

# The Adventures of Luc and Lucie

A language pack with exciting lively  
materials for young learners



## Pack 6 Les Sports d'hiver: Winter sports









# Teacher's Guidance

## Les Sports d'hiver: Winter Sports

### Contents of Pack 6

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# Year 4

<b>Learning Objectives</b> Year 4 children should be taught to	The objectives are covered in the following places:			
<b>Oracy</b>	<b>Pack 4</b>	<b>Pack 5</b>	<b>Pack 6</b>	<b>Pack 7</b>
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
04.2 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 
04.3 Listen for sounds; rhyme and rhythm	Pages 1, 3, 6, 8, 9, 10 	Pages 1 Reader, CD	Page 1	Pages 5, 6, 7 
04.4 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
<b>Literacy</b>				
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				
<b>Intercultural Understanding</b>				
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			
<b>Language Learning Strategies</b>				
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:

	<b>Pack 4</b>	<b>Pack 5</b>	<b>Pack 6</b>	<b>Pack 7</b>
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 6

# Les Sports d'hiver: Winter Sports

### Introduction

This is the 6th pack in the Adventures of Luc and Lucie. In this episode the action takes place at the winter sports resort of Serre Chevalier in the French Alps. Luc and Lucie have travelled there with their class for a winter sports holiday. The emphasis is on winter sports activities and clothing.

In this episode pupils will learn:

- How to describe winter sports activities.
- The names of winter sports clothing and how to describe what they or others are wearing.
- To express preferences related to sports.
- The names for parts of the body and how to say that a part of the body is hurting.
- To describe the seasons.
- To write a postcard.

This pack includes:

- Teacher's guidance and detailed lesson plans
- A big picture
- Activity sheets
- Resource sheets
- An A3 sheet of cut out clothes
- A reader in French - recorded onto CD
- The next episode of the story
- An internet quiz on Serre Chevalier

## Les Sports d'hiver: Winter Sports

### Structures and Grammar

Pupils will learn:

1. The names of different winter sports activities.  
How to conjugate and use the verb '**faire**' to describe these activities.  
To ask for and give preferences in sports using the question and answer  
**Quel est ton sport préféré?**  
**Mon sport préféré est .....**
2. The vocabulary for items of clothing.  
The agreement of adjectives describing the clothes.  
The conjunction and use of the '**er**' verb '**porter**'
3. Vocabulary for parts of the body.  
How to say that a part of the body is hurting.  
**J'ai mal .....**
4. The use of **au, à la, à l', aux** with the verb '**avoir mal**'  
**J'ai mal au ventre .....**
5. The names of the seasons.  
How to describe weather in different seasons  
**Au printemps il fait .....**
6. The format for writing a postcard.

Assessment Sheet

Name: .....

Class .....

Things I can understand and do in French	Yes I can	Yes I can with help	My friend/ teacher agrees
Say which winter sports activities Luc and Lucie are taking part in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress the cut out of Luc and Lucie and label the clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe what Luc and Lucie are wearing to my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and say six items of clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say my two favourite sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point to the correct part of my body when its name is called out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say that a part of my body is hurting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name the seasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what the weather is like in each season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a postcard to my friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand the reader Les Sports d'hiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments:

Signed: ..... Date: .....



## WINTER SPORTS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To extend knowledge of sports	<p>1. <b>le bonhomme de neige</b>: the snowman  <b>le patin à glace/le patinage</b>: ice skating  <b>le ski</b>: skiing  <b>le snowboard</b>: the snowboard  <b>le téléphérique</b>: the cable car  <b>la boule de neige</b>: the snowball  <b>la luge</b>: the toboggan</p>	<ul style="list-style-type: none"> <li>• Display big picture and talk in English about activities in a winter sport resort.</li> <li>• Identify with which winter sport activities Luc &amp; Lucie's class are involved.</li> </ul>
a) To revise and conjugate in full. 'Faire' to make, to do je fais - I do, make tu fais - you do, make il fait - he/it does, makes elle fait - she/it does, makes on fait - one does/makes nous faisons - we do, make vous faites - you do, make ils font - they do, make (masc/mixed) elles font - they do, make (fem)	<p>2. <b>faire du ski</b>: to go skiing  <b>faire du patinage/du patin à glace</b>: to go ice skating  <b>faire de la luge</b>: to go tobogganing  <b>faire du snowboard</b>: to go snowboarding  <b>faire une bataille de boules de neige</b>: to have a snowball fight  <b>faire un bonhomme de neige</b>: to make a snowman</p>	<ul style="list-style-type: none"> <li>• Give the French name for these activities highlighting similarities and differences in the two languages.</li> <li>• Use sports cards (resource sheet (a) ) for the activities Luc &amp; Lucie are taking part in to practise naming the sports. Ask the children to respond and to state preferences.</li> </ul>
b) To understand that 'faire' is also used to translate "to go" in some expressions e.g. <b>faire du ski</b> : to go skiing	<p>3. <b>Que fait-il?</b> what is he doing?  <b>Il fait de la luge</b>: he is tobogganing  <b>Que fait-elle?</b> What is she doing?  <b>Elle fait du patin à glace</b>: she is going ice-skating</p>	<p><b>Qu'est-ce que tu aimes?</b>  What do you like?  e.g. <b>j'aime le ski.</b></p> <ul style="list-style-type: none"> <li>• Introduce the verb 'faire' in the present tense, using flash cards made from resource sheet (b). Place in order on board then the children listen to and repeat the verb in order. Place flashcards out of order. Children are challenged to place them in correct order.</li> </ul>
c) When 'faire' is used in connection with sports "du" is used with a masculine noun and <b>de la</b> with a feminine noun	<p>4. <b>Que font-ils?</b> What are they doing?  <b>Ils font de la luge</b>: They are going tobogganing.  <b>Que font-ils?:</b> What are they doing?  <b>Ils font du snow-board</b>: They are going snow boarding</p>	<ul style="list-style-type: none"> <li>Use activity Sheet A to practise the verb 'faire' in different forms.</li> </ul>
To be able to respond to the key question. <b>Que fais-tu?</b>	<p>5. <b>Que fais-tu?</b> What are you doing?  <b>Je fais du ski</b>: I am skiing  <b>Je fais un bonhomme de neige</b>: I am making a snowman.</p>	

## Suggested Assessment Opportunities

Can the children form the verb 'faire' correctly?

## KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.2, 4.3, 4.4	L4.2, L4.3, L4.4		1	2, 7, 9

## Clothes

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To learn the names of clothes worn by Luc and Lucie for Winter sports	<p>Qu'est-ce que c'est?: What is it?</p> <p>Un blouson: a casual jacket</p> <p>Un bonnet: a woollen hat</p> <p>Un chemisier: a blouse</p> <p>Un collant: tights</p> <p>Un pantalon: trousers</p> <p>Un pullover: a pullover</p> <p>Un sac à main: a handbag</p> <p>Un short: shorts</p> <p>Un sweat: a sweatshirt</p> <p>Un T-shirt: a t-shirt</p> <p>Une cagoule: a hood</p> <p>Une chemise: a shirt</p> <p>Une écharpe: a scarf</p> <p>Une jupe: a skirt</p> <p>Une robe: a dress</p> <p>Des baskets: trainers</p> <p>Des bottes: boots</p> <p>Des chaussettes: socks</p> <p>Des chaussures: shoes</p> <p>Des gants: gloves</p>	<ul style="list-style-type: none"> <li>Use items of winter sports and other items of clothing if possible or pictures cut from catalogues to practise saying the names of the clothes.</li> <li>Ask the children to draw a suitcase and in it draw and label items they would take on a winter sports holiday: <b>Dans ma valise il y a .....</b> In my suitcase there is .....</li> <li>Use the A3 cut out sheets to dress Luc and Lucie for different weathers. Clothes can be coloured (revising colour adjectives) and the dressed character stuck on to A4 paper. The clothes can be labelled using resource sheet (c). e.g. <b>un pantalon bleu.</b> <b>Une cagoule verte, des chaussettes jaunes.</b> Children look at descriptions of Luc &amp; Lucie in reader, describe their own cut out to the class e.g. <b>Luc porte .....</b> <b>Lucie porte .....</b></li> </ul>		
To introduce and conjugate a regular 'er' verb 'porter' and draw attention to the endings of each part of the verb	<p>Porter: to wear (and to carry)</p> <p>Je <u>porte</u></p> <p>Tu <u>portes</u></p> <p>Il/elle <u>porte</u></p> <p>On <u>porte</u></p> <p>Nous <u>portons</u></p> <p>Vous <u>portez</u></p> <p>Ils/elles <u>portent</u></p> <p>Qu'est-ce qu'il porte? What is he wearing?</p> <p>Qu'est-ce qu'elle porte? What is she wearing?</p> <p>Il porte .... He is wearing...</p> <p>Elle porte .... She is wearing ....</p> <p>Qu'est-ce tu portes? What are you wearing?</p> <p>Je porte: I am wearing/ I wear...</p> <p>Qu'est-ce que tu mets pour faire du ski?</p> <p>What do you put on to go skiing?</p> <p>Je mets: I put on .....</p>	<ul style="list-style-type: none"> <li>Complete Activity Sheet B to practise conjugation of the verb 'porter'.</li> </ul>		
To revise and extend knowledge of colours	<p>Bleu marine: navy blue</p> <p>Bleu clair: light blue</p> <p>Bleu turquoise: turquoise blue</p> <p>Vert foncé: dark green</p>	<ul style="list-style-type: none"> <li>Use a copy of a page in the reader. Ask the children to highlight/underline the colour adjectives.</li> </ul>		
<p><b>Suggested Assessment Opportunities</b></p> <p>Which children can label clothes accurately? Which children can add an appropriate colour adjective, correctly formed?</p>				
<p><b>KS2 Framework Objectives</b></p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1	L 4.3, 4.4		2, 3	2, 5, 7

## SCHOOL CLOTHES

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To know how to describe the clothes worn by children at school.</p> <p>To realise that French children do not wear a school uniform</p> <p>To revise the agreement rule of colour adjectives</p>	<p><b>Un collant:</b> tights  <b>Une cravate:</b> a tie  <b>Une veste:</b> a jacket</p>	<ul style="list-style-type: none"> <li>• Using the list of clothes for Luc &amp; Lucie and the new vocabulary. Ask the children to describe their school uniform in French.</li> <li>Look at the big picture of La Rentrée pack 4 and describe what the French children are wearing.</li> <li>• Discuss in English the advantages and disadvantages of wearing a school uniform.</li> <li>• Ask the children to write a description of their school uniform using Resource Sheet (d). Ask them to draw themselves wearing their school uniform under the written description.</li> <li>• Complete Activity Sheet C with the correct form of the adjective.</li> </ul>

**Suggested Assessment Opportunities**

Can children describe their school uniform?

**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
		4.2		

## PREFERENCES IN SPORT

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To reinforce ways of expressing likes and dislikes	<p>Qu'est-ce que tu aimes? What do you like?            J'aime ..... I like .....</p> <p>Qu'est-ce que tu n'aimes pas? What don't you like?            Je n'aime pas ..... I don't like .....</p>	<ul style="list-style-type: none"> <li>Teacher asks the question of individual children.</li> <li>a) Qu'est-ce que tu aimes?</li> <li>b) Quel est ton sport préféré?</li> </ul> <p>Pupils ask the questions of each other.</p>		
To express preferences	<p>Quel est ton sport préféré? What is your favourite sport?            Mon sport préféré est .....            (la natation)            My favourite sport is ...(swimming)</p> <p>Qu'est-ce que tu préfères? What do you prefer?            Je préfère le ..... (ski)            I prefer ..... (skiing)</p>	<ul style="list-style-type: none"> <li>Pupils draw their favourite sport. Drawings are cut out and placed under sport headings on a chart to be used for discussion.</li> <li>Teacher or child mouth the name of a sport for the class to guess.</li> <li>Repeat the miming activity in Pack 3 to include winter sports.</li> </ul>		
<b>Suggested Assessment Opportunities</b>				
<b>KS2 Framework Objectives</b>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
04.4			3	5, 11

## PARTS OF THE BODY

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To know the names for the parts of the body	<p><b>Touchez:</b> touch</p> <p>le bras: the arm  le coude: the elbow  le genou: the knee  le nez: the nose  le pied: the foot  le ventre: the stomach  la bouche: the mouth  l'épaule: the shoulder  la main: the hand  l'oreille: the ear  la tête: the head  les cheveux: the hair  les dents: the teeth  les doigts: the fingers  les yeux: the eyes</p>	<ul style="list-style-type: none"> <li>• Use the labelled pictures of Luc and Lucie resource sheet (e) to complete Activity Sheet D</li> <li>• Play Simon Says (<b>Jacques a dit</b>) with parts of the body e.g. "<b>touchez la tête</b>" / "<b>Jacques a dit touchez la tête</b>"</li> <li>• Sing "<b>Tête, épaules, genoux, pieds</b> (heads, shoulders, knees and toes) resource sheet (f).</li> <li>• Create a picture of an imaginary space creature and label it.</li> </ul>

**Suggested Assessment Opportunities**

Make a note of children who can remember the parts of the body

**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
04.2	L4.4		1	2, 7

## How to say your are not well

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To learn how to say a part of the body is hurting</p> <p>To understand that 'avoir mal' with masculine words is followed by <u>au</u>, with feminine words is followed by 'à la', with plural words is followed by <u>aux</u>.</p> <p>Both masculine and feminine words are followed by à l' before a vowel.</p>	<p><b>Comment ça va?</b> How are you?</p> <p><b>Ça va mal:</b> I am not well</p> <p><b>J'ai mal au ventre:</b> I have a tummy ache.</p> <p><b>J'ai mal à la gorge:</b> I have a sore throat.</p> <p><b>J'ai mal à la tête:</b> I have a headache.</p> <p><b>J'ai mal aux dents:</b> I have tooth ache</p> <p><b>J'ai mal à l'estomac:</b> I have a stomach ache</p>	<p>Teacher asks the key question in class. Pupils ask each other.</p> <p>Children act out their illnesses.</p>		
<p>To learn how to say that one's leg and arm are broken</p>	<p><b>Je me suis cassé la jambe:</b> I have broken by leg</p> <p><b>Je me suis cassé le bras:</b> I have broken my arm</p>			
<p><b>Suggested Assessment Opportunities</b></p>				
<p><b>KS2 Framework Objectives</b></p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
04.2			3	4, 5

## THE SEASONS

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To learn the names of the seasons</p> <p>To revise weather descriptions.</p> <p>To know how to describe different weather in each season</p>	<p><b>Les saisons:</b> the seasons  <b>Le printemps:</b> spring  <b>L'été:</b> summer  <b>L'automne:</b> autumn  <b>L'hiver:</b> winter</p> <p><b>Au printemps:</b> in the spring  <b>En été:</b> in summer  <b>En automne:</b> in autumn  <b>En hiver:</b> in winter  <b>Quel temps fait-il au printemps?</b>            What is the weather like spring?  <b>Il fait beau:</b> It is fine</p>	<p>Use Activity Sheet E to re-inforce spelling of the seasons</p> <ul style="list-style-type: none"> <li>• Use activities in Pack 3 to revise the weather terms</li> <li>• Practise the key questions:  <b>Quel temps fait-il au printemps?</b>  <b>Quel temps fait-il en hiver?</b> etc</li> </ul>		
<b>Suggested Assessment Opportunities</b>				
<b>KS2 Framework Objectives</b>				
<b>Oracy</b>	<b>Literacy</b>	<b>Intercultural Understanding</b>	<b>KAL</b>	<b>LLS</b>
04.1 04.4			1, 3	4

**HOW TO SEND A POSTCARD HOME / MAKE A FONDUE**

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>Write a postcard using a model. To revise how:</p> <ul style="list-style-type: none"> <li>a) to start and finish a letter</li> <li>b) describe the weather</li> <li>c) describe sports activities</li> <li>d) give opinions</li> </ul>		<p>Ask the children to write their own postcard from Serre Chevalier using Activity Sheet F. The model on that sheet acts as a guide.</p>
<p>To know how to make a traditional French fondue recipe.</p>		<p>Read the recipe in French. Identify familiar words in English. Use the translation to understand the full meaning. (Activity Sheet G)</p>

**Suggested Assessment Opportunities**

Can each child write a postcard accurately using the model and previous knowledge.

**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
	L4.1, L4.2, L4.4	IU 4.2	1, 4, 5	9, 10



## SERRE CHEVALIER QUIZ

Learning Objectives	Key Questions and new vocabulary/ structures			Suggested Activities
To use the internet to access information on Serre Chevalier.				Using activity sheet H complete the quiz. It could be completed at home or in lesson time.
<b>Suggested Assessment Opportunities</b>				
<b>KS2 Framework Objectives</b>				
<b>Oracy</b>	<b>Literacy</b>	<b>Intercultural Understanding</b>	<b>KAL</b>	<b>LLS</b>
				9, 10

## VERBE

FAIRE: TO MAKE, TO DO

Je fais:	I make, do
Tu fais:	<u>you</u> make, do when you speak to one person you know
Il / elle fait:	he, she makes, does
On fait:	one makes / does
Nous faisons:	we make, do
Vous faites:	<u>you</u> make, do when you speak to one person you don't know or several people
Ils / elles font:	they make, do

Examples: **elle fait une fondue:** she makes a fondue

**Il fait du ski:** he does skiing

**Nous faisons du patin à glace:** we do ice-skating

**Mettez la forme correcte du verbe 'faire' dans les espaces:** put the correct form of the verb to make, do in the blanks.

Nous                    une fondue dans la cuisine.

Je                        du snowboard en hiver.

Il                        du ski avec Papa.

Tu                        du café.

Vous                    du patin à glace le mardi.

Elles                    de la luge dans les Alpes.

On                        des crêpes

## Activity Sheet B

### VERBE

PORTER: to wear / to carry

Je porte:	I am wearing / I wear
Tu portes:	you are wearing / you wear
Il / elle porte:	he, she is wearing / he, she wears
On porte:	one is wearing / wears
Nous portons:	we are wearing / we wear
Vous portez:	you are wearing / you wear
Ils / elles portent:	they are wearing / they wear

Examples: je porte un pullover bleu foncé: I am wearing a dark blue jumper

Nous portons des bottes: we are wearing boots

Mettez la forme correcte du verbe 'porter' dans les espaces: put the correct form of the verb to wear in the blanks.

Tu un pantalon bleu.

Vous des bottes.

Il une chemise rouge.

Je une robe marron.

Nous un pullover noir.

Elles une jupe jaune.

On un short vert

## FAITES L'ACCORD

Dans ma valise j'ai mis:

- Un pullover ..... (bleu) m
- Une chemise ..... (blanc) f
- Des lunettes de soleil .....(noir) f&p
- Un short ..... (beige) m
- Une écharpe ..... (gris) f
- Des chaussettes ..... (multicolore) f&p
- Trois t-shirts ..... (orange, jaune et blanc ) m&p
- Deux pantalons ..... (marron) m&p
- Un blouson ..... (noir) m
- Des sandales ..... (blanc) f&p

### \* Rappel

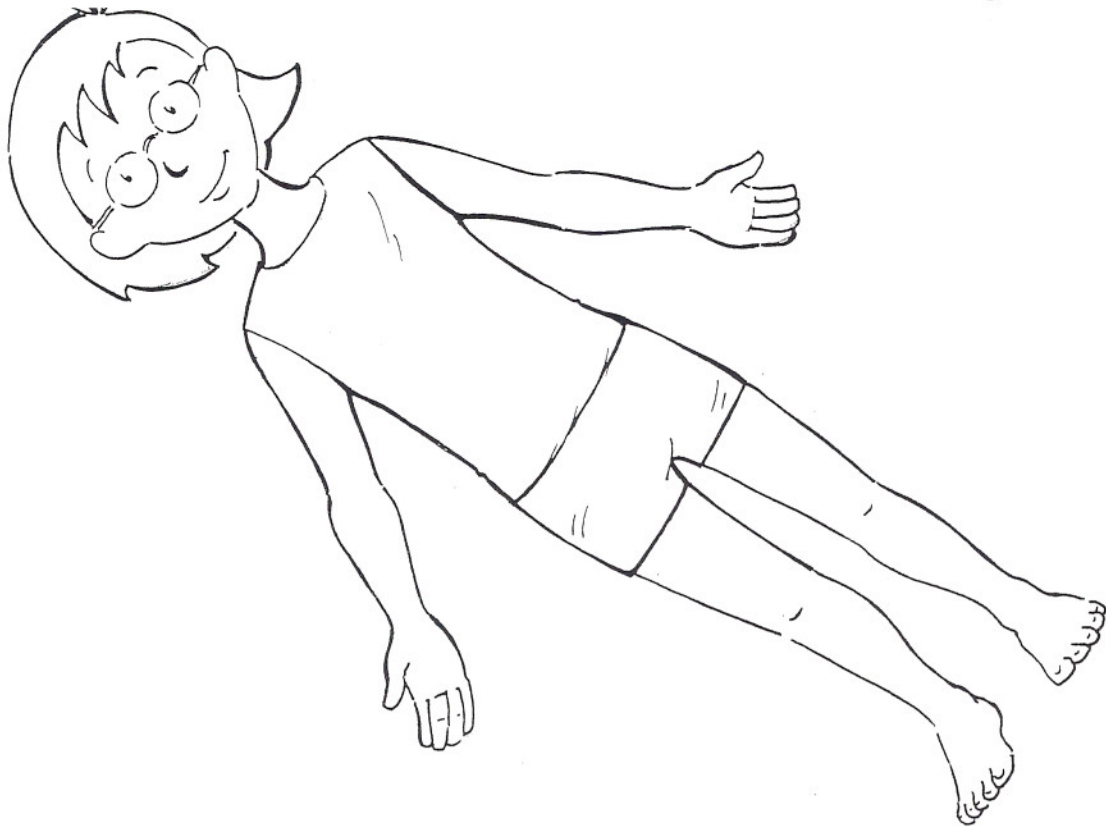
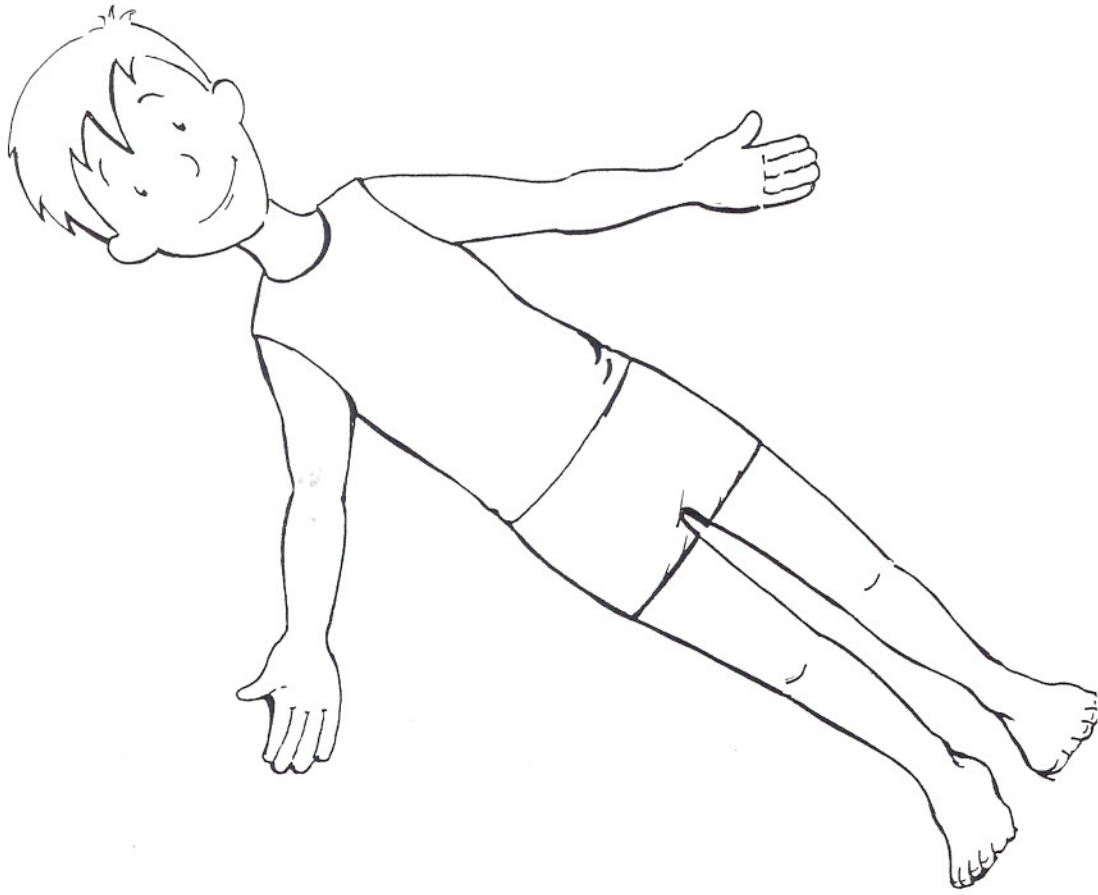
Un & le in front of a word mean it is masculine.

Une & la in front of a word mean it is feminine.

Des & les in front of a word mean it is plural.

- ◆ The adjectives in brackets are all in the masculine
- ◆ To make an agreement in the feminine, add an **E** if adjective is not already ending in E; special case **blanc** = **blanche**.
- ◆ To make an agreement in the plural add an **S** Exception: **marron** which always remains the same as do the compound colours like **bleu marine** (navy blue), **vert foncé** (dark blue) and **jaune pale** (pale yellow) e.g. **une chemisette blanche**; **des chaussures marron**; **des vestes bleu marine**.

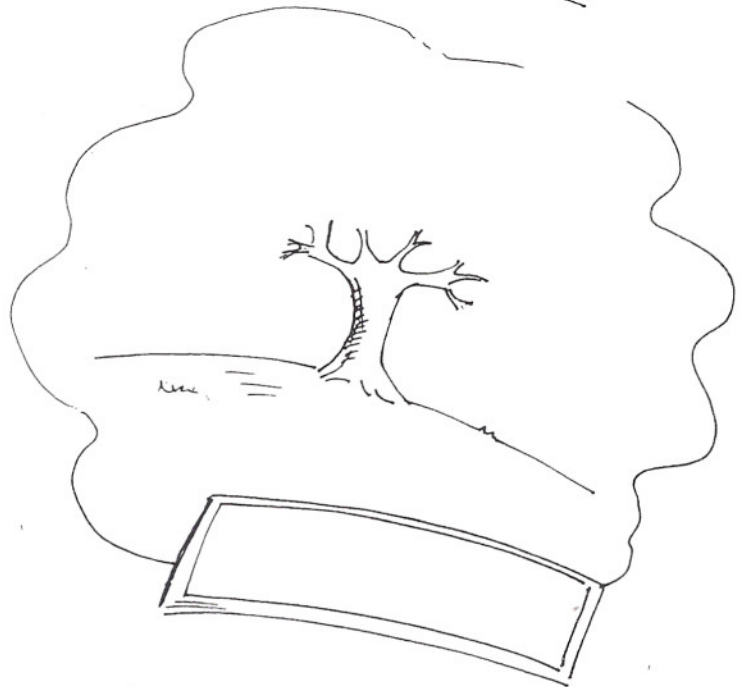
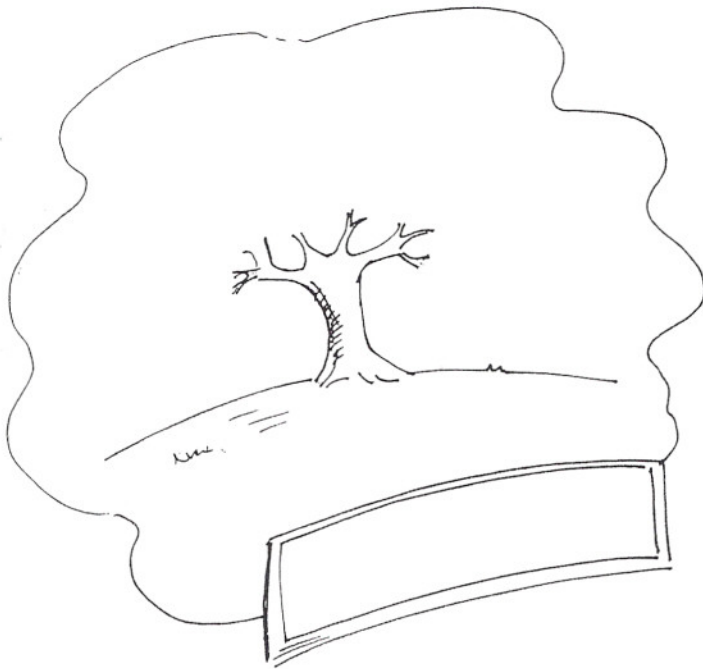
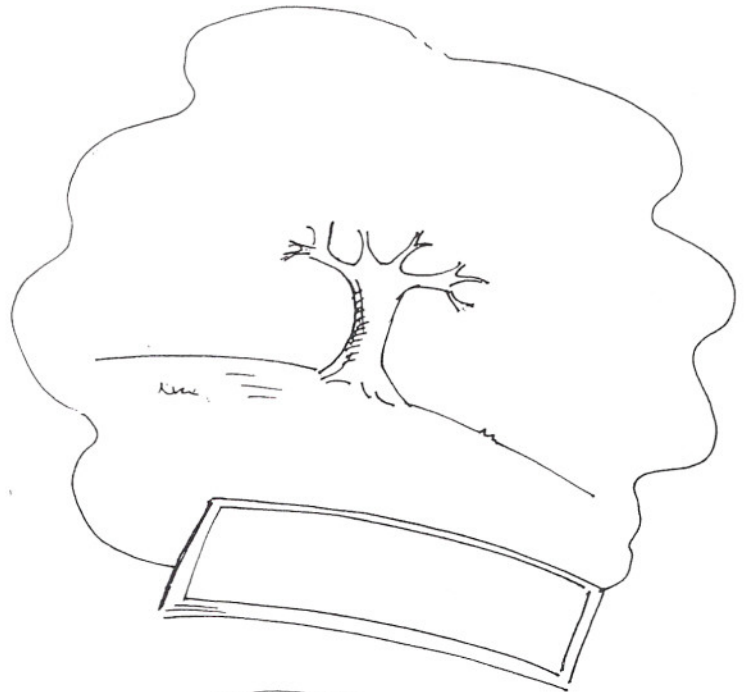
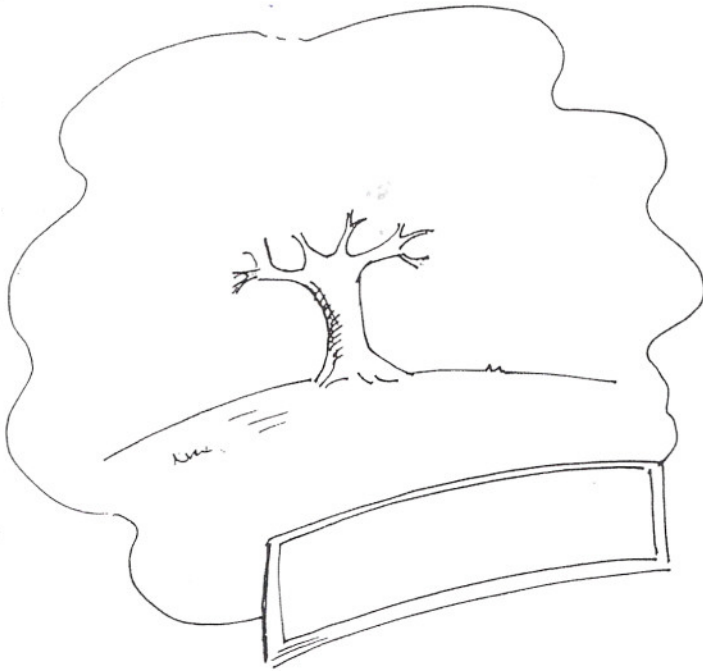
Activity Sheet D



LES QUATRE SAISONS



DESSINEZ ET ECRIVEZ LE NOM DES SAISONS SOUS LES DESSINS



LE PRINTEMPS

L'ETE

L'AUTOMNE

L'HIVER

# ACTIVITY SHEET F

## How to write a postcard

How to start it

Cher (Paul) / Chère (Amy)

Il fait froid à Serre Chevalier.

Il y a beaucoup de neige.

Other weather descriptions:

Il fait beau

Il neige

Il fait mauvais

Il y a des nuages

Je fais du ski et de la luge

Other activities:

Je fais du patinage

Je fais du snowboard

Je fais une bataille de boules de neige

Je fais un bonhomme de neige

C'est super ici.

Other expressions:

c'est formidable

c'est magnifique

How to finish it:

Bisous

Amitiés

Signature of name

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RECETTE

## LA FONDUE SAVOYARDE

### INGREDIENTS

150 à 200 grammes par personne de fromages mélangés: Gruyère, Comté, Beaufort et Emmenthal.

Une gousse d'ail

Une bouteille de vin blanc sec de Savoie

Un verre de Kirsch

Du pain coupé en dés

### PREPARATION

Frottez l'intérieur d'un poêlon avec une gousse d'ail

Mettez le poêlon à chauffer à feu doux sur une cuisinière.

Versez un verre de vin blanc par personne dedans puis le fromage coupé en petits morceaux.

Tournez avec une spatule de bois jusqu'à ce que le fromage forme une pâte lisse, ajoutez un verre de kirsch.

Mettez le poêlon sur une lampe placée au milieu de la table. Placez le pain coupé en dés sur la table. Piquez un dé de pain sur votre fourchette et trempez le dans la pâte chaude.

Retirez. Laissez refroidir un peu avant de manger.

Bon Appétit!



RECIPE

## TRANSLATION OF FONDUE RECIPE

### INGREDIENTS

150 - 200 grams per person of a selection of cheeses: Gruyere, Comte, Beaufort and Emmenthal

A garlic clove

A bottle of dry white wine

A glass of Kirsch

Cubes of bread

### PREPARATION

- Rub the inside of an ovenproof earthenware dish with a clove of garlic
- Heat the dish under a gentle heat on the top of a stove
- Pour a glass of white wine in the dish then the cheese, cut into small pieces
- Stir with a wooden spoon until you obtain a smooth mixture, add a glass of Kirsch
- Put the dish on a burner placed in the middle of a table
- Put the cubed bread on the table - put the cube of bread on your fork and dip it in the hot mixture, take it out again and let it cool down a little before you eat it.

## QUIZ FOR ALPS

Use <http://www.serrechevalier.com/skimap/skimap.jpg>

Find and download the map of the area of Briançon, Chantemerle and Serre Chevalier.

Use <http://www.serrechevalier.com/> to find the answers to the following questions. Some of them will be found by looking at the information on the left and right of the screen.

1. Where is Serre Chevalier?
2. What is the name the skiers and snowboarders give to Serre Chavalier? Why?
3. How many days of sunshine does it have every year?
4. How many different kinds of ski lifts are there? How many altogether?
5. How much does a ski pass cost for a full day for children?
6. Between what times of day does the ski bus run from Briançon?
7. How long does it take from Briançon to Chantemerle?

Using <http://www.beyond.fr/villages/briancon.html> find the answers to the following questions:

8. Briançon is the highest .....
9. What does 'gargouille' mean? Download a picture of the 'petit gargouille'
10. Find the picture of the sundial. Download it and write underneath any information you can find about it.
11. Use Google Images find and download a picture of a **marmotte**. Type in 'marmot' (the English word for marmotte) into Google and find information about this animal found in the Alps near Serre Chevalier. Describe your picture of the **marmotte**.
12. Using Google Images type in **Alpine Flowers** and download a picture of one. Look up information about it in Wikipedia and describe your picture.

## QUIZ FOR ALPS - TEACHER'S NOTES

Use <http://www.serrechevalier.com/skimap/skimap.jpg>

Find and download the map of the area of Briançon, Chantemerle and Serre Chevalier.

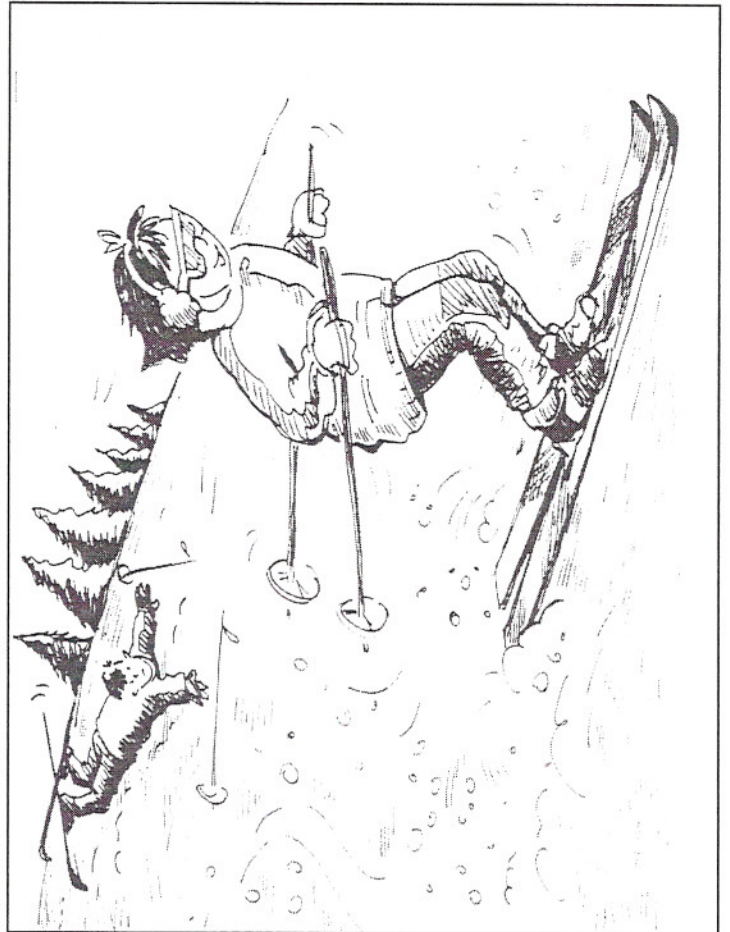
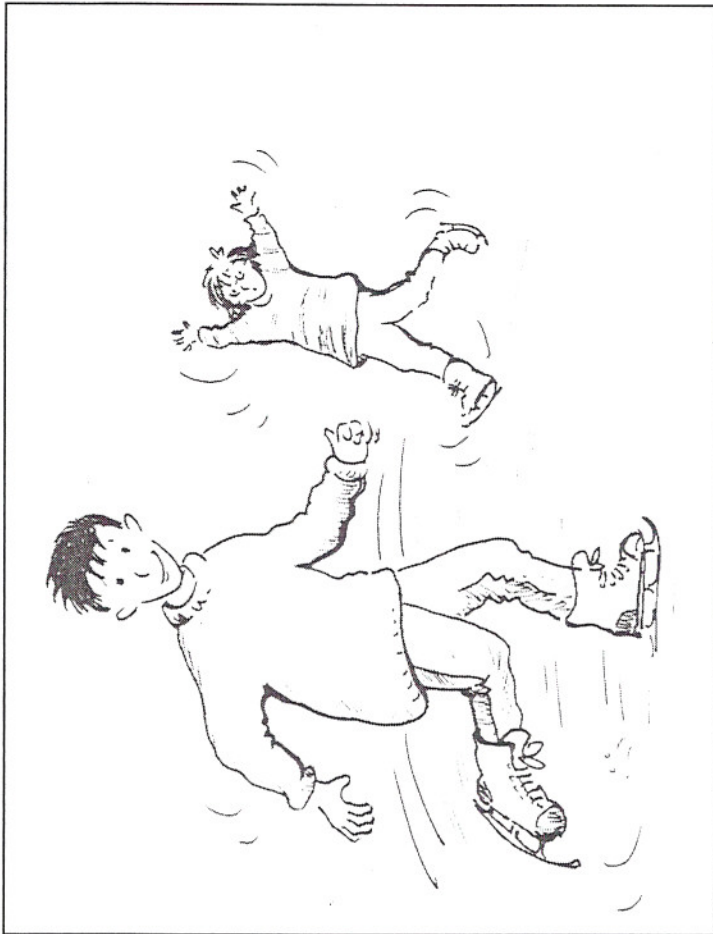
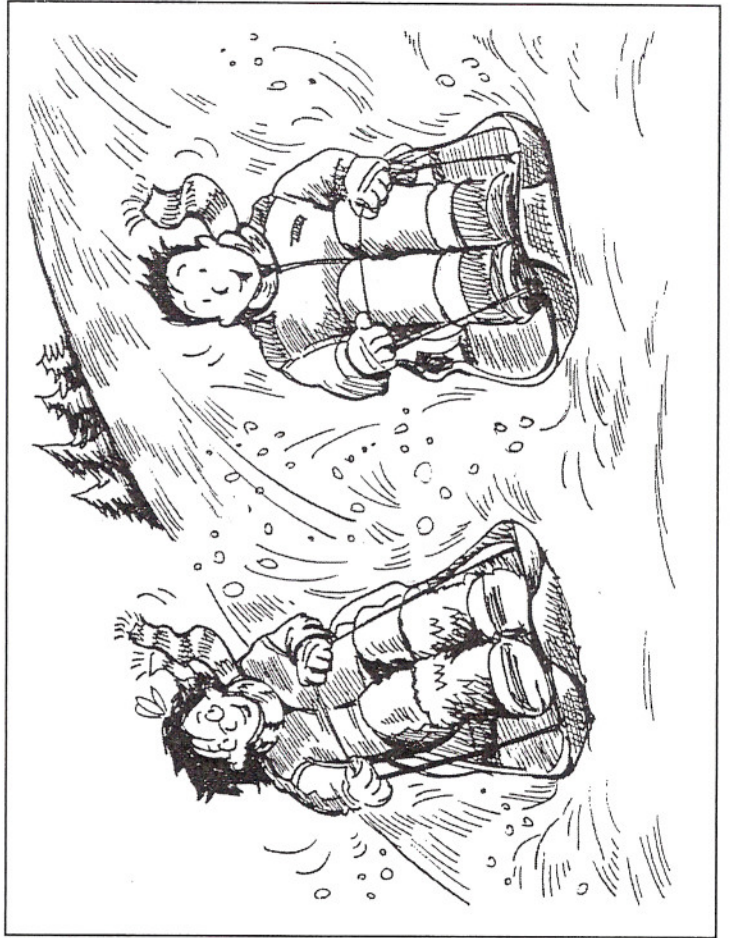
Use <http://www.serrechevalier.com/> to find the answers to the following questions. Some of them will be found by looking at the information on the left and right of the screen.

1. Where is Serre Chevalier?  
**In the Hautes Alpes**
2. What is the name the skiers and snowboarders give to Serre Chavalier? Why?  
**Grand Serre Che. Because it's the second largest ski area in the world.**
3. How many days of sunshine does it have every year?  
**300**
4. How many different kinds of ski lifts are there? How many altogether?  
**3 Cable cars, 6 Gondola lifts, 20 Chairlifts, 39 Draglifts - Total lifts: 68**
5. How much does a ski pass cost for a full day for children?  
**22.50 euros**
6. Between what times of day does the ski bus run from Briançon?  
**7.55 in the morning to 17.35 in the afternoon**
7. How long does it take from Briançon to Chantemerle?  
**15 minutes**

Using <http://www.beyond.fr/villages/briancon.html> find the answers to the following questions:

8. Briançon is the highest .....?  
**town in Europe**
9. What does 'gargouille' mean? Download a picture of the 'petit gargouille' canal
10. Find the picture of the sundial. Download it and write underneath any information you can find about it.
11. Use Google Images find and download a picture of a **marmotte**. Type in 'marmot' (the English word for marmotte) into Google and find information about this animal found in the Alps near Serre Chevalier. Describe your picture of the **marmotte**.
12. Using Google Images type in **Alpine Flowers** and download a picture of one. Look up information about it in Wikipedia and describe your picture.

Resource Sheet a



Je fais

Tu fais

Il, elle fait

On fait

Nous faisons

Vous faites

Ils, elles font

LISTE DE VETEMENTS LUC & LUCIE

Un pantalon:	trousers
Un chemisier:	a blouse
Une chemise:	a shirt
Des gants:	gloves
Des chaussettes:	socks
Un t-shirt:	a T-shirt
Une jupe:	a skirt
Une robe:	a dress
Un sac:	a bag
Un pull(over):	a jumper
Un short:	shorts
Un blouson:	a casual short coat
Des baskets:	trainers
Une écharpe:	a scarf
Des chaussures:	shoes
Un manteau:	a long coat

# MON UNIFORME

Je suis un garçon

Je porte:

Une chemise blanche



Une cravate

Un pantalon gris / noir



Une veste



Un pullover



Un sweat



Un t-shirt



Des chaussettes



Des chaussures noires



Des baskets



Je suis une fille:

Je porte:

Un chemisier blanc



Une veste



Un pullover



Une cravate



Une jupe



Une robe



Un sweat



Un t-shirt



Des chaussettes

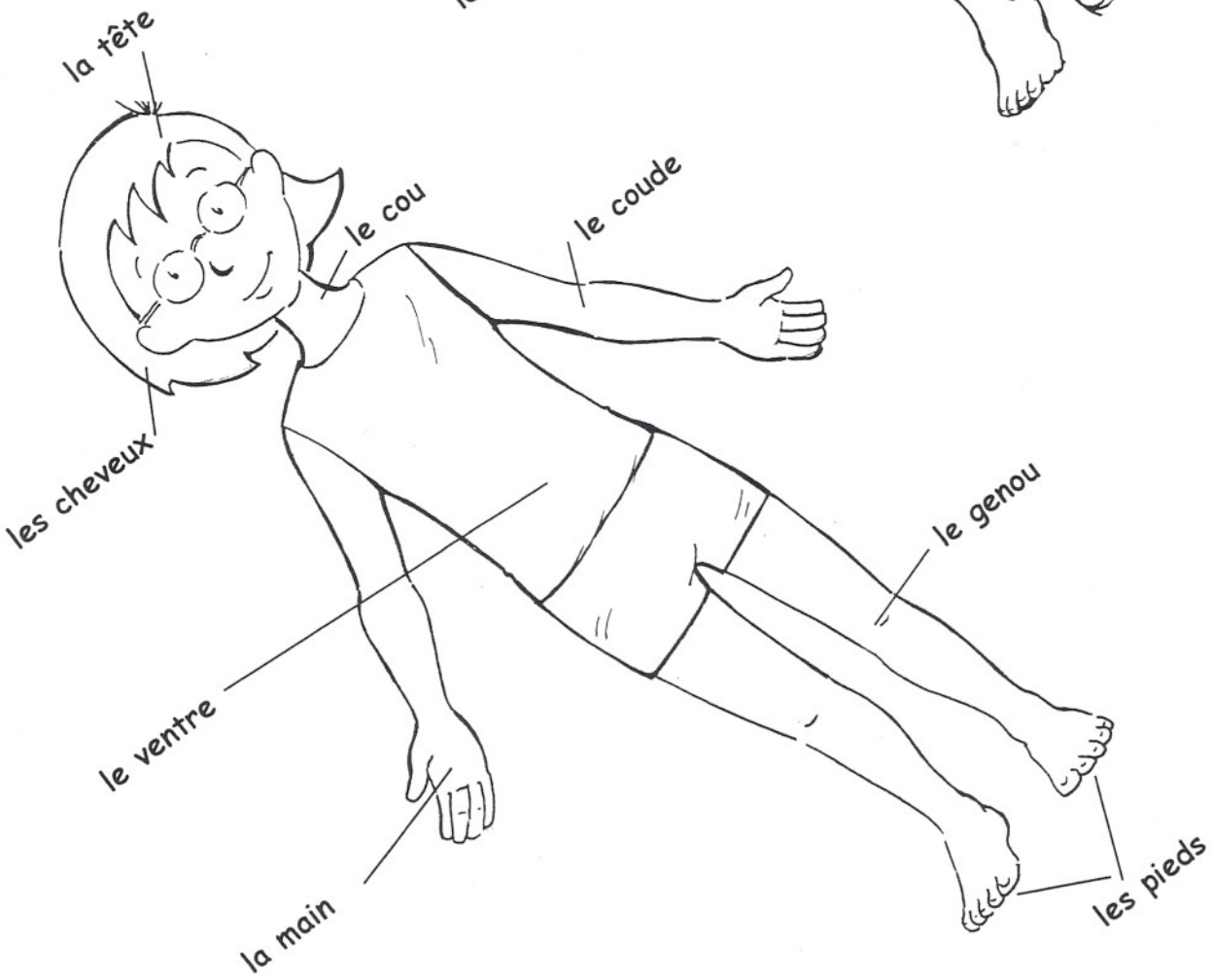
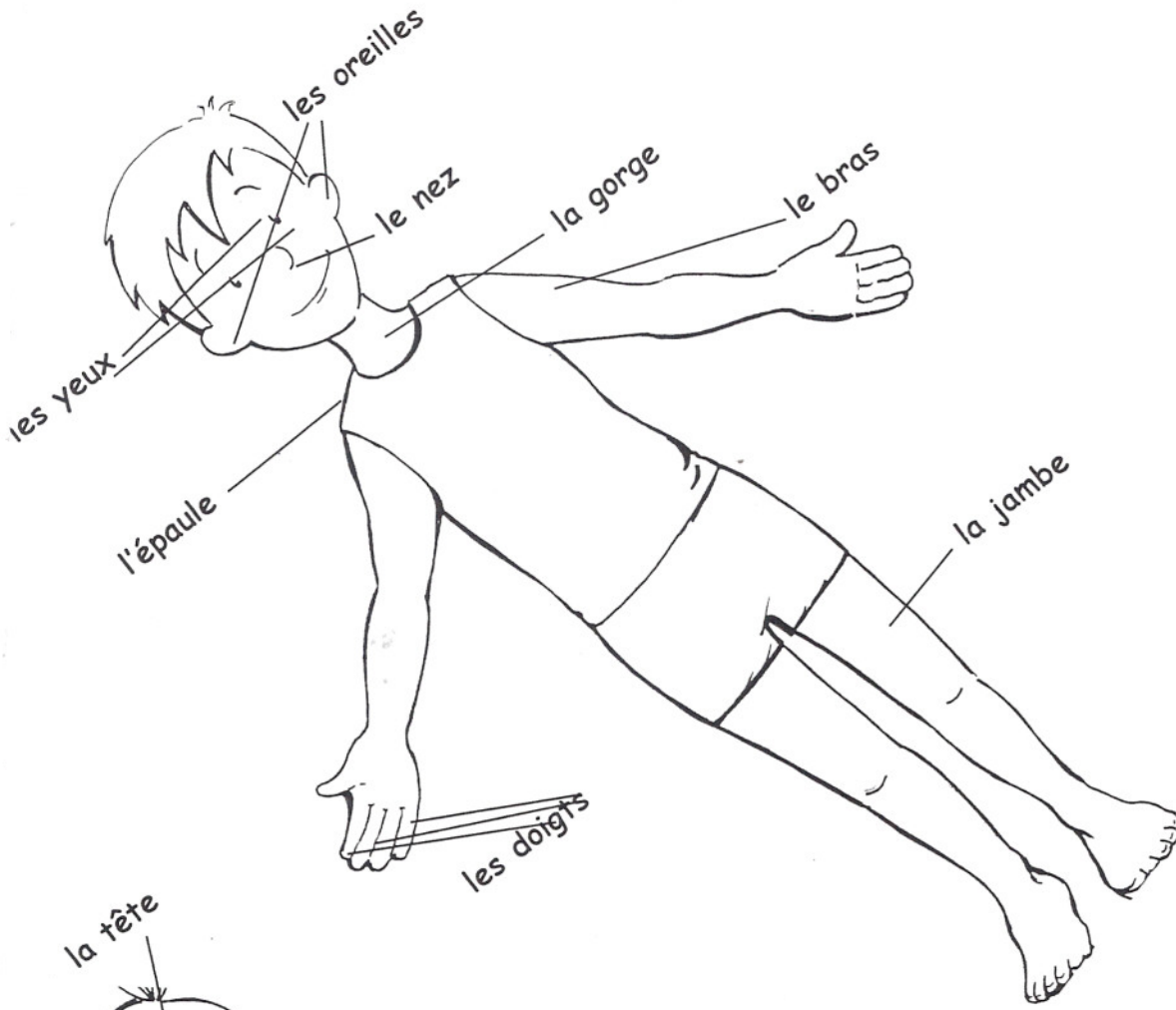


Un collant



Des chaussures







Tête, épaules, genoux pieds, genoux pieds (x 2)

Les yeux, le nez, la bouche et les oreilles

Tête, épaules, genoux pieds, genoux pieds

This is the French version of: 'Head, shoulders, knees and toes!'