries	Page 4			

Year 4

The objectives are covered in the following places:

Knowledge about language	Pack 4	Pack 5	Pack 6	Pack 7
1. Reinforce and extend recognition of word classes and understand their function	Pages 1, 2, 4, 5, 8		Pages 1, 5, 7, 8	Pages 1, 2, 4, 5, 6, 7
2. Recognise and apply simple agreements, singular and plural	Page 3		Page 2 Reader	Pages 4, 8
3. Use question forms	Pages 1, 2, 4, 5, 6, 7, 8, 9, 10		Pages 2, 3, 6, 7	Pages 1, 2, 3, 5, 7, 8, 9
4. Recognise that texts in different languages will often have the same conventions of style and layout	Pages 8, 9	Page 2	Page 8	Page 8
5. Apply phonic knowledge of the language to support reading and writing	Page 1	Page 1, 2 Reader	Page 8	Pages 5, 8
6. Identify a different writing system	Page 4, 9			
Language Learning Strategies				
1. Discuss language learning and share ideas and experiences	Pages 1, 10			Page 8
2. Use mental associations to help remember words	Pages 1, 2, 4, 7, 8	Pages 1, 2	Pages 1, 2, 5	Pages 1, 2, 5, 6, 8
3. Ask for repetition and clarification	Page 2			Page 2
4. Use context and previous knowledge to determine meaning and pronunciation	Pages 1, 2, 4, 6, 7, 8, 10	Pages 1, 2	Pages 6, 7	Pages 1, 2, 4, 5, 6, 7, 8
5. Practise new language with a friend and outside the classroom	Pages 1, 6	Page 2	Pages 2, 4, 6	Pages 1, 2, 5, 8, 9
6. Plan and prepare for language activity	Pages 1, 2, 6, 10	Page 2		Pages 1, 2, 5, 8
7. Read and memorise words	Pages 1, 2, 4, 5, 8	Pages 1, 2 Reader	Pages 2, 5	Pages 1, 2, 4, 5, 6, 8
8. Sort words into categories	Page 1			Pages 1, 4
9. Apply knowledge about letters and simple grammatical knowledge to experiment with writing	Pages 4, 9		Pages 1, 8, 9	Page 8

The objectives are covered in the following places:

	Pack 4	Pack 5	Pack 6	Pack 7
10. Use a dictionary to look up spellings	Pages 9, 10	Pages 1, 2	Page 9	Page 8
11. Use context and previous knowledge to determine meaning and pronunciation	Pages 1, 2, 8, 10 ←	Page 1 Readeer	Page 4	Pages 1, 5, 7, 8 →
12. Access information sources	Page 10	Page 3		Page 5

Pack 4

La Rentrée: Back to School

Introduction

This is the 4th pack in The Adventures of Luc and Lucie. In this episode the emphasis is on the first day back at school, topics studied and objects used in the classroom.

In this episode children will learn:

- vocabulary connected with school (classroom objects, timetables and subjects).
- to develop grammatical knowledge of the use of pronouns;
- to know how to form the feminine and plural of an adjective;
- the days of the week and months of the year;
- how to ask for and give the date;
- numbers from 21 to 31;
- to ask for and say a birthday;
- to ask for and give an age;
- further classroom instructions:
- to conjugate and use the verb 'to have';
- to compare school life in France and England

The pack includes:

- Teacher's guidance and detailed lesson plans:
- A big picture:
- Activity sheets:
- Resource sheets:
- Songs and poems:
- A reader in French recorded on the CD:
- The next episode of the story:
- Artefacts:
- ICT activities to create exciting classroom displays using different fonts:
- to explore the site of a French school near Paris

La Rentrée: Back to School

Structures and Grammar

Pupils will learn:

1. The names of classroom objects.
How to respond to the question *Qu'est-ce qu'il y a dans la trousse?*
Il y a
2. The use of pronouns *il, elle, ils, elles* when replacing a noun.
3. That colour adjectives are placed after the noun.
How to form the feminine singular and plural of an adjective.
4. The days of the week and months.
How to ask for and give the day of the week *C'est quel jour?*
and months *C'est quel mois? C'est*
That days and months start with lower case letters.
To ask for and give/read and write the date.
Quelle est la date, aujourd'hui? C'est
5. The numbers 21-31
6. To ask for and say the date of a birthday
Quelle est la date de ton anniversaire? C'est
7. To ask for and give an age.
Quel âge as-tu?
J'ai ans
Quel âge a-t-il?
Il a ans
Quel âge a-t-elle?
Elle a ans
8. To differentiate between instructions in the singular and plural.
That *'vous'* translates 'you' when referring to more than one child.
9. The names of different lessons.
10. The conjugations of the verb *'avoir'*.
11. The question form *Est-ce que?*
12. The negative form of *Il y a - Il n'y a pas + de*

Assessment Sheet

Name: Class

Things I can understand and do in French Tick the box you feel is most true for you	Yes I can	Yes I can with help	My friend/ teacher agrees
Name six classroom items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the days of the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise the names of the months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the date and read the date on the board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say and recognise numbers from 21-31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask my friend the date of his/her birthday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say when my birthday is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say how old I am. Ask my friend how old he/she is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to instructions from the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the names of my four favourite lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the verb 'avoir' in a sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a letter to Luc and Lucie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know what French children eat for lunch at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read French handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a French school timetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand La Rentrée reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments:

Signed: Date:

CLASSROOM ITEMS (1)

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To learn and use new classroom vocabulary.</p> <p>To revise a) the concept of masculine, feminine and plural nouns b) the use of indefinite and definite articles.</p>	<p>Qu'est-ce qu'il y a dans la trousse? What is in the pencil case? Il y a: there is / are</p> <p>un/le cahier: a/the exercise book un/le cartable: a/the school bag un/le crayon: a/the pencil un/le feutre: a/the felt tip un/le livre: a/the book un/l'ordinateur: a/the computer un/le papier: a/the paper un/le scotch: a/the sellotape un/le stylo: a/the pen un/le taille-crayon: a/the pencil sharpener une/la calculatrice/calculette: a/the calculator une/la colle: a/the glue une/la fenêtre: a/the window une/la gomme: a/the rubber une/la porte: a/the door une/la trousse: a/the pencil case une/la table: a/ the table des/les ciseaux: some/the scissors</p>	<p>Introduce items in small groups using flash cards (resource sheet a) and real objects. Use a pencil case containing a range of items to ask the question: Qu'est-ce qu'il y a dans la trousse?</p> <p>Each child produces specific items on request from a pencil case. Words can be mouthed to teacher. Children ask the question to each other. Use the memory bag game to reinforce learning.</p> <p>Use Activity Sheet A to encourage children to recognise the spelling of classroom objects. Ask children to recall them as a memory exercise on Activity Sheet B.)</p>
<p>To revise c) the plural of the definite article le, la, l' → les d) the plural of the indefinite article un, une → des</p>	<p>le feutre - les feutres la trousse - les trousse un stylo - des stylos une gomme - des gommes</p>	<p>Use different classroom objects to reinforce vocabulary. Play the song La salle de classe from the Français, Français tape. Children memorise and prepare the song from performance. Children hold up objects as they hear them in the song.</p>
<p>To understand and respond to questions of increasing difficulty</p>	<ol style="list-style-type: none"> C'est un crayon oui or non? Is it a pencil yes or no? C'est une règle ou une gomme? Is it a ruler or a rubber? Qu'est-ce que c'est? What is it? 	

Suggested Assessment Opportunities

At what level 1, 2, 3 is the child able to answer the graded questions.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1, 4.2, 4.3, 4.4	L4.1, L4.4		1, 3, 5	2, 4, 5, 6, 7, 8, 11

CLASSROOM ITEMS (2)

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To revise prepositions of place and learn the preposition 'entre'.</p> <p>To reinforce the understanding that in this context a) the pronoun 'it' is translated by 'il' if the noun it replaces is masculine singular and by 'elle' if the noun it replaces is feminine singular</p> <p>b) 'they' is translated by 'ils' if the noun it replaces is masculine and plural or if the nouns are a mixture of masculine and feminine and by 'elles' if the nouns are feminine and plural.</p>	<p>Entre: between</p> <p>Singular nouns/pronouns a) Où est le cahier? Where is the exercise book? Il est sur la table It is on the table Où est la calculatrice? Where is the calculator? Elle est dans le cartable It is in the school bag</p> <p>Plural nouns/pronouns b) Où sont les feutres (m)? Where are the felt tips? Ils sont à côté des crayons They are next to the pencils Où sont les règles (f)? Where are the rulers? Elles sont derrière le livre They are behind the book Où sont les stylos (m) et les gommes (f)? Where are the pens and the rubbers? Ils sont entre la trousse et le cahier They are between the pencil case and the exercise book</p>	<p>Play the hot/cold game from Pack 2.</p> <p>Encourage the children to take part in simple question and answer work based on the examples given.</p> <p>Use the reader 'La Rentrée' to reinforce the names of classroom objects. Pupils listen to the teacher/tape and find the names of objects in the Luc and Lucie pencil cases.</p> <p>Play hangman with the names of the objects.</p> <p>Using white boards children attempt to write the names of the objects as the teacher says them.</p> <p>Create a wall/table display of classroom objects. Children take it in turns to match pictures/objects to their names.</p>

Suggested Assessment Opportunities

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.2	L 4.2, 4.3, 4.4		1, 3	2, 3, 4, 6, 7, 11

Colour adjectives and pronouns

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To be aware that colour adjectives like most other adjectives are placed after the noun.</p> <p>To revise colour in masculine and plural.</p>	<p>un crayon bleu = a blue pencil</p> <p>des crayons bleus = blue pencils</p>	<p>Teacher / child asks the key questions referring to the colour of specific objects in the classroom e.g. De quelle couleur est la calculatrice? Elle est rouge.</p>
<p>To learn more colours.</p> <p>To know how to form the feminine of an adjective.</p>	<p>Add an 'e' to the masculine form of the adjective eg noir (m) / noire (f): black gris (m) / grise (f): grey except when a) the adjective already ends in an 'e' e.g. rouge: red mauve : mauve orange : orange b) the adjective is irregular e.g. blanc (m) / blanche (f): white violet (m) / violette (f): purple marron (m) / marron (f): brown (remains unchanged)</p>	<p>De quelle couleur sont les livres? Ils sont bleus et jaunes.</p>
<p>To know that the feminine plural is formed by adding an 's' to the singular form</p>	<p>verte (f) / vertes (f.pl) : green blanche (f) / blanches (f. pl): white</p>	
<p>To learn how to substitute a pronoun for a noun</p> <p>To know that when there is a combination of masculine and feminine in the plural, the masculine plural form is used</p>	<p>De quelle couleur est le cahier? What colour is the exercise book? (Referring to a masculine object) Il est rouge: It is red De quelle couleur est la trousse? What colour is the pencil case? (Referring to a feminine object) Elle est bleue: It is blue De quelle couleur sont les stylos? What colour are the pens? (Referring to masculine objects in the plural) Ils sont verts: They are green. De quelle couleur sont les règles? What colour are the rulers? (Referring to feminine objects in the plural) Elles sont blanches: They are white De quelle couleur sont les crayons (m) et les gommes (f)? (Referring to a combination of masculine and feminine objects) Ils sont noirs : They are black</p>	

Suggested Assessment Opportunities

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.3	L 4.2, 4.3		2	1

DAYS, MONTHS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn the days of the week.	jours: days lundi: Monday mardi: Tuesday mercredi: Wednesday jeudi: Thursday vendredi: Friday samedi: Saturday dimanche: Sunday	Children repeat the days of the week and months with help of flashcards (as a class/individually). (Resource sheets (b) and (c)) Children put the flashcards in order
To ask for and give the day of the week.	C'est quel jour? What day is it? C'est (mardi) It is (Tuesday) aujourd'hui: today	a) as a group in front of class b) individually on the board (with two sets of flashcards - this can be made into a competition.)
To learn the months. To notice the difference between the use of upper and lower case letters for days and months in English and French.	mois: months janvier: January février: February mars: March avril: April mai: May juin: June juillet: July août: August septembre: September octobre: October novembre: November décembre: December	Children stand up when their birthday month is called out. Say the Comptine: Les Jours de la Semaine (Activity Sheet C). Sing Song 'Les Mois' (Français, Français).
To ask for and give the month.	C'est quel mois? What month is it? C'est (mars) It is (March)	
To ask for and give the date. To read and write the date.	Quelle est la date, aujourd'hui? What is the date today? C'est (lundi, trois janvier) It is (Monday, January 3rd)	Children write the date on the board daily and read it to the class.

Suggested Assessment Opportunities

Can the children write the date on the board without help?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1	L 4.4	IU 4.3, 4.4	1, 3, 6	2, 4, 7, 9

NUMBERS, DAYS, MONTHS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn numbers 21-31.	<p>C'est quel numéro? What number is it?</p> <p>Numbers 21-31 21: vingt et un 22: vingt-deux 23: vingt-trois 24: vingt-quatre 25: vingt-cinq 26: vingt-six 27: vingt-sept 28: vingt-huit 29: vingt-neuf 30: trente 31: trente et un</p>	<p>Play Bingo (Loto) (Use resource sheet d). Use any appropriate range of numbers. Children write in their own numbers and cross them off as they are called out.</p> <p>Play the numbers board game (Pack 1).</p>
To know that only the first day of the month is an ordinal number in French.	<p>1st: premier Le premier janvier The first day of January</p>	

Suggested Assessment Opportunities

Can each child say the numbers 1-31?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.2	L 4.3		1, 3	7

NUMBERS, DAYS, MONTHS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To be able to ask for and say the date of a birthday.</p>	<p>Quelle est la date de ton anniversaire? What is your birthday?</p> <p>Mon anniversaire est le ... My birthday is on the ... C'est le... It is on the... eg C'est le douze mars It is on the 12th March</p> <p>Remember: C'est le premier janvier It is the first of January</p>	<p>Create a birthday chart for the class.</p> <p>Sing Joyeux Anniversaire on pupils' birthdays to the tune of 'Happy Birthday to you'. Repeat Joyeux Anniversaire in each line.</p> <p>Sing the rap - Quelle est la date de ton anniversaire? (Français, Français).</p>
<p>To know how to wish someone a Happy Birthday.</p>	<p>Joyeux Anniversaire Happy Birthday</p>	<p>Rôle play conversation where children ask each other when their birthday is?</p>
<p>To ask for and give an age.</p>	<p>Quel âge as-tu? How old are you? J'ai ans I am years old</p> <p>Quel âge a-t-il? How old is he? Il a dix ans He is ten years old</p> <p>Quel âge a-t-elle? How old is she? Elle a dix ans She is ten years old</p>	<p>Children could be challenged to work in pairs to extend rôle play to include previous learning eg Comment t'appelles tu? Quel temps fait-il? and/or to include reference to classroom objects - Où est?</p>

Suggested Assessment Opportunities

Can each child say the date of their birthday/ ask the question '**Quelle est la date de ton anniversaire?**'
Assess and record the performance of each pair's rôle play using the can-do statements of the Language ladder

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1, 4.3, 4.4	L 4.3, 4.4	IU 4.1	3	4, 5, 6

CLASSROOM INSTRUCTIONS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To learn and respond to new instructions.</p> <p>To respond to instructions.</p> <p>To differentiate between instructions in plural and singular</p> <p>To reinforce the fact that 'you' is translated by 'vous' when referring to more than one child.</p> <p>To understand that as French children raise their index finger when responding to the teacher. <i>le doigt</i>: the finger</p>	<p><i>Asseyez-vous</i> (more than one person)/<i>assieds-toi</i> (one person): sit down</p> <p><i>Levez-vous/lève-toi</i>: get up</p> <p><i>Ecrivez/écris</i>: write</p> <p><i>Entrez/entre</i>: come in</p> <p><i>Sortez/sors</i>: go out</p> <p><i>Ouvrez/ouvre</i>: open</p> <p><i>Cherchez/cherche</i>: look for</p> <p><i>Donnez-moi/donne-moi</i>: give me</p> <p><i>Montrez-moi/montre-moi</i>: show me</p> <p><i>Levez le doigt/lève le doigt</i>: put your hand (finger) up</p>	<p>Practise instructions in course of lessons as a whole group or with individual children.</p> <p>Mouth the words and ask children to carry out actions.</p>		
<p>To learn more vocabulary connected with school</p>	<p><i>l'école</i> (f): the school</p> <p><i>l'école élémentaire</i>: primary school</p> <p><i>la salle de classe</i>: the classroom</p>			
<p>Suggested Assessment Opportunities</p> <p>To what extent does each child respond to the instructions?</p>				
<p>KS2 Framework Objectives</p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.2			3	2, 4

TIME-TABLES AND LESSON

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To learn and use the names of different lessons.</p> <p>To reinforce and practise the days of the week.</p>	<p>Les cours: the lessons</p> <p>l'anglais: English l'éducation physique: PE le dessin : art le français: French la géographie: geography l'histoire: history l'informatique: computer studies l'instruction civique: citizenship les mathématiques: maths la musique: music les sciences: science les travaux manuels: technology</p> <p>C'est quel cours? What lesson is it? C'est le/la/les eg C'est l'anglais: it is English le lundi: on Mondays le mardi: on Tuesdays</p> <p>combien de: how many le matin: the morning l'après midi: the afternoon la récréation: play time la pause-déjeuner: lunch break avant: before après: after</p>	<p>Listen to tape or read names when introducing subjects. How many can the children recognise as being similar to English?</p> <p>Use flashcards of lessons (resource sheet e) to ask? 'c'est quel cours?'</p> <p>Children use the subjects on Activity Sheet D to read and understand the time-table of Luc & Lucie (Activity Sheet E).</p> <p>Complete Activity Sheets F and G (graded in difficulty).</p> <p>Children create their own time-table using Activity Sheet H.</p>

Suggested Assessment Opportunities

To what extent can children understand and complete Activity Sheets F and G. Can all children create their own time-table?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1, 4.2, 4.3	L 4.1, 4.2	IU 4.2	1, 3, 4	2, 4, 7, 11

VERB 'AVOIR'

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn and use the irregular verb avoir : to have.	avoir : to have j'ai : I have tu as : you have il a : he has elle a : she has on a : one has nous avons : we have vous avez : you have ils ont : they have elles ont : they have	Complete Activity Sheet I to reinforce knowledge of the verb ' avoir '. Use resource sheets (f) to understand the English and French script. Use a dictionary to investigate the meaning of the words given as examples for the script.
To revise the use of 'il y a' there is, there are.	il y a : there is, there are Quel cours il y a? What lessons are there? eg Quel cours il y a le jeudi? What lessons are there on Thursdays? Il y a le français... There is French Il y a combien de cours? How many lessons are there?	Teacher reads the letter (Activity Sheets J(i)) or plays to the tape. Children follow the words. Children are challenged to identify the contents of the letter eg name, age, pets, sports, school subjects. The different areas can be highlighted or underlined in different colours and a key created.
To know how to use the question Est-ce que? Est-ce qu'il y a? Is / are there?	Est-ce qu'il y a des cours.....? Are there lessons.....?	Extension activity: Children write their own letter filling in the gaps on Activity Sheet J(ii).
To revise the use of the negative form and know that 'il n'y a pas' is always followed 'de'	J'aime : I like Je n'aime pas : I don't like Il y a : there is / there are Il n'y a pas (de) : there is/there are no/not any Il n'y a pas de cours le mercredi après-midi There are no lessons on Wednesday afternoon.	Use the phrase book to support the above activities.

Suggested Assessment Opportunities

To what extent can each child highlight or underline the different areas in the letter and create a key. Which children can write their own letter filling in the gaps?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1, 4.2, 4.3	L 4.1, 4.2, 4.3, 4.4	IU 4.2	3, 4, 6	9, 10

SCHOOL DINNERS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To compare and contrast school dinners in French and English schools.	<p>Qu'est-ce les enfants mangent en France pour le déjeuner à l'école?</p> <p>What do children eat in France for lunch at school?</p>	<p>Use the menus at the end of Reader 4 'La Rentrée' to complete the quiz on French school dinners (Activity Sheet K).</p> <p>Discuss the differences between English and French school dinners.</p> <p>Use the phrase book to create a school dinner menu for one day/a week.</p> <p>Introduce children to the poem 'La Rentrée' Activity Sheet L. Listen to tape, read together or take turns. Perform with children taking part.</p>
To learn about life in a French school from a web-site		<p>Use the internet to access the following site http://andremalraux.free.fr. (Click on 1 or 2)</p>

Suggested Assessment Opportunities

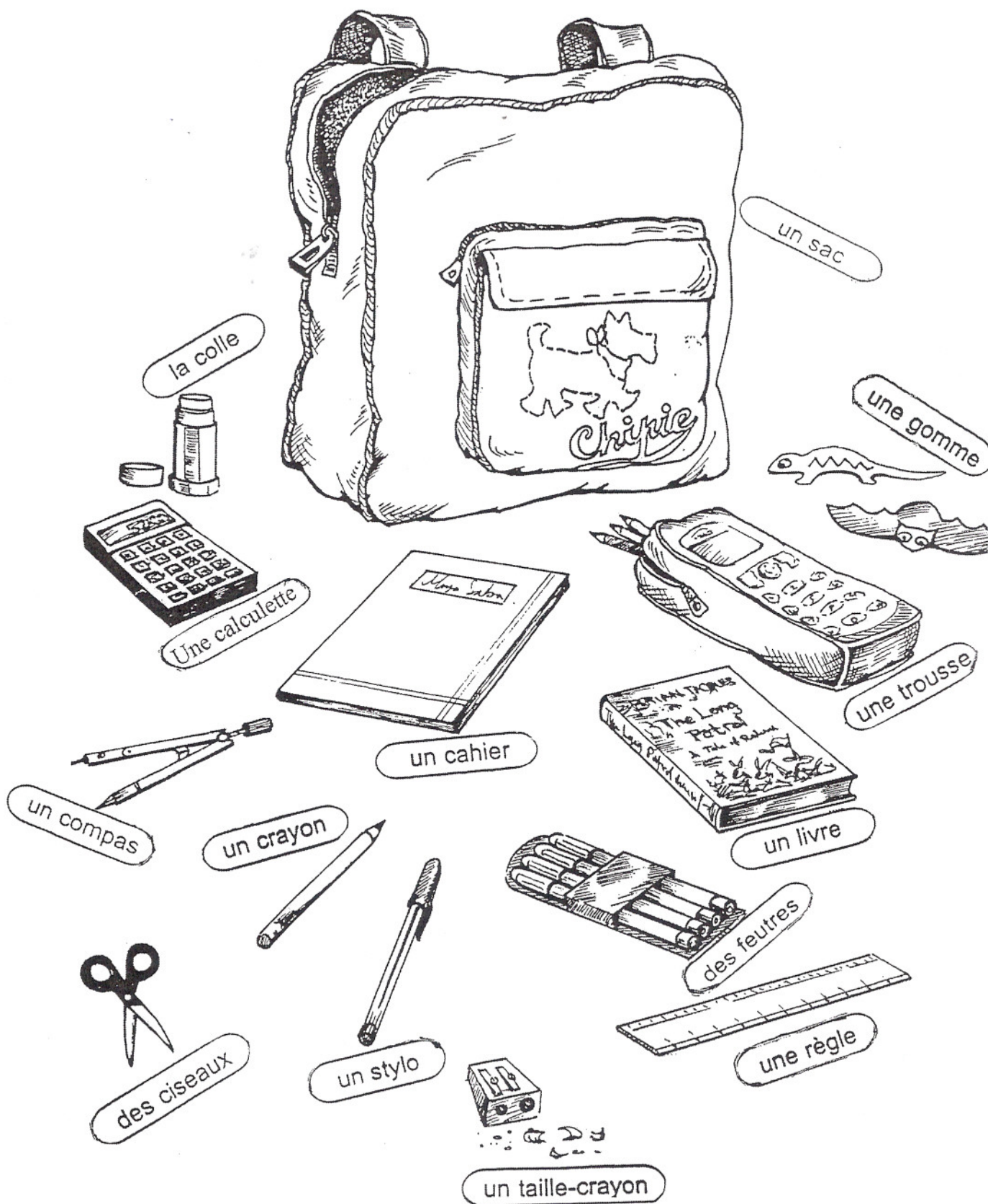
Can each child use the phrase book to complete the quiz and create a school dinner menu?
 Assess the ability of each child to perform the poem.

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1 O 4.2 O 4.3	L 4.1, 4.2	IU 4.2	3	1, 4, 6, 10, 11, 12

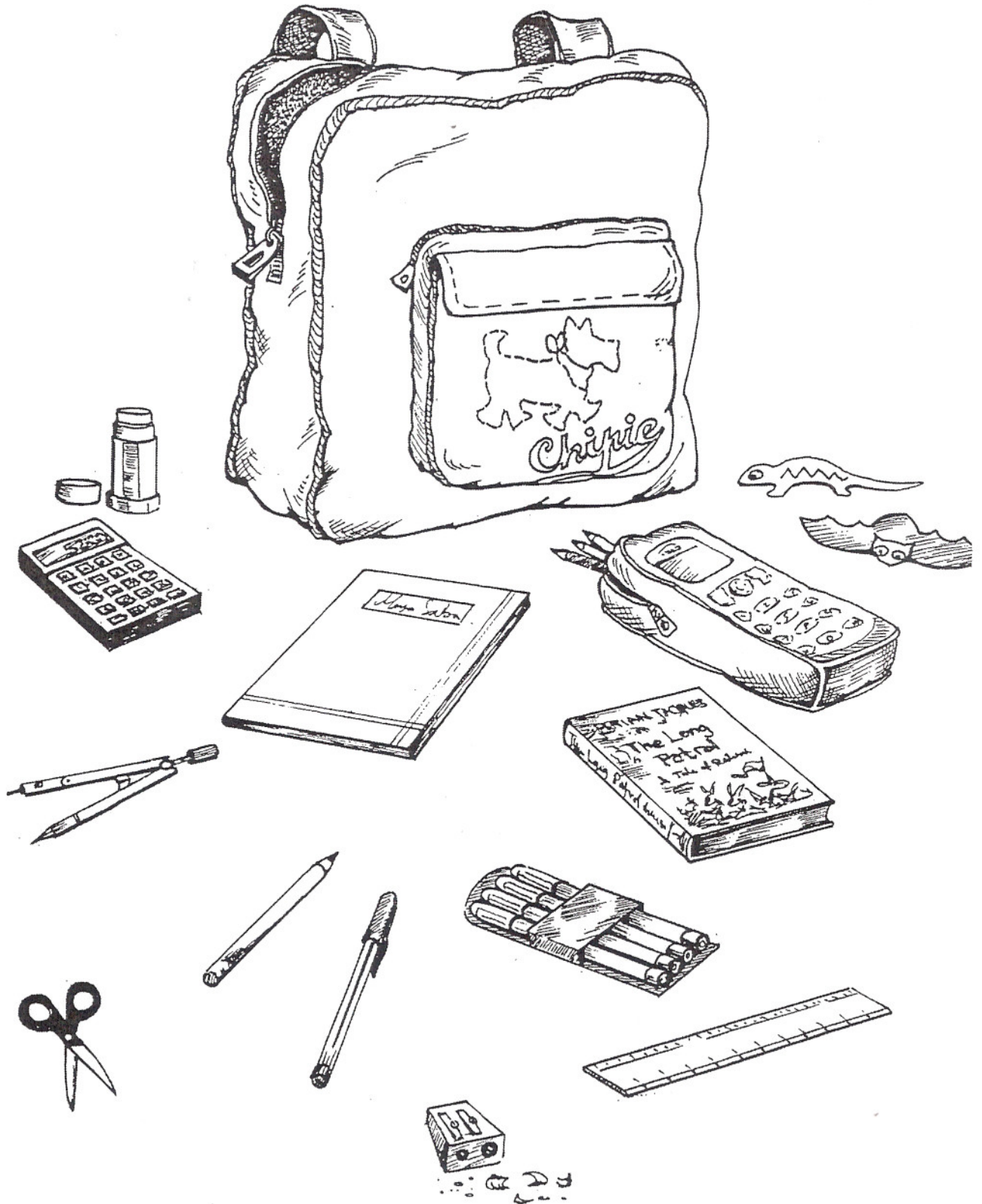
DANS MON SAC

Coloriez le cahier en mauve, la règle en vert, la trousse en rouge, le stylo en orange, le chien Chipie en bleu, le taille-crayon en gris et le sac en jaune.



DANS MON SAC

Ecrivez le nom des objets en français.



ACTIVITY SHEET C:

COMPTINE

This is a traditional French rhyme designed to teach the days of the week.

COMPTINE: LES JOURS DE LA SEMAINE

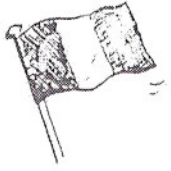
Bonjour, Madame Lundi
Comment ça va Madame Mardi
Très bien Madame Mercredi
Dites à Madame Jeudi
De venir Vendredi
Danser Samedi
Dans la Salle de Dimanche

Traduction / Translation

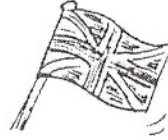
Good morning, Mrs. Monday
How is Mrs. Tuesday?
Very well Mrs. Wednesday
Tell Mrs. Thursday
To come Friday
To dance on Saturday
In Sunday's room

ACTIVITY SHEET D:

LES MATIERES DE LUC ET LUCIE



LE FRANÇAIS



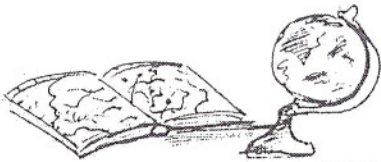
L'ANGLAIS



L'ALLEMAND



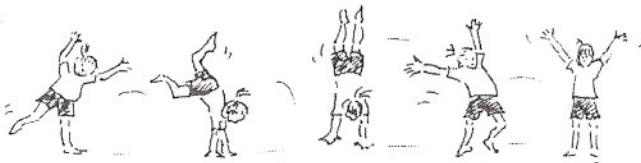
L'HISTOIRE



LA GEOGRAPHIE



LES TRAVAUX
MANUELS



L'EDUCATION
PHYSIQUE



LES
MATHÉMATIQUES



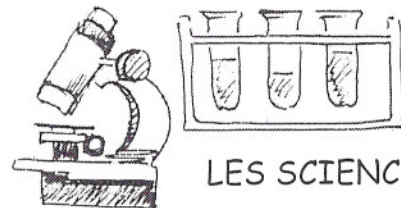
LA MUSIQUE



L'INSTRUCTION
CIVIQUE



L'INFORMATIQUE



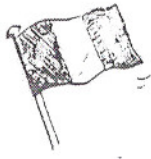
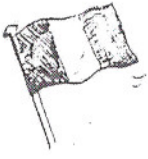
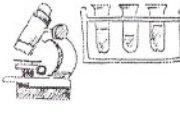






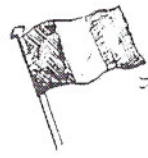










LES SCIENCES



LE DESSIN

ACTIVITY SHEET E:

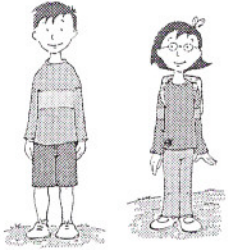
L'EMPLOI DU TEMPS DE LUC ET LUCIE

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
MATIN	 Français	 Français	 Sciences	 Informatique	 Mathématiques	 Sciences
	RECRÉATION					
	 Histoire	 Anglais	 Mathématiques	 Français	 Informatique	 Dessin
PAUSE-DÉJEUNER						
L'APRÈS-MIDI	 Mathématiques	 Mathématiques		 Musique	 Education Physique	
	RECRÉATION					
	 Travaux Manuels	 Instruction Civique		 Géographie	 Anglais	

ACTIVITY SHEET F:

L'EMPLOI DU TEMPS DE LUC ET LUCIE

Use Activity Sheet D and time-table for Luc and Lucie (Activity Sheet E) to complete this Activity Sheet F.



Bonjour! Voici l'emploi du temps de Luc et Lucie.
Remplis les blancs!

Here is Luc and Lucie's time-table. Fill in the gaps.



Le lundi matin nous avons _____ et _____



Le lundi après midi nous avons _____ et _____



Le _____ matin, après la récréation, nous avons _____



Le mercredi avant la récréation c'est _____



Le _____ après midi, il y a _____ et _____



Le vendredi avant la pause-déjeuner, c'est _____



Avant le cours d'anglais nous avons _____



Le samedi matin nous avons seulement _____ et _____



avant: before

après: after

la récréation: break/playtime

la pause-déjeuner: lunch break

le lundi: on Mondays

ACTIVITY SHEET 6:

REPONDS AUX QUESTIONS

Answer the questions about Luc and Lucie's week at school.

1. Est-ce qu'il y a un cours de mathématiques le jeudi?
2. Il y a combien de cours de français par semaine?
3. Quel cours il y a le mercredi?
4. Le mardi matin, après la récréation, il y a un cours de sciences ou un cours d'anglais?
5. Est-ce qu'il y a des cours le mercredi après-midi?
 - a) En France
 - b) En Angleterre

combien de: how many

En France: in France

En Angleterre: in England

oui: yes

non: no

ou: or

ACTIVITY SHEET H:

MON EMPLOI DU TEMPS

Remplis ton emploi du temps. Fill in your time-table

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
LE MATIN						
			RECRÉATION			
			PAUSE-DÉJEUNER			
L'APRÈS-MIDI						
			RECRÉATION			

Moi, j'aime _____ et _____

J'adore _____

Je n'aime pas _____

Mon cours préféré est _____

ACTIVITY SHEET I:

ACTIVITY WITH 'AVOIR'

Avoir: to have

j'ai
tu as
il a
elle a
on a
nous avons
vous avez
ils ont
elles ont

Remplis le blancs avec la forme correct du verbe 'avoir'.
Fill in the blanks with the correct form of 'avoir'.

1. Nous (avons) l'histoire aujourd'hui.
2. J' _____ trois gommés.
3. Vous _____ un cahier rouge.
4. Il _____ une calculatrice
5. Tu _____ des stylos noirs et bleus.
6. Elle _____ une trousse violette.
7. Ils _____ l'informatique.
8. On _____ deux cours d'anglais par semaine.
9. Elle _____ des crayons de couleurs.

Chère Lucie, Cher Luc

Merci pour votre lettre. Je m'appelle Paul. J'ai neuf ans. Mon anniversaire est le 7 juillet. J'ai une chienne. Elle s'appelle Mimosa et un chat noir qui s'appelle Max.

Qu'est-ce que vous aimez? Moi j'aime le cyclisme. C'est formidable. J'aime aussi le football et vous?

Mon école est grande, il y a trente élèves dans ma classe. Je suis en CE2. J'adore le français et les mathématiques. Je n'aime pas les travaux manuels et vous?

Quel est votre cours préféré?

Amitiés

Paul

Chère Lucie, Cher Luc,

Merci pour votre lettre. Je m'appelle Paul. J'ai neuf ans. Mon anniversaire est le 7 juillet. J'ai une chienne. Elle s'appelle Mimosa et un chat noir qui s'appelle Masc.

Qu'est-ce que vous aimez ? Moi j'aime le cyclisme. C'est formidable. J'aime aussi le football et vous ?

Mon école est grande, il y a trente élèves dans ma classe. Je suis en CE2. J'aime le français et les mathématiques. Je n'aime pas les travaux manuels et vous ?
Quel est votre cours préféré ?

Amitiés

Paul

Traduction de la lettre: Translation of the letter

Dear Lucie, dear Luc

Thank you for your letter. My name is Paul. I am nine years old. My birthday is on the 7th July. I have a female dog. She is called Mimosa and a black cat who is called Max.

What do you like? As for me I like cycling. It is great. I also like football and you?

My school is big, there are thirty pupils in my class. I am in year 4. I love French and mathematics. I do not like technology and what about you?

What is your favourite lesson?

Love

Paul

REMP LIS LES BLANCS DE LA LETTRE: Fill in the gaps in the letter

Chère Lucie, Cher Luc,

Merci pour votre lettre. Je m'appelle J'aians.

Mon anniversaire est le

Qu'est-ce que vous aimez? Moi J'aime C'est

..... J'aime aussi et vous?

Mon école est grande, il y a élèves dans ma classe.

Je suis en J'adore

et

Je n'aime pas et vous?

Quel est votre cours préféré?

Amitiés

.....

ACTIVITY SHEET K:

SCHOOL DINNERS

Use the menus at the end of Reader 4 'La Rentrée' to complete the quiz.

1. On which dates do the children eat **Potage de légumes** (vegetable soup) as a starter?

2. How many different kinds of cheese (**fromage**) can you see?

3. What vegetable is served with the pork (**sauté de porc charcutière**) on Monday, 6th November? (NB The spelling is different in English.)

4. What is served with the **salade verte** (green salad) on Thursday 16th November?

5. How many fruits can you recognise that are served as sweets? Write their names and draw them?

6. Choose your favourite menu.
Write it out and decorate it.

Useful vocabulary

un yaourt: a yoghurt

la volaille: poultry (usually chicken)

la veau: veal

le filet de Hoki: white fish fillet

le filet de poisson congelé: fish fingers

les crevettes: shrimps

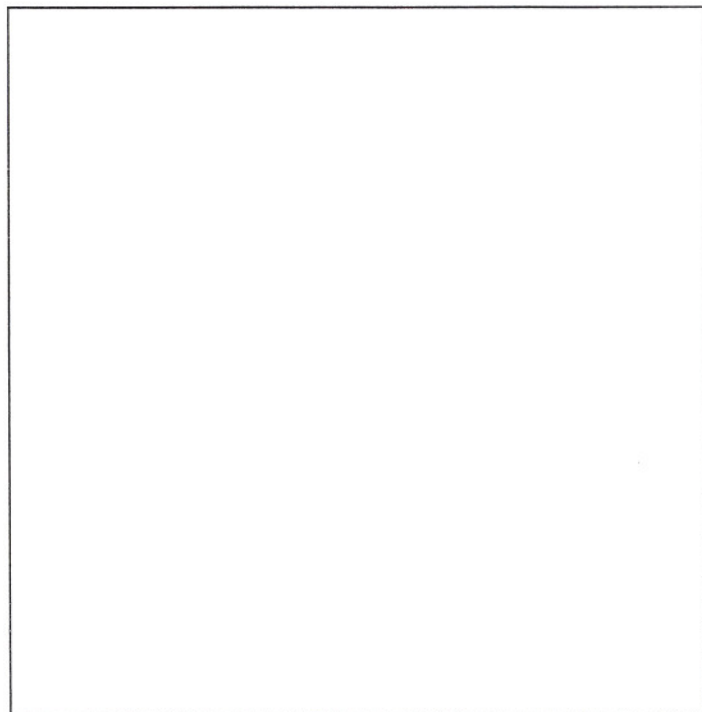
le riz: rice

les pommes de terre: potatoes (pommes vapeur: steamed potatoes)

le chou-fleur: cauliflower

les frites: chips

une île flottante: floating island (egg whites whisked and slightly cooked floating on crème anglaise - light egg custard)



POÈME
LA RENTRÉE

Le premier septembre
C'est le jour de la rentrée
Le professeur dit
Bienvenue et entrez

Voilà ma classe de CE₂
Je suis Monsieur Leblanc
Cherchez vos places, asseyez vous,
Écoutez bien les enfants

Aujourd'hui c'est les mathématiques
Et après c'est l'informatique."

Soudain Pirate entre par la fenêtre ouverte
Il vole dans la salle de classe.
Il répète les mots du professeur
Pendant qu'il cherche une place.

Les enfants rient et font du bruit
"Silence" dit le prof "taisez vous, ça suffit"
"Silence, taisez vous" Pirate répète et crie
"Que c'est magnifique quand les enfants rient."

Traduction / Translation

On the first of September
It's the day back at school
The teacher says
Welcome and come in

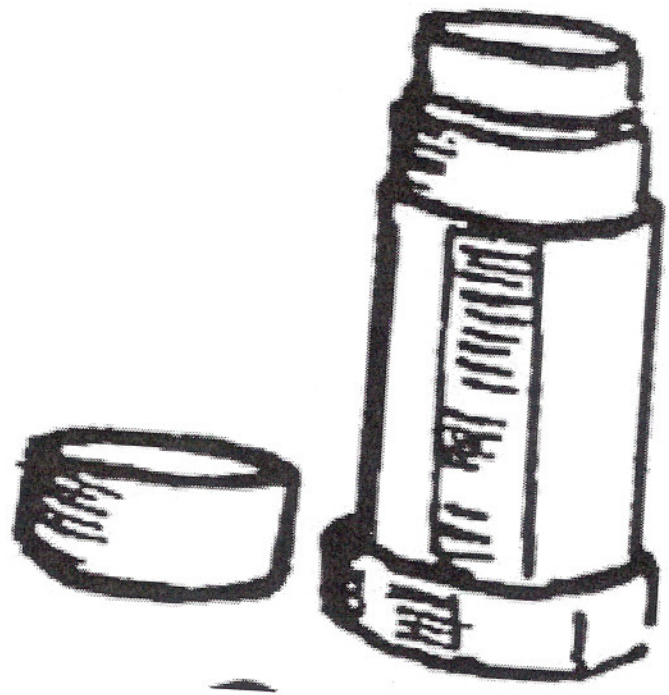
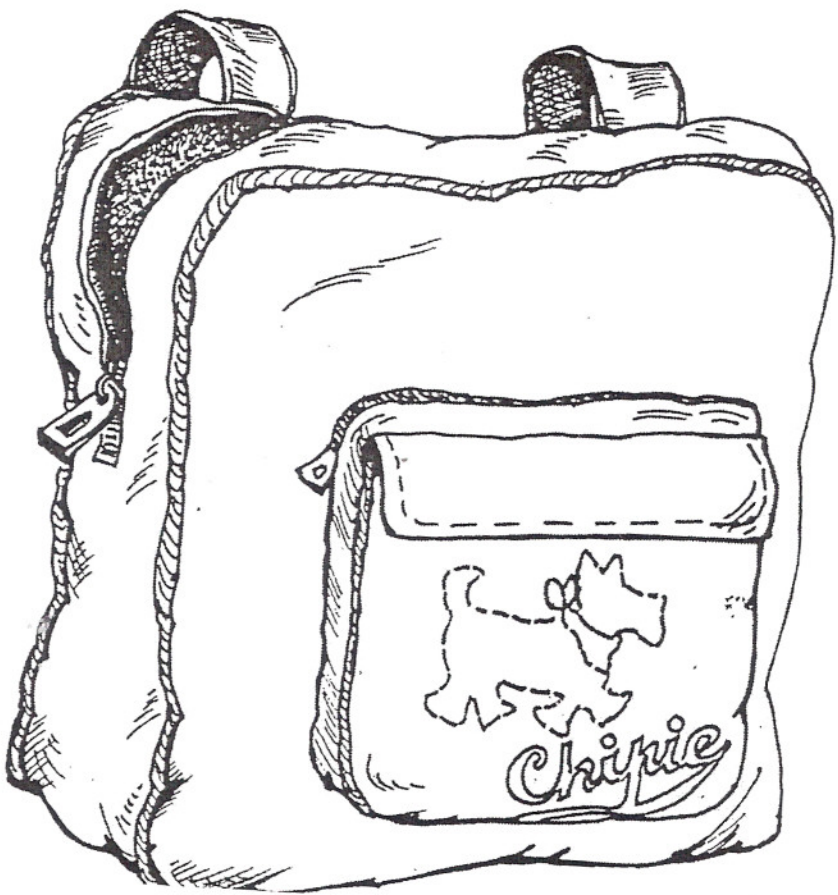
Here is my CE₂ class
I am Mr. Leblanc (Mr. White)
Find your seats, sit down
Listen carefully children

Today is maths
And after it is computer studies

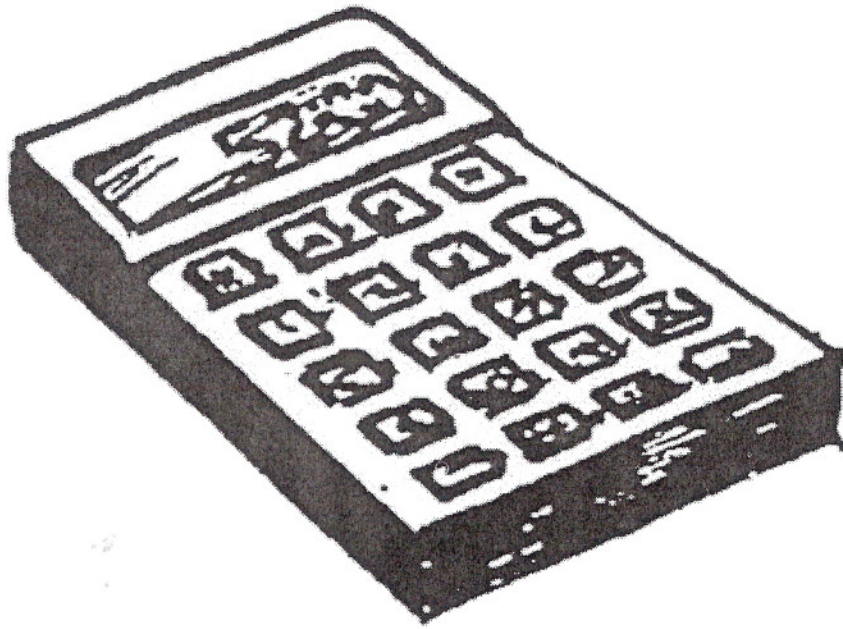
Suddenly Pirate comes in through the open window
He flies into the classroom
He repeats the teacher's words
While he is looking for a seat

The children laugh and make a noise
"Silence" says the teacher, "be quiet, that's enough"
"Silence, be quiet" Pirate repeats and calls out
"How wonderful it is when the children laugh".

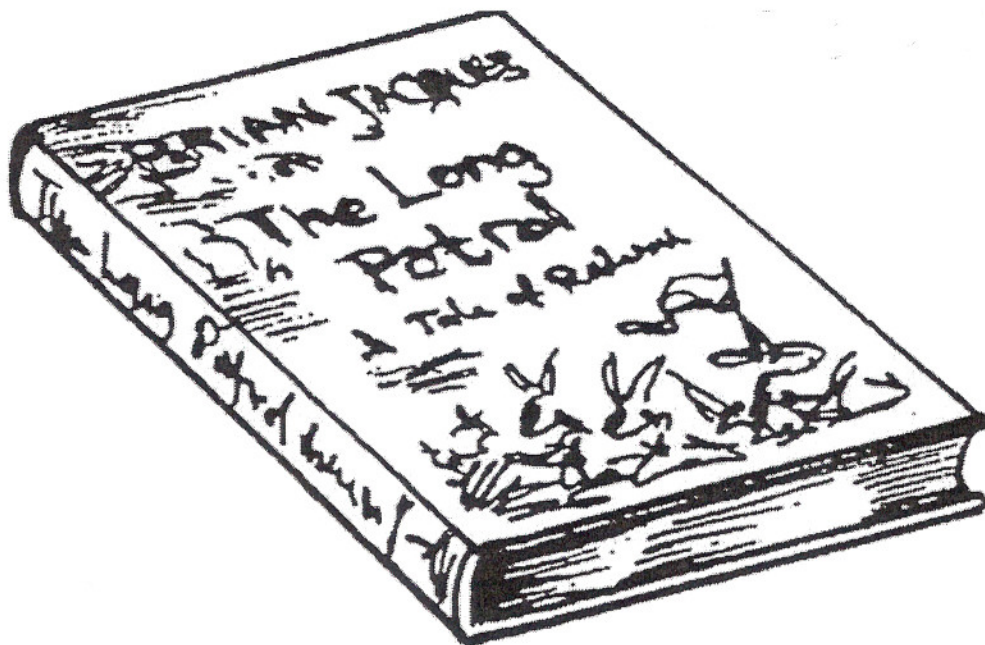
Resource Sheet a)



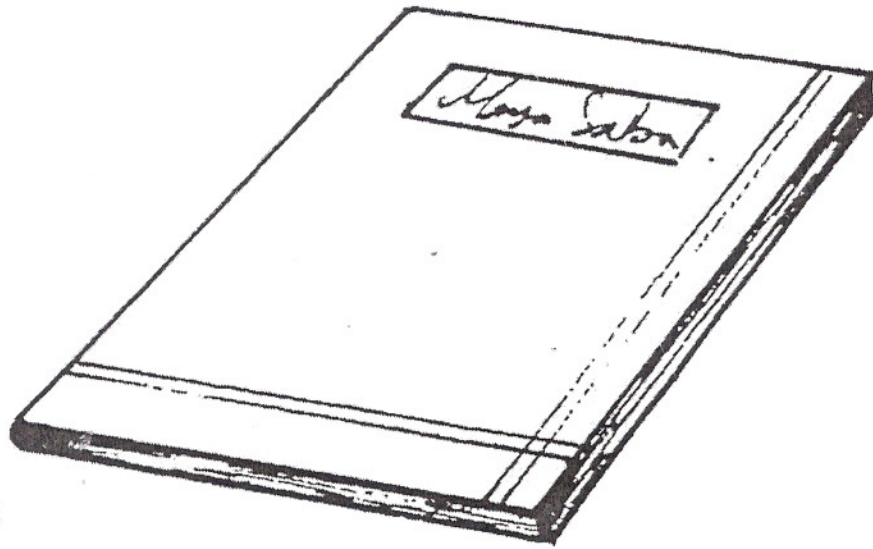
Resource Sheet a)



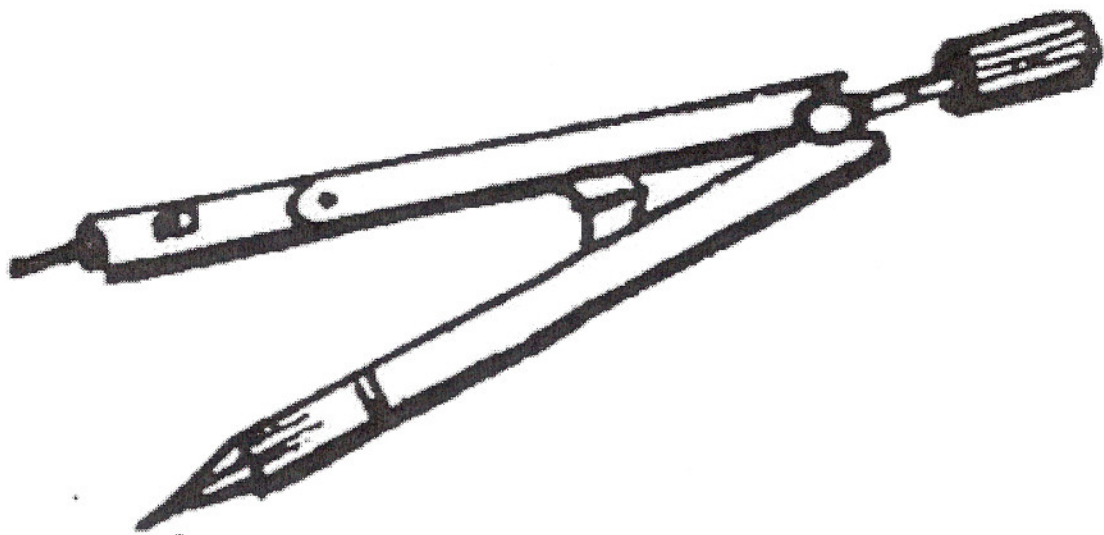
Resource Sheet a)



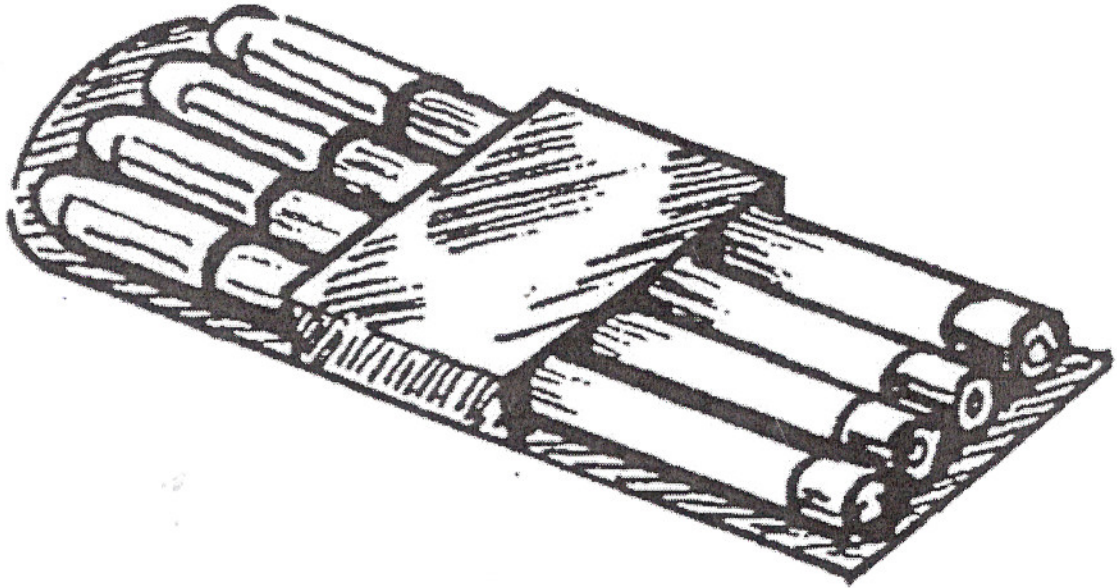
Resource Sheet a)



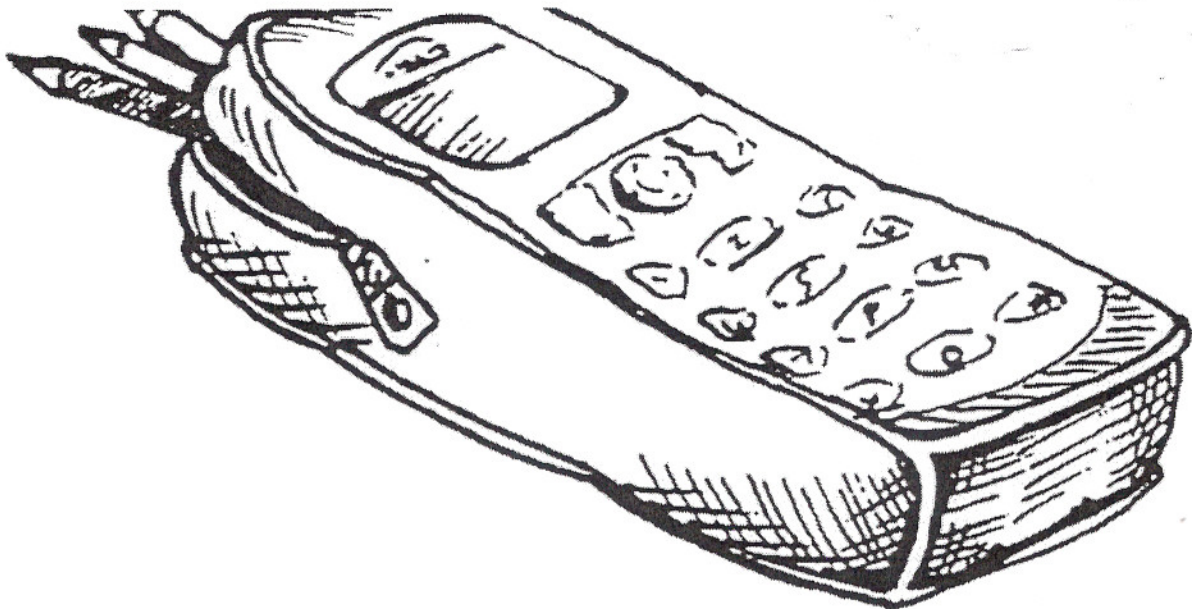
Resource Sheet a)



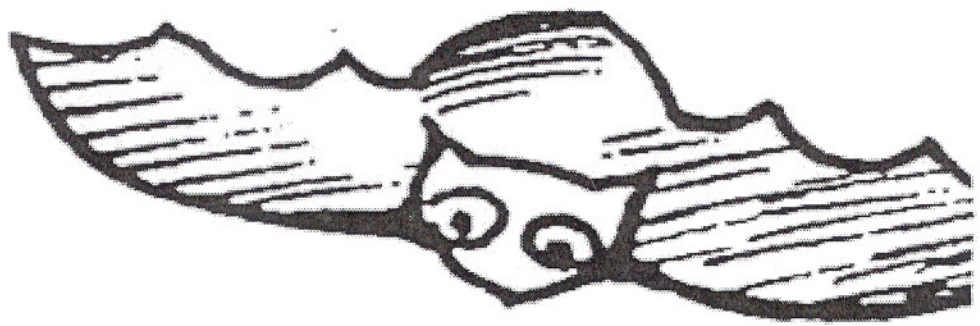
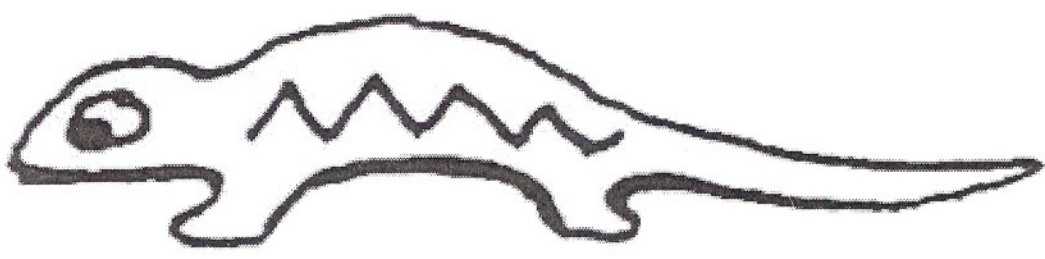
Resource Sheet a)



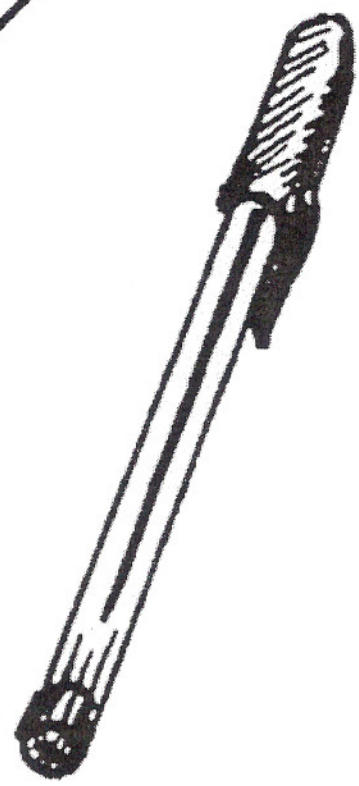
Resource Sheet a)



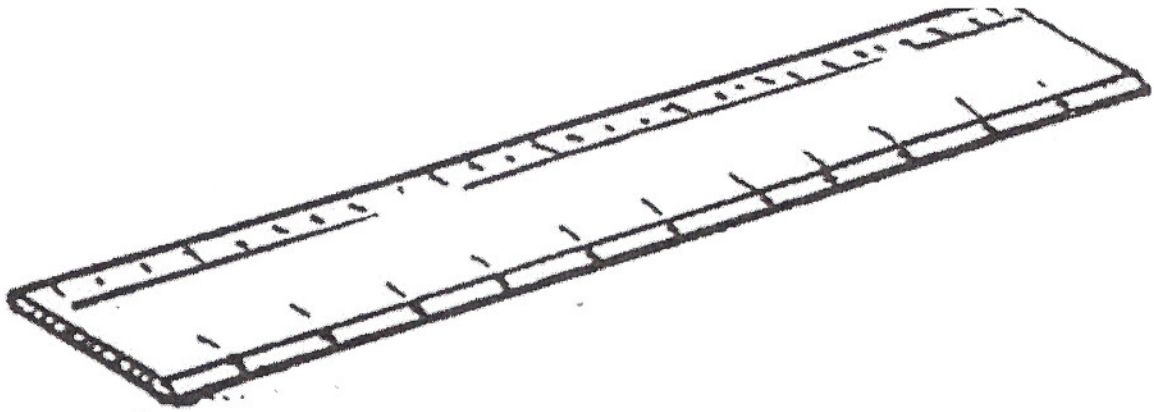
Resource Sheet a)



Resource Sheet a)



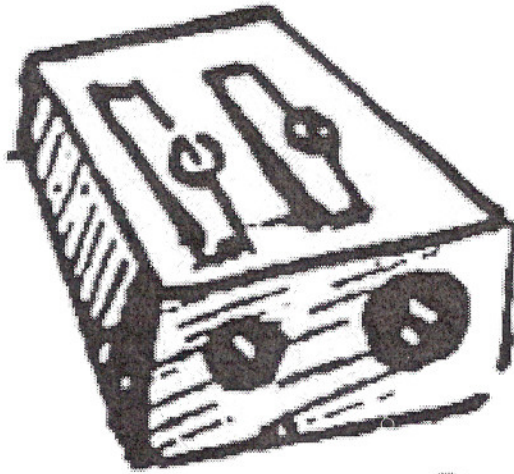
Resource Sheet a)



Resource Sheet a)



Resource Sheet a)



Resource Sheet b)

jours

Resource Sheet b)

lundi

Resource Sheet b)

mardi

Resource Sheet b)

mercredi

Resource Sheet b)

jeudi

Resource Sheet b)

vendredi

Resource Sheet b)

samedi

Resource Sheet b)

dimanche

Resource Sheet c)

mois

Resource Sheet c)

janvier

Resource Sheet c)

février

Resource Sheet c)

mars

Resource Sheet c)

avril

Resource Sheet c)

mai

Resource Sheet c)

juin

Resource Sheet c)

juillet

Resource Sheet c)

août

Resource Sheet c)

septembre

Resource Sheet c)

octobre

Resource Sheet c)

novembre

Resource Sheet c)

décembre

JOUONS AU LOTO!

Les cours

Resource Sheet e)

l'anglais

Resource Sheet e)

**l'éducation
physique**

Resource Sheet e)

le dessin

Resource Sheet e)

le français

Resource Sheet e)

la géographie

Resource Sheet e)

l'histoire

Resource Sheet e)

l'informatique

Resource Sheet e)

**l'instruction
civique**

Resource Sheet e)

**les
mathématiques**

Resource Sheet e)

la musique

Resource Sheet e)

les sciences

Resource Sheet e)

**les travaux
manuels**

RESOURCE SHEET f

amande, abricot
araignée, arbre,
arrosoir, âne,
avion, ananas.

a a a

a	a	a	a	a	a	a	a	a	a
a	a	a	.	.	.	.	.	.	.

b b b

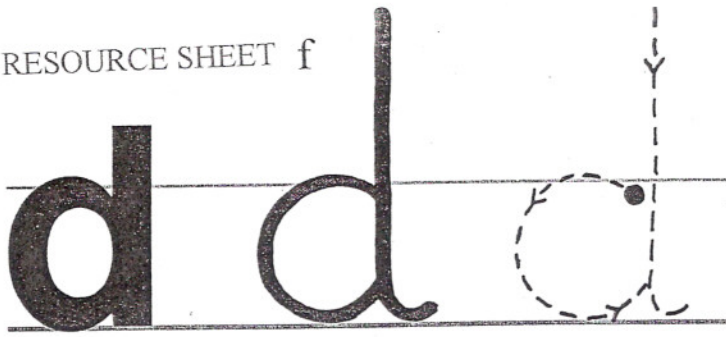
bain, bulle,
baignoire,
banane, ballon,
baleine, bateau.

b	b	b	b	b	b	b	b	b	b
b	b	b	.	.	.	.	.	.	.

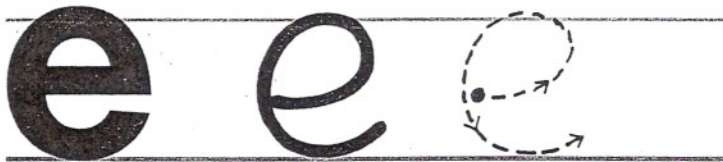
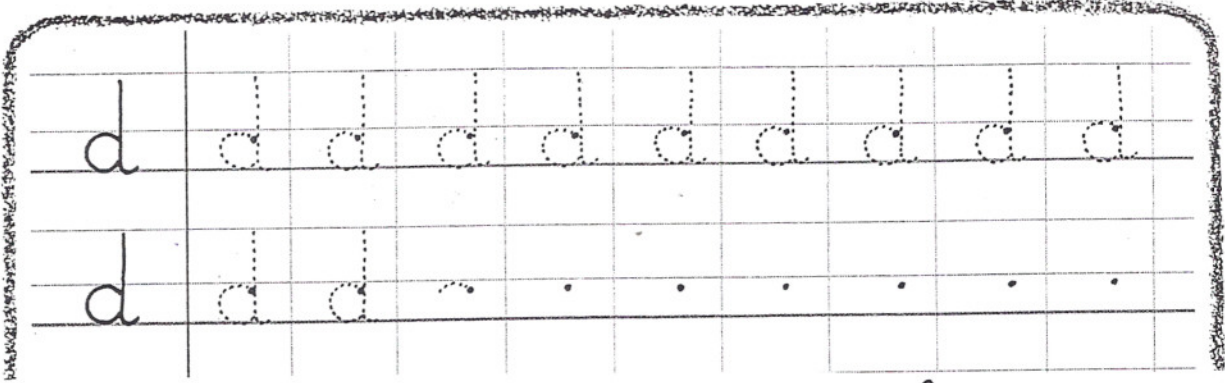
c c c

cerf-volant, carré
cadenas, corbeau
chapeau, chat,
cage, clé.

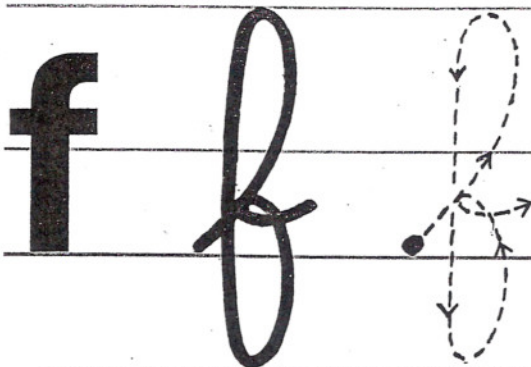
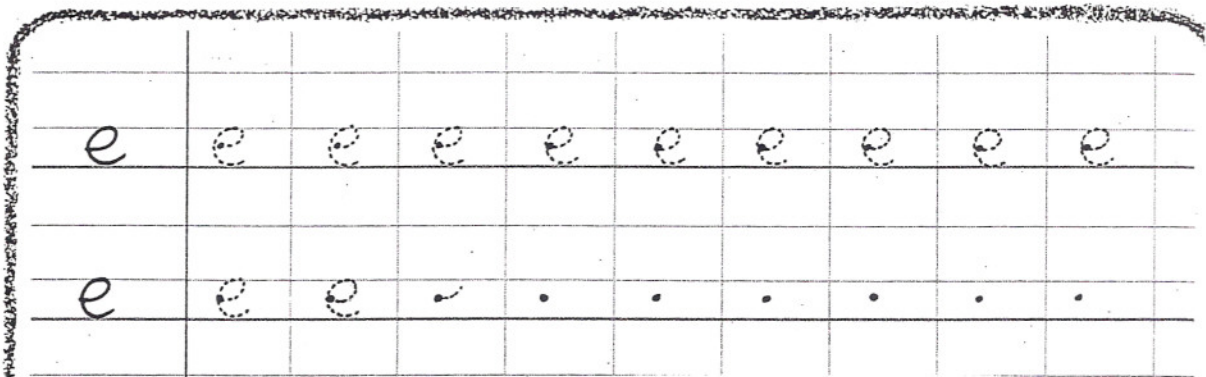
c	c	c	c	c	c	c	c	c	c
c	c	c	.	.	.	.	.	.	.



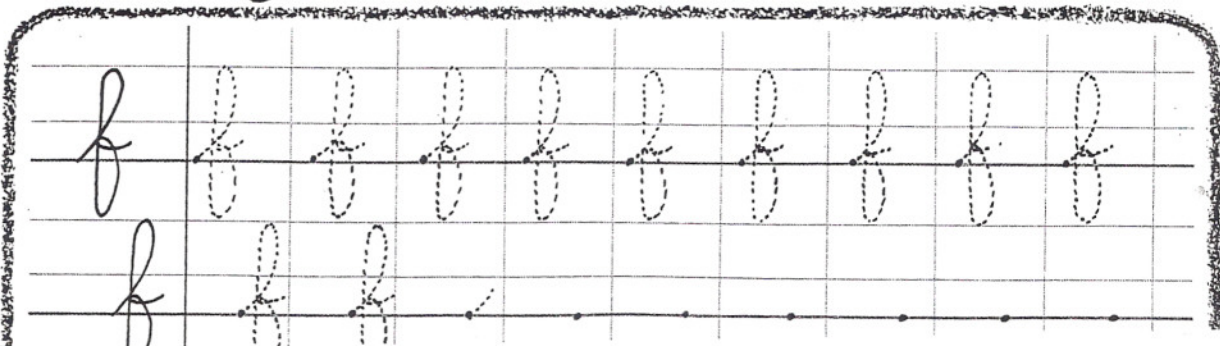
dune, désert,
diable, dragon,
drapeau,
dauphin.

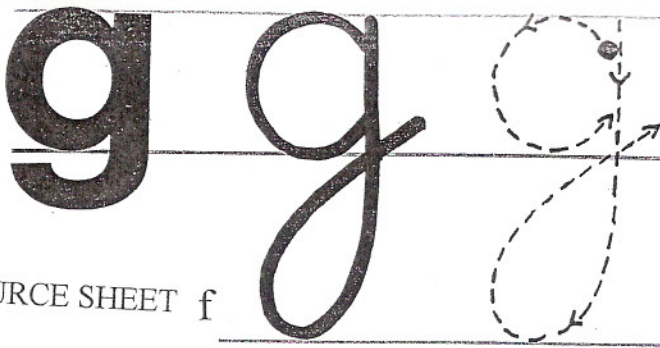


étoile, entonnoir
épouvantail,
écharpe, échelle,
éléphant, escargot



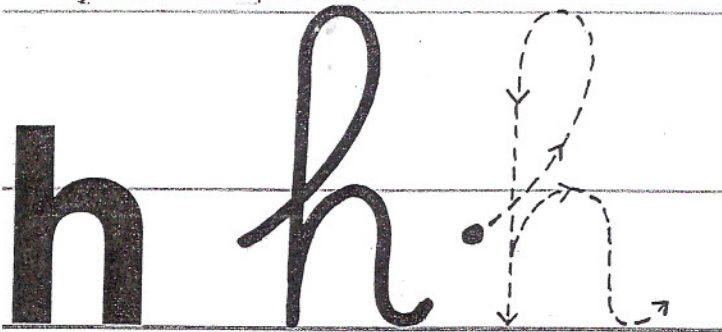
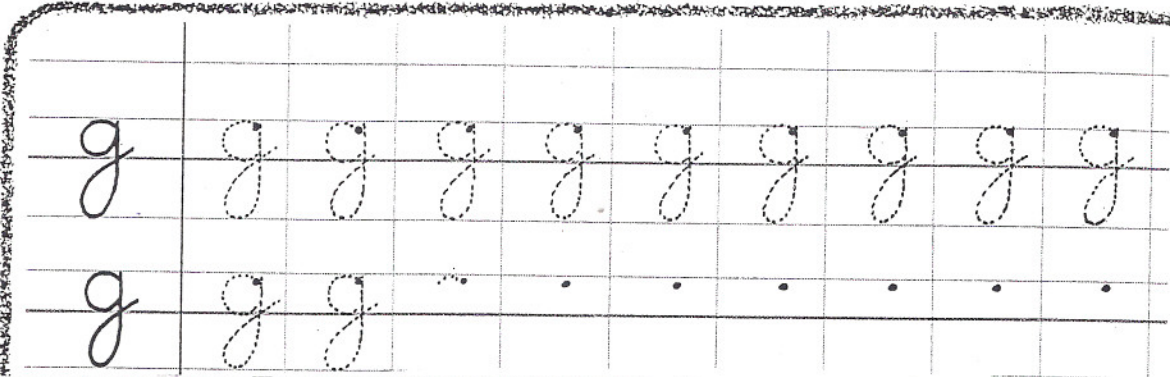
forêt, fumée, faon,
ferme, fourche,
feuille, foin,
fleur, fraise.



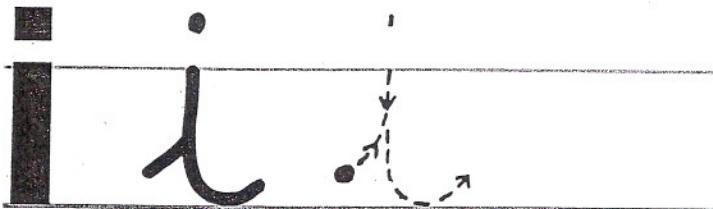
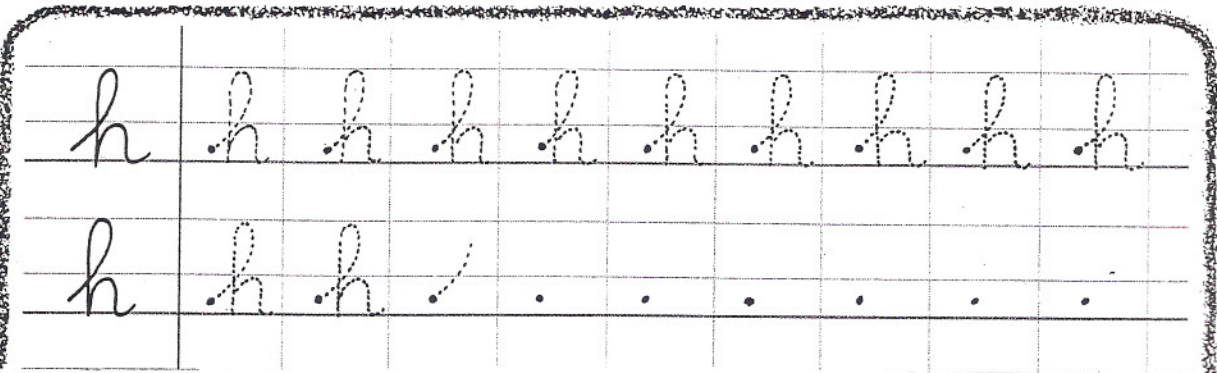


guitare, gâteau
guirlande,
girafe, grenouille

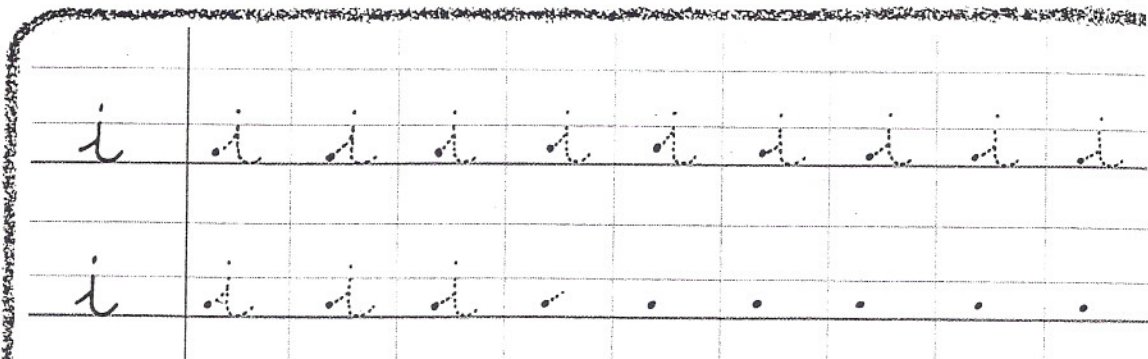
RESOURCE SHEET f

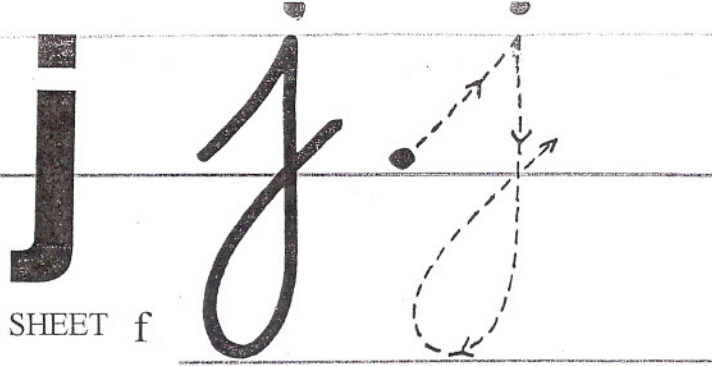


hamac, houx,
horloge, hibou,
herbe, hérisson,
hippopotame.



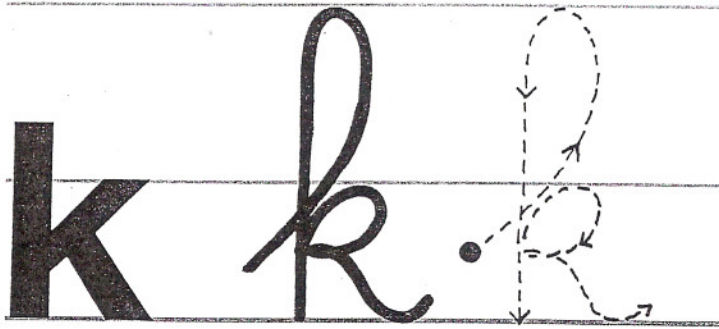
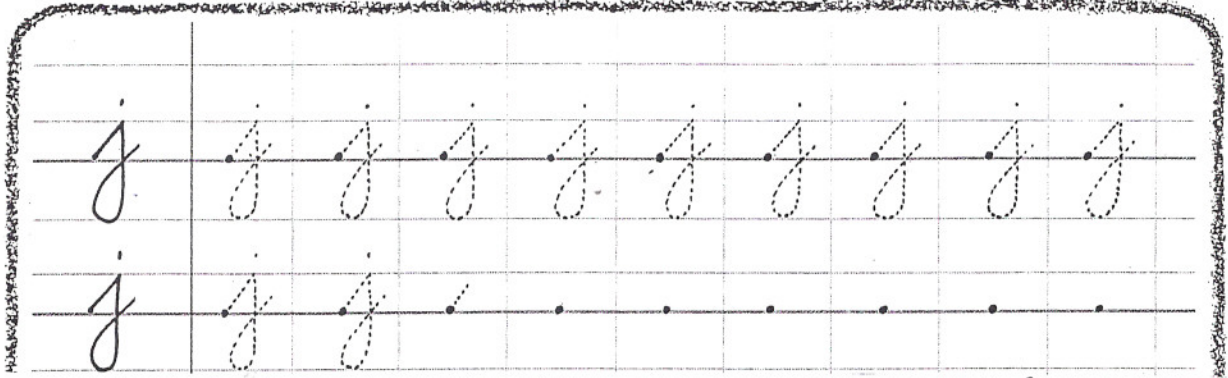
iceberg, île,
image, indier
iguane, igloo



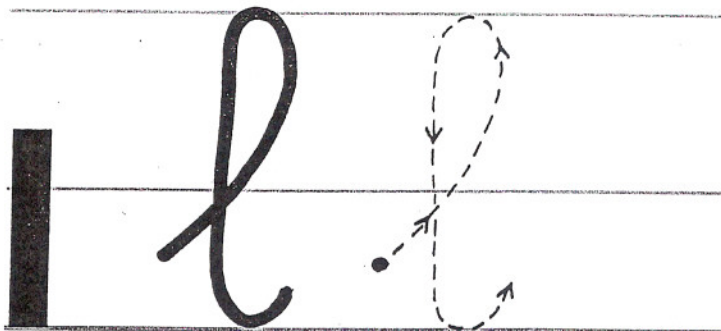
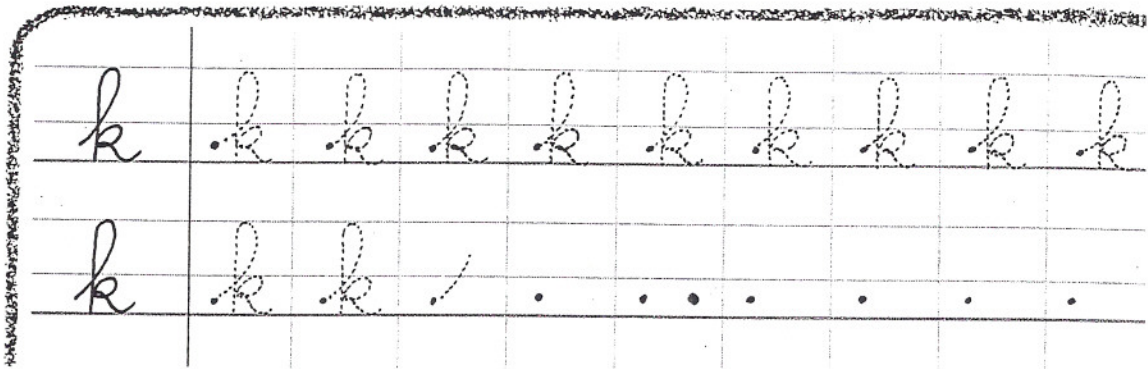


jaguars, jaune,
jeux, journal,
jonquilles,
jumelles.

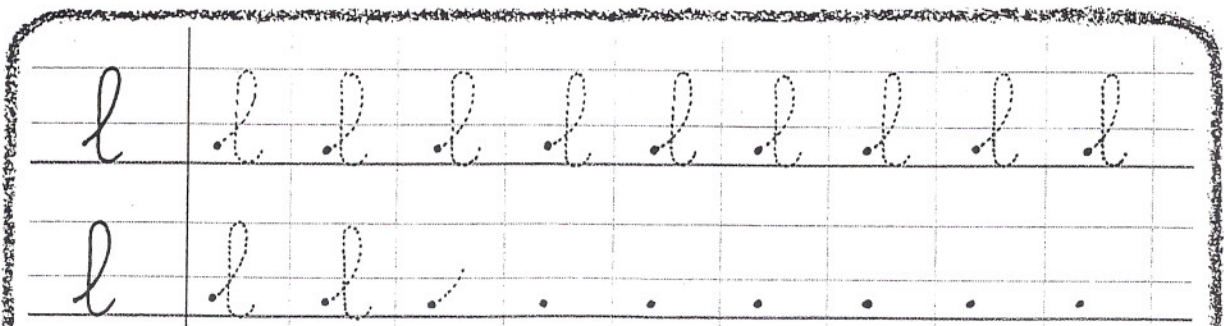
ESOURCE SHEET f



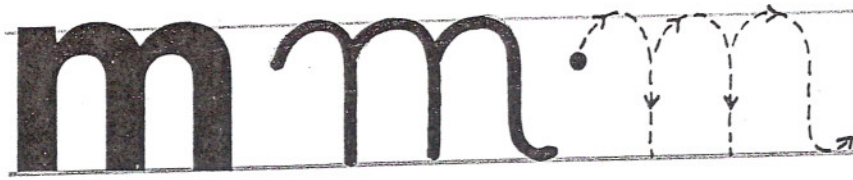
koala, kiosqu
képi, klascon,
kiwi,
kangourou.



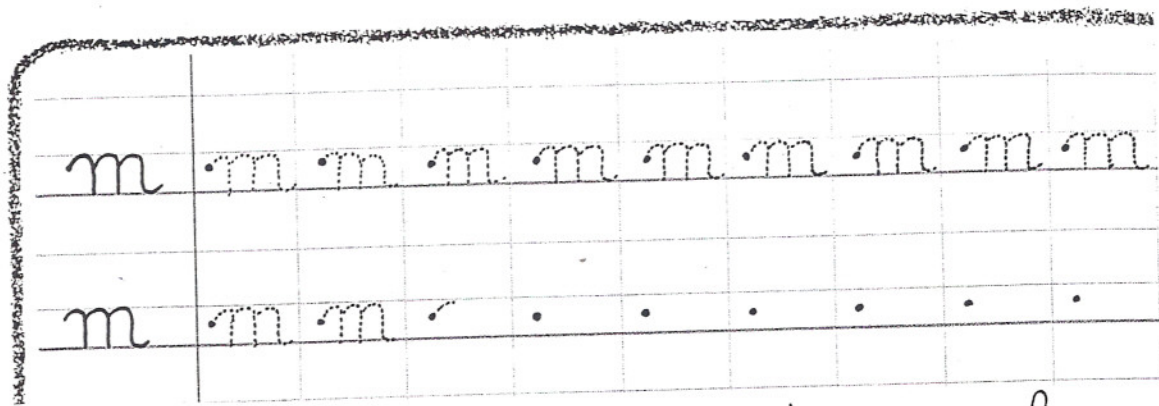
lampion, lampe,
lion, lézard,
lapin, lit,
lune.



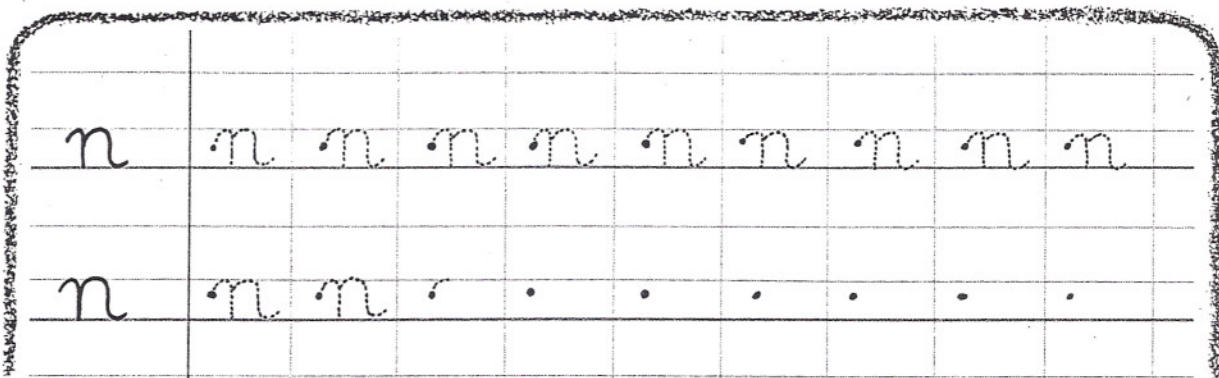
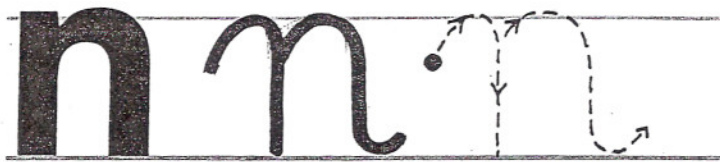
montgolfière, moi
mer, moulin,



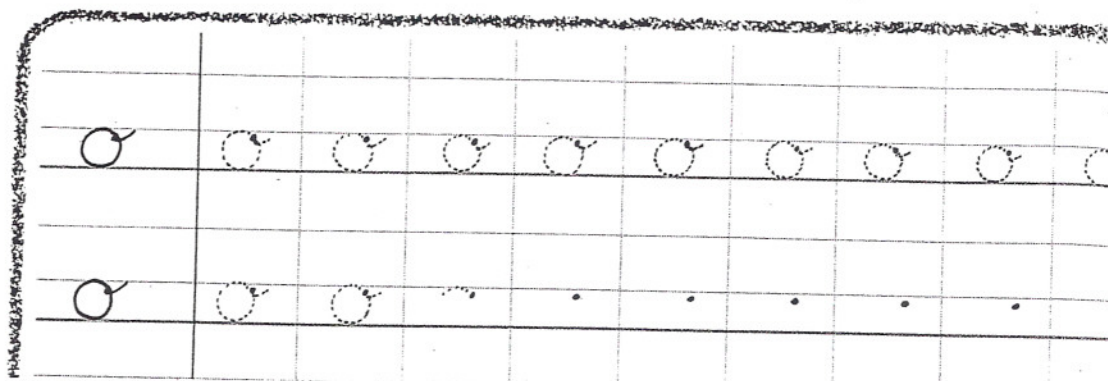
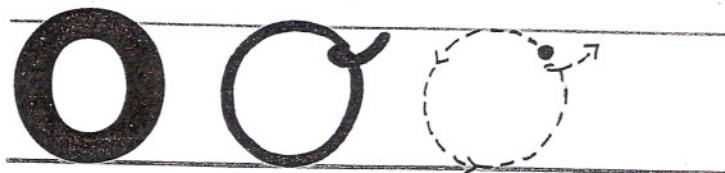
montagne,
marguerite

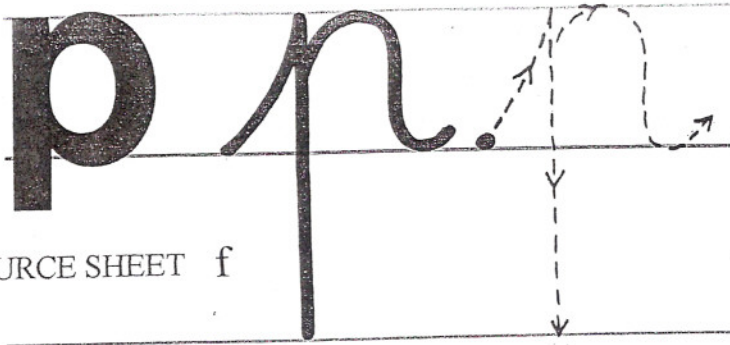


naja, narval,
nénuphar,
navire,
nuage.



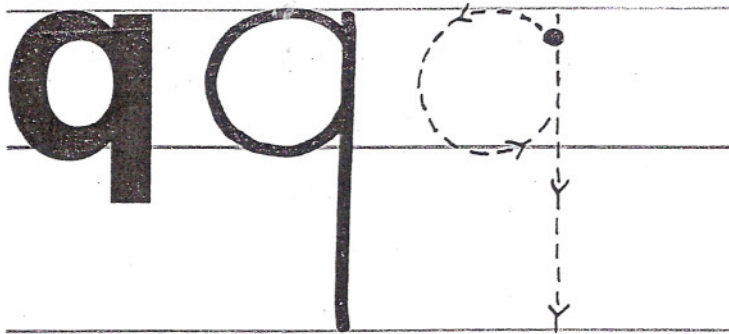
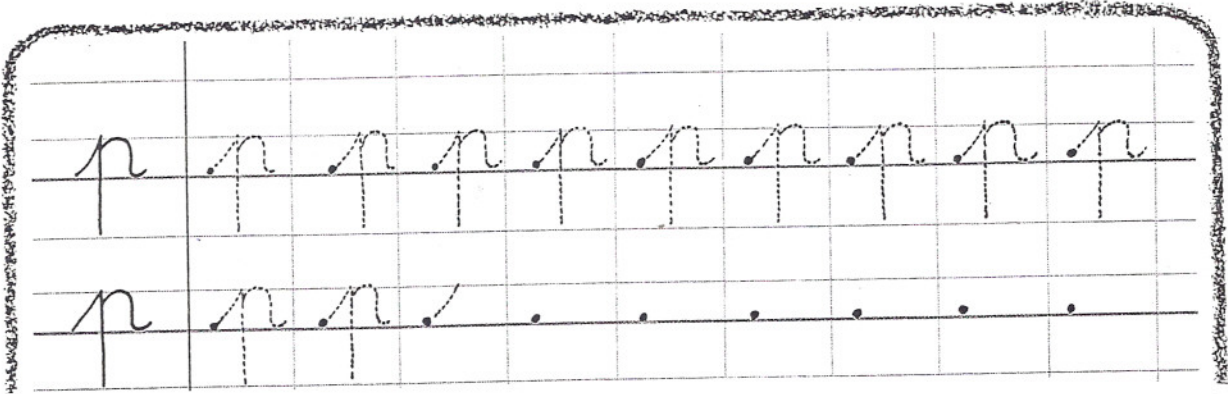
oreiller, os,
orange, œuf
oiseaux, oie,
ours.



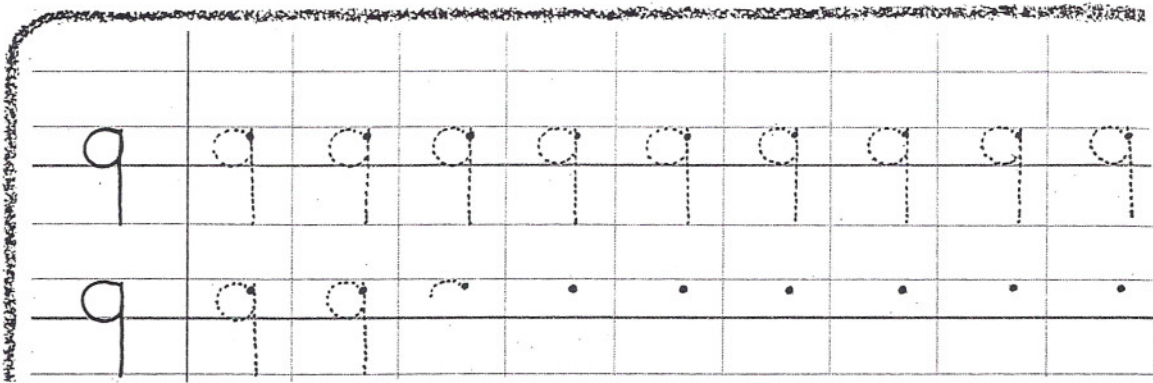


palmier, poire,
pomme, papillon,
pastèque, panda,
parapluie.

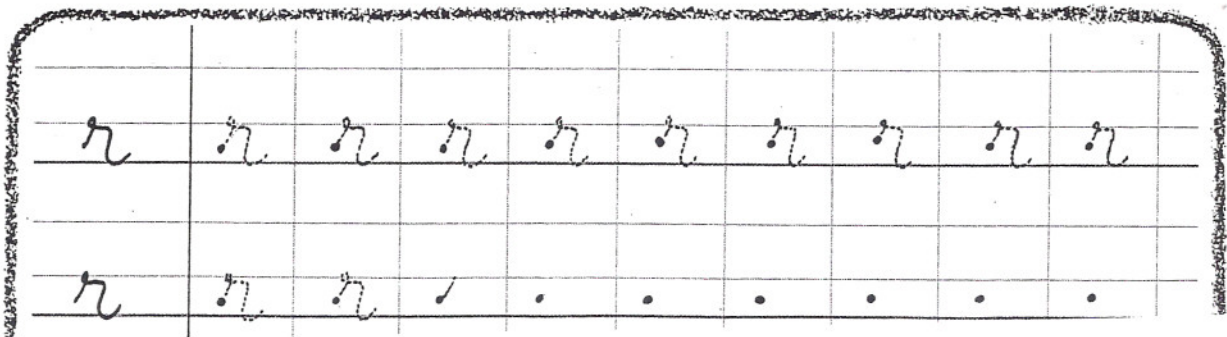
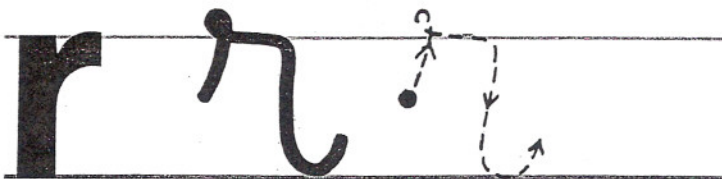
RESOURCE SHEET f



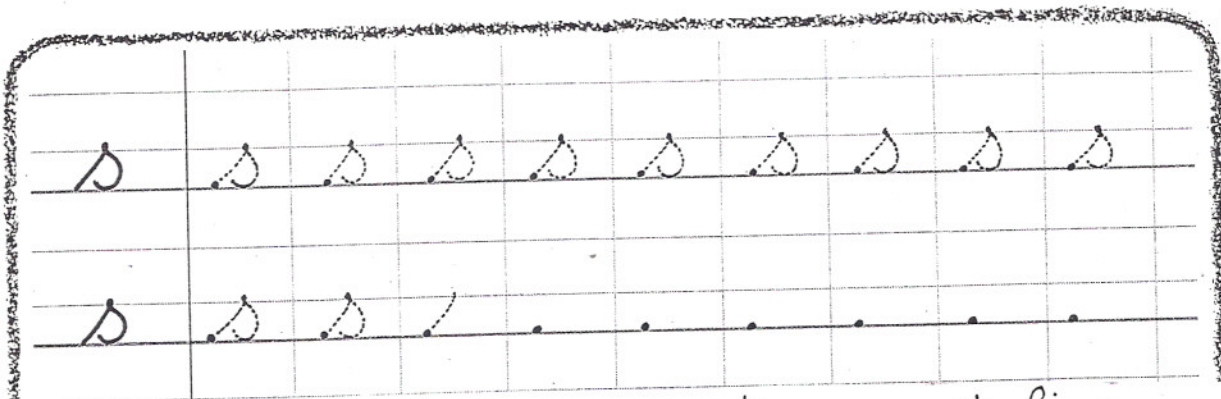
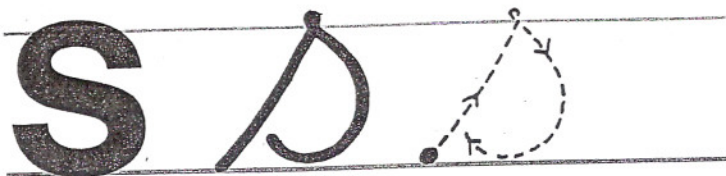
quilles, quetz
queue, quatre



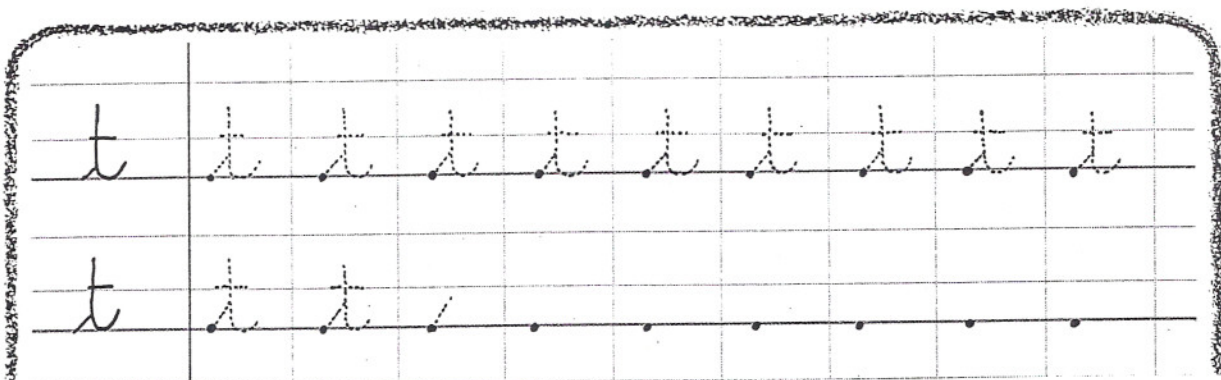
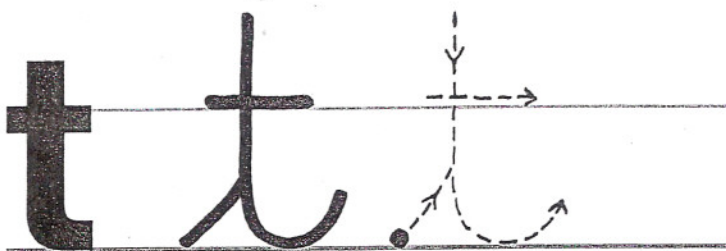
roulotte, renard,
rose, ruche, radis,
raisin, rideau.



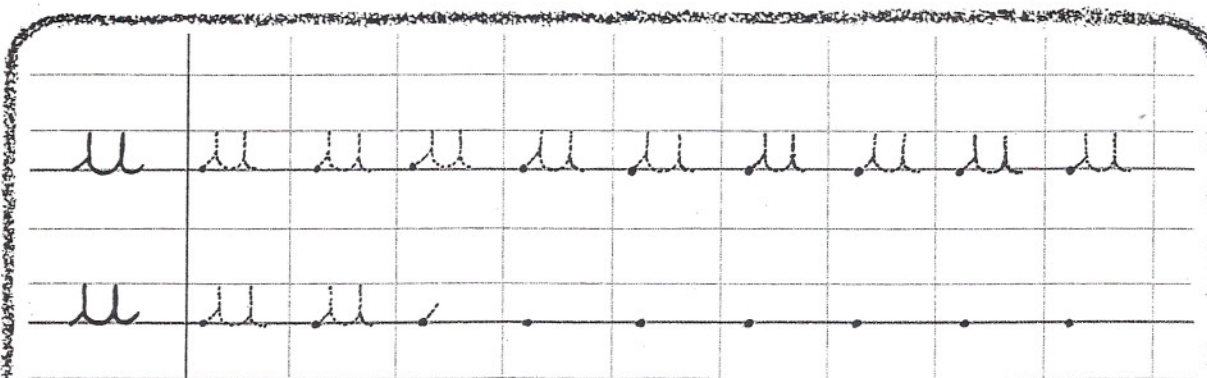
sapins, singe,
soleil, sabot,
saxophone,
sucette, souris.



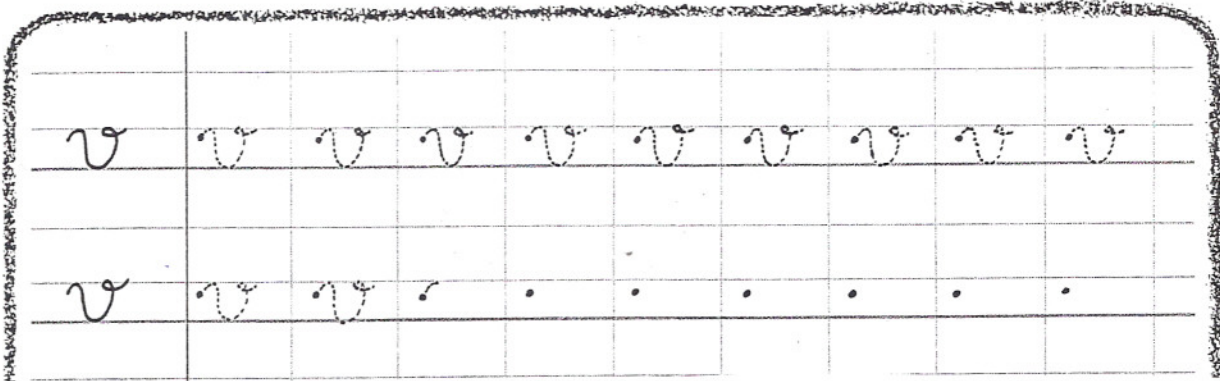
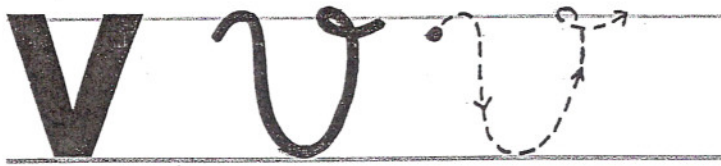
toucan, tulipe,
tambour, tortue,
trompette, tigre,
tonneau.



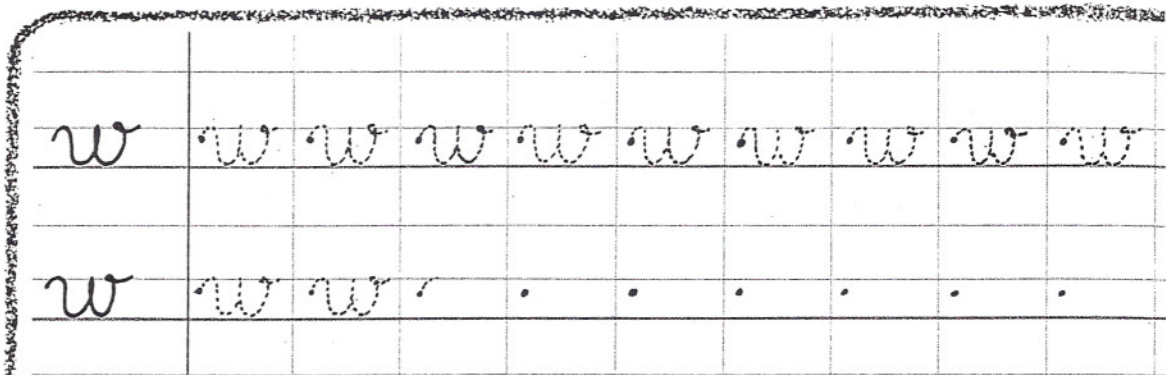
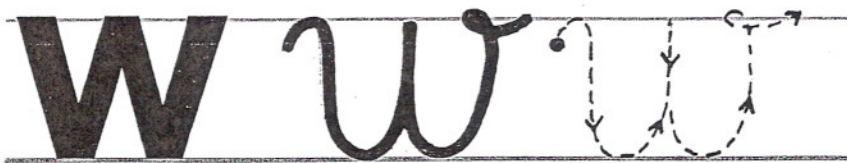
usine,
unau,
u.l.m.



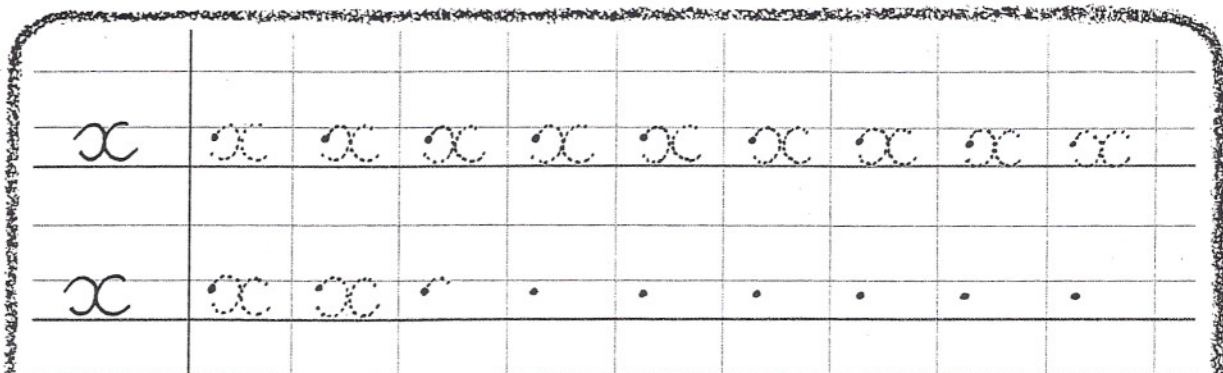
village, vache,
violon, voilier,
voiture, vert,
valise.

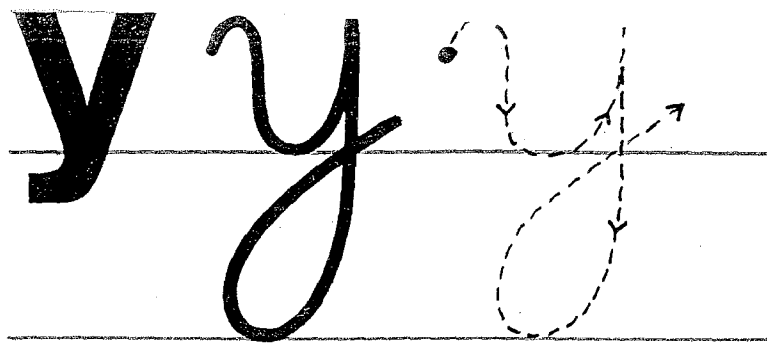


wagon,
wapiti.



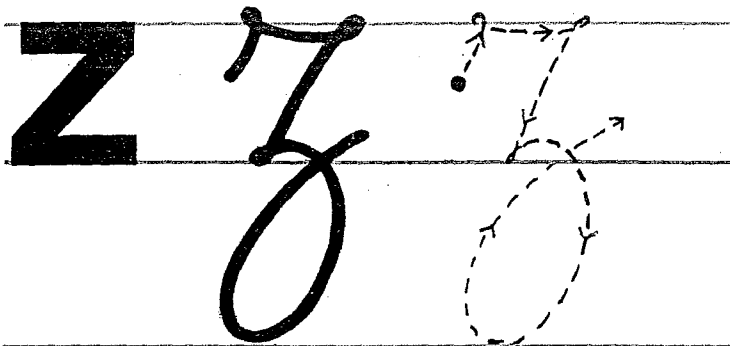
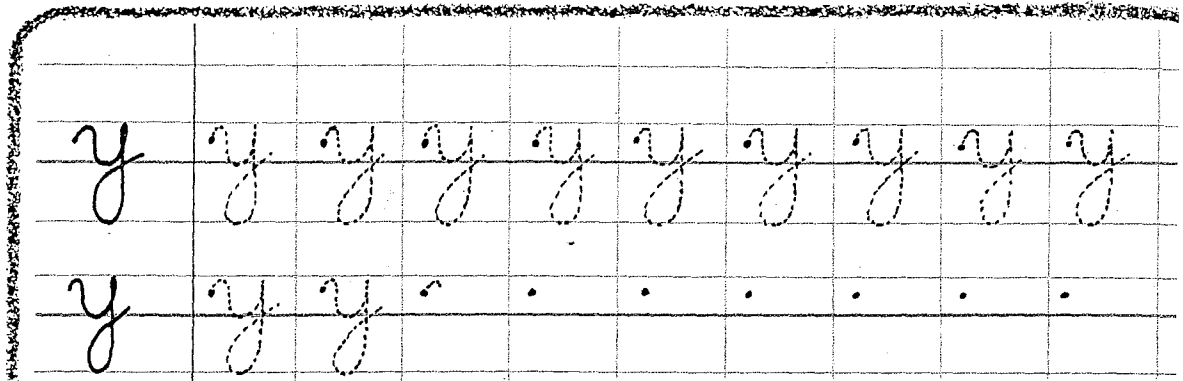
xylophone,
xérus.





yoyo,
yaourt,
yack.

RESOURCE SHEET f



zèbre,
zoo,
zigzag.

