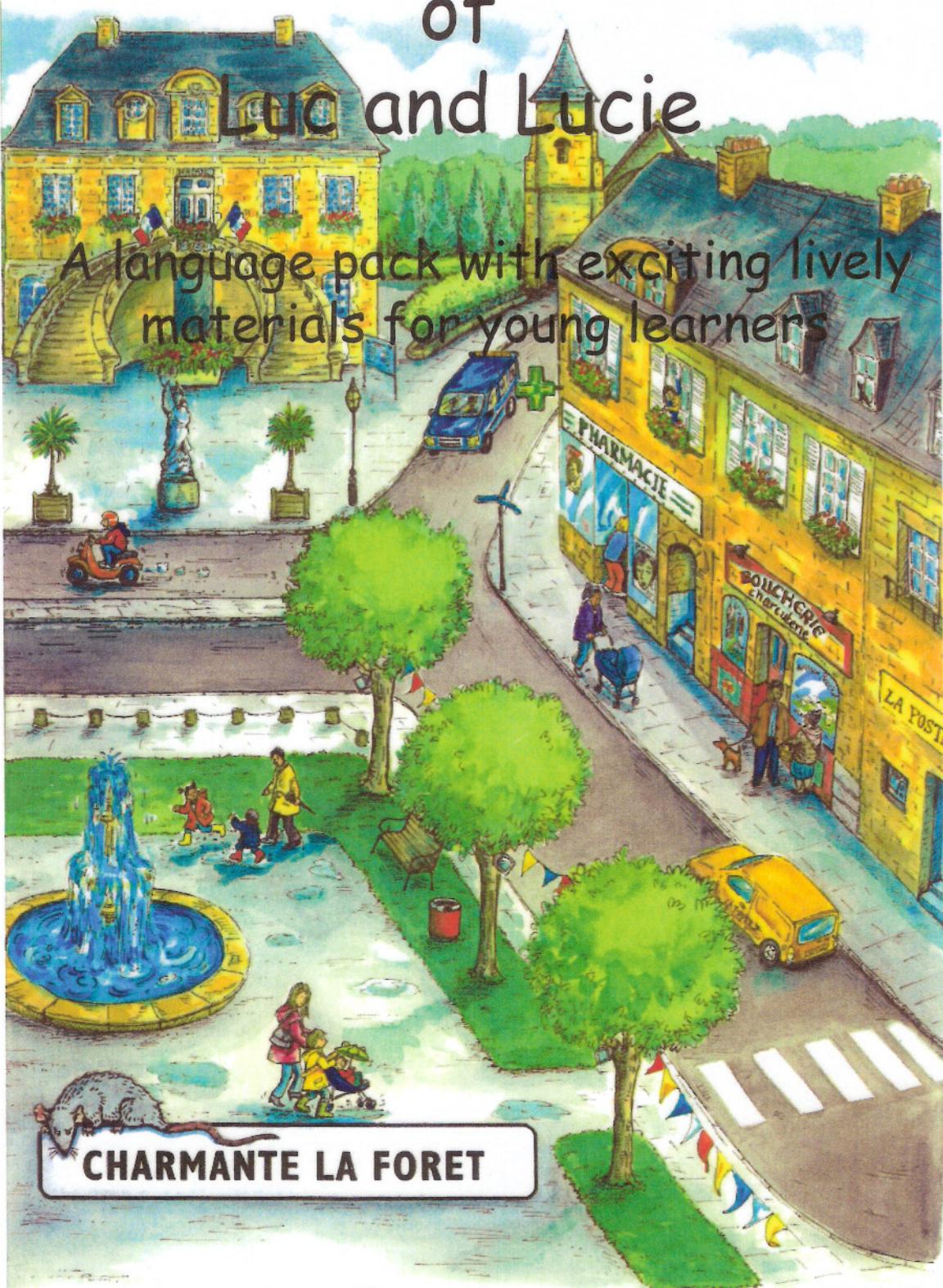


The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners



Pack 7
Charmante la Forêt

Teacher's Guidance

CHARMANTE LA FORÊT

Contents of pack 7

General introduction to materials (i)

Grid to show how Yr 4 Framework Objectives are covered in Packs 4, 5, 6, 7

Introduction to Charmante la Forêt

Pack 7 Structures and Grammar

Assessment Sheet

Lesson Plans 1 - 9

Activity Sheets A - K

Resource Sheets a - b

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
04.1 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 Reader, CD	Pages 1 	Page 1	Pages 5, 6, 7
04.4 Ask and answer questions on several topics	Pages 1, 6 Reader, CD	Page 2	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 Reader, CD	Pages 1, 2 	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 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		Pages 2, 3		
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

CHARMANTE LA FORÊT

Introduction

This episode is based on Luc and Lucie's village with an emphasis on shops and shopping. The twins go on a shopping expedition and later visit their village church for a concert. The activities planned enhance the pupil's skills in all areas, speaking, listening, reading and writing.

In this episode pupils will learn:

- vocabulary connected with shops and shopping
- to ask for and give directions
- to say where they live and where Luc and Lucie live
- the vocabulary for items sold in a café
- how to take part in a rôle play asking for food and drink in the café
- numbers from 31 - 100
- the names of pets
- to give information about pets and take part in a rôle play

The pack includes:

- Teachers' guidance and lesson plan
- Two big pictures
- Big pictures of the shops
- Activity sheets
- Resource sheets
- Songs
- A reader in French recorded on the CD
- The next episode of the story
- A board game 'Luc et Lucie font des courses' with rules

Pack 7

CHARMANTE LA FORÊT

Structures and Grammar

1. The names of different shops.

How to ask for or give instructions for the location of a place e.g. **Où est?**

A gauche

The vocabulary for items in the shops.

To conjugate and use the verb 'acheter'

How to say what items are bought in the shops - **j'achète une baguette à la boulangerie**

To buy items from different shops in a rôle play: **Je voudrais.....**

2. Say and ask for details of where Luc and Lucie / friends live.

Où habites-tu?

J'habite à etc

Know that 'in' is translated by **à** with towns:

à Charmante La Forêt

Conjugate and use 'er' verb - 'habiter'

3. The vocabulary for items sold in a café

Ask for items in a café in a rôle play

4. Numbers from 31 - 100

5. Vocabulary for pets

Respond to the questions about pets

As-tu un animal à la maison?

Comment s'appelle-t-il / elle

Charmante La Forêt**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 the names of four shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask where a shop is in the big picture and give a reply to the question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name two items that can be bought in each shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write their names in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask where my friends live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take part in the café rôle play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for something to drink and eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count in tens from 31 - 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name my four favourite pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe my pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a description of my pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand the "Charmante la Forêt" reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments:

Signed: Date:

PLACES AND DIRECTIONS

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To say and recognise names of shops and places	<p>Qu'est-ce que c'est? C'est La boucherie-charcuterie: the butcher's shop / délicatessen la boulangerie-pâtisserie: the baker's / cake shop la pharmacie: the chemist's la poste: the post office le supermarché: the supermarket l'école (f): the school l'église (f): the church le magasin : the shop la mairie : the town hall la place : the square le village : the village Où est....?: where is....?</p>	<p>Use the big picture to help the children identify the different shops and buildings using the key question 'où est?'.</p> <p>Discuss the signs for English and French shops. e.g. a green cross for la pharmacie a red sign for a tobacconist the use of yellow for the French post office signs and vans</p>
To locate places and people in the picture revising <i>dans</i> , <i>sur</i> , <i>devant</i> , <i>derrière</i> , <i>à côté de</i> and introducing more prepositions	<p>Où est: Where is? Où sont: Where are? à droite : on the right à gauche : on the left tout droit: straight ahead en face de : opposite entre : between et: and</p>	<p>Involve the children in simple rôle plays asking for directions (see Activity Sheet A for examples)</p>

Suggested Assessment Opportunities

Using the rôle plays record which children can ask for and give directions

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O 4.1, 04.2, 04.4		IU4.2	1, 3	2,4,5,6,,7,8,11

SHOPPING (1)

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To learn and use the names of items in the different shops	<p>Qu'est-ce que c'est?</p> <p><u>Items in la boulangerie / patisserie</u></p> <p>une baguette: a French stick une madeleine: a madeleine (small cake) un pain rustique: a country loaf une tarte aux pommes: an apple tart une tarte aux cerises: a cherry tart une tarte au citron: a lemon tart</p> <p><u>Items in la boucherie / charcuterie</u></p> <p>une côtelette d'agneau: a lamb cutlet du pâté: some paté un poulet: a chicken des saucisses: some sausages un saucisson: a dry sausage un steak: a steak</p> <p><u>Items in la pharmacie</u></p> <p>de l'aspirine: some aspirin une brosse à dents: a toothbrush du dentifrice: some toothpaste un gel douche: a shower gel un savon: a bar of soap</p> <p><u>Items in le supermarché</u></p> <p>as above plus: du beurre: some butter une boîte de carottes: a tin of carrots une boîte de champignons: a tin of mushrooms une boîte de petits pois: a tin of peas du café: some coffee du lait: some milk des œufs: some eggs un paquet de chips: a packe of crisps du sucre: some sugar du thé: some tea</p>	<p>Make a classroom display of the different shops (or a supermarket) with real items and / or pictures. Ask individual children to label them on different occasions.</p> <p>Use the memory bag to introduce and reinforce different items bought in the shops [See pack 2]. Children work in pairs using the model.</p> <p>Children practise the shopping rôle play on Activity Sheet B</p> <p>Play games with items of food e.g. place a number of items on the floor or table. Remove one item while a child is outside the room. Child returns and guesses what's missing.</p>

Suggested Assessment Opportunities**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O4.1, O4.2, O4.4	L 4.1, 4.2, L4.3, L4.4		1, 3	2, 3, 4, 5, 6, 7

SHOPPING (2)

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To know that 'at the' is translated by 'au' with a masculine noun, 'à la' with a feminine noun, 'à l' with a masculine and feminine nouns beginning with a vowel; 'aux' with plural nouns.</p> <p>To use and conjugate the 'er' verb, 'acheter' and to note the use of an accent in the 1st, 2nd person singular (je, tu) and in the 3rd persons singular and plural (il, elle, on, ils, elles)</p>	<p>Qu'est-ce qu'on achète au / à la / à l' : what do you buy at the? J'achète : I buy Tu achètes : You buy Il / elle / on achète : he, she, one buys On achète: one buys Nous achetons : we buy Vous achetez : you buy Ils / elles achètent : they buy au supermarché(m) : at the supermarket à la boulangerie(f) at the bakers aux magasins : at the shops</p>	<ul style="list-style-type: none"> Use Activity Sheet C Label the items with the correct number. Play the game as detailed in Activity Sheet D Ask the question Qu'est-ce qu'on achète au / à la / à l' / aux... e.g. j'achète une baguette à la boulangerie. <u>Listening Activity</u> Using Activity Sheet E ask the children to write the name of the shops in the space provided. Ask them to draw selected items chosen by the teacher, in the correct shops. Play game : Luc and Lucie font des courses.

Suggested Assessment Opportunities**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
				5,6,7

WHERE YOU LIVE

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To say where you live, where he or she lives, where Luc & Lucie live	Où habites-tu? Where do you live? Où habite-t-il? Where does he live? Où habite-t-elle? Where does she live? Où habitent Luc et Lucie? Where do Luc and Lucie live?	Teacher questions class, (Où habites-tu? :Where do you live?)
To link questions to answers To understand that 'in' is translated by à in front of the name of a town	J'habite à : I live in Il habite à : He lives in Elle habite à - She lives in Ils habitent à Charmante la Forêt : They live in Charmante la Forêt	Use the big picture to look at the village where Luc and Lucie live. Find its name and compare their village with your own town or village
To conjugate the "er" verb 'habiter' and draw attention to the endings of each part of the verb. To remember that the 'e' in je is dropped in front of a word beginning with 'h' mute.	J' <u>habite</u> : I live in Tu <u>habites</u> : You live in Il / elle <u>habite</u> - He / she lives in On <u>habite</u> : One lives in Nous <u>habitons</u> : We live in Vous <u>habitez</u> : You live in Ils / elles <u>habitent</u> - They live in	'Habiter' matching activity. Match pronouns with stem of the verb and correct endings. (Activity Sheet F/G)

Suggested Assessment Opportunities

Do the children have a firm grasp of the formation of a verb?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
			1, 2, 3	4, 7, 8

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To learn the names of items sold in a café. To ask for items in a café.	<p>Qu'est-ce que tu prends? Qu'est-ce que vous prenez? What will you have? Je prends : I am having</p> <p><u>Boissons</u> : Drinks une limonade : a lemonade un café: a black coffee un café au lait : a coffee with milk un thé au lait : tea with milk un thé au citron : a lemon tea un jus d'orange : an orange juice un orangina : an orangina un jus d'ananas : a pineapple juice un verre de lait : a glass of milk un chocolat chaud : a hot chocolate Froid(e)(s) : cold Chaud(e)(s) : hot Une boisson : a drink Une boisson froide : a cold drink une boisson chaude : a hot drink de l'eau minérale : mineral water Plate ou gazeuse? : still or sparkling?</p> <p><u>Nourriture</u> : Food une pizza : a pizza un hot-dog : a hot dog un croque-monsieur : a toasted cheese and ham sandwich une omelette : au fromage (cheese) aux champignons (mushrooms) un sandwich : au jambon (ham) au fromage (cheese) une glace : an ice cream (for flavours see Pack 3)</p>	<p>ICT/Art Activity Using Activity Sheet H and H(i) as a guide create a menu for a rôle play</p> <p>Read the rôle play with the children. (Activity Sheet I)</p> <p>Children Prepare and perform the rôle play in pairs. Create a café in the classroom for the performance</p>

Suggested Assessment Opportunities

Assess the confidence of the children to express themselves in French in the rôle play

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
04.1, 04.2, 04.3, 04.4	L4.1, L4.2, L4.3, L4.4	IU4.2	1, 3, 5	2, 4, 5, 6, 7, 11, 12

NUMBERS 31 - 100

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To learn and use numbers 31 - 100	<p>C'est quel numéro? What number is it?</p> <p>quarante : forty quarante et un : forty one quarante deux : forty two cinquante : fifty cinquante et un : fifty one soixante : sixty soixante dix : seventy soixante onze : seventy one soixante douze : seventy two quatre vingts : eighty quatre vingt un : eight one quatre vingt dix : ninety cent : hundred</p>	<p>Ask key question c'est quel numéro?</p> <p>Mime/mouth a number in the air.</p> <p>Ask children to guess the number.</p> <p>Ask children to work in pairs. Take turns to outline a number on each others back and guess what the number is.</p> <p>Play lotto game (see Pack 4)</p> <p>Team game: 2 sets of identical numbers are written on board; children take it in turns to cross out a number as it is called out). Points are allocated to each team.</p> <p>Using Activity Sheet C again say the name of one item and its price in Euros. Ask the children to label the price.</p> <p>Mental maths (see Pack 4).</p> <p>Listen to and sing the numbers song in Français, Français.</p>

Suggested Assessment Opportunities

To what extent can the children label the prices correctly?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
04.3	L4.3		1	2, 4, 7

PETS : ANIMAUX FAMILIERS (1)

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To learn and use vocabulary for pets	<p>Qu'est-ce que c'est? C'est</p> <p>un / le chat : a / the cat un / le cheval : a / the horse un / le chien : a / the dog un / le cochon d'inde : a / the guinea pig un / le hamster : a / the hamster un / le lapin : a rabbit un / l'oiseau : a / the bird un / le perroquet : a / the parrot une / la perruche : a / the budgie un / le poisson : a / the fish un / le poisson rouge : a / the goldfish un / le rat : a / the rat un / le serpent : a / the snake une / la souris : a / the mouse une / la tortue : a tortoise</p> <p>As-tu un animal à la maison? Do you have a pet at home? Oui, j'ai Yes I have Non, je n'en ai pas : No, I haven't got any</p>	<p>Use flash cards (Resource Sheet a) as well as pictures of animals and soft toys to practise learning the vocabulary.</p> <p>Use the memory bag to recall the names of the animals.</p> <p>Set up a pet shop in the classroom and label the animals.</p> <p>Play Rap les Animaux from CD Français, Français</p> <p>Children respond to the question: As-tu un animal à la maison?</p> <p>Children without pets are asked to create an 'un animal imaginaire'</p>

Suggested Assessment Opportunities**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
04.1, 04.2, 04.3, 04.4	L4.4		1, 3	4, 11

PETS : ANIMAUX FAMILIERS (2)

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities
To give detailed information about pets	Comment s'appelle t-il? What is his name? Comment s'appelle-t-elle? What is her name? Quel âge a-t-il? How old is he? Quel âge a-t-elle? How old is she?	Extension of previous conversation to include new learning. (names, ages) Survey of pets in the classroom. Create a graph.
To be able to differentiate between male and female pets	C'est un chien ou une chienne? Is it a male or a female dog? C'est un chat ou une chatte? Is it a male or female cat? C'est un lapin our une lapine? Is it a male or a female rabbit? For most other pets add mâle (male) or femelle (female) top the noun to show gender e.g. un hamster mâle : a male hamster. De quelle couleur est il/elle? What colour is he / she? Il / elle est... : He / she is e.g. il est noir, elle est blanche	Children present a description of their pet to the class (include a photo). This can be done in written form and lends itself to a classroom display. Children take part in rôle play. ' Au magasin d'animaux '. Activity Sheet J

Suggested Assessment Opportunities

Children can be assessed on the presentation of their pets and in the performance of the rôle play

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O4.1, O4.2, O4.4	L4.2, L4.3, L4.4		2,3, 4, 5	1, 2, 4, 5, 6, 7, 9, 10, 11

QUESTIONS AND ANSWERS FOR BIG SHOPPING PICTURES

Learning Objectives	Key Questions and new vocabulary/structures	Suggested Activities		
To revise the names of shops and shopping items To answer specific questions on each shop		Use the big pictures of the shops. Label them with their name (Resource Sheet b) Ask the questions on each shop outlined on Activity Sheet K		
Suggested Assessment Opportunities				
KS2 Framework Objectives				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O4.4	L.43		3	5

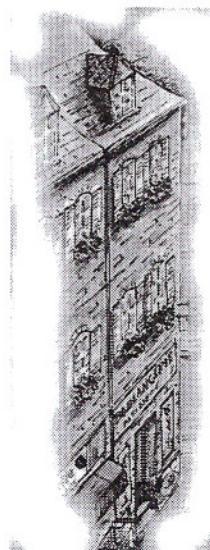
ACTIVITY SHEET A

ASKING FOR DIRECTIONS

Pardon, Monsieur, Madame, Mademoiselle
Où est la pharmacie s'il vous plaît?

Elle est à côté de la boucherie.

Merci Monsieur, Madame, Mademoiselle
Au revoir



Pardon Monsieur, Madame, Mademoiselle
Où est le supermarché s'il vous plaît?

Il est entre la boulangerie et le café.
Merci, Monsieur, Madame, Mademoiselle.
Au revoir.

ACTIVITY SHEET B

SHOPPING ROLE PLAY

Children prepare and rehearse the rôle play in groups of two or three. They can be given the opportunity to add extended vocabulary from previous learning where appropriate.

Bonjour Monsieur / Madame / Mademoiselle

Que désirez-vous?

Je voudrais s'il vous plaît

Et c'est tout?

Non, je voudrais aussi

Voilà

C'est combien en tout?

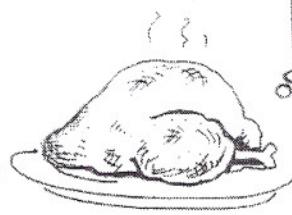
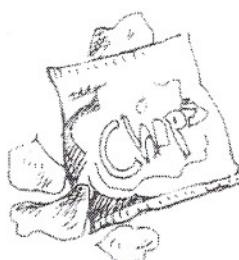
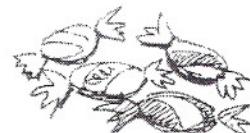
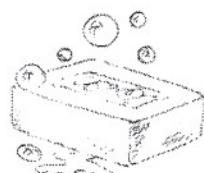
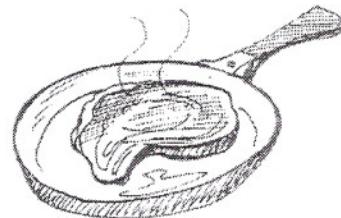
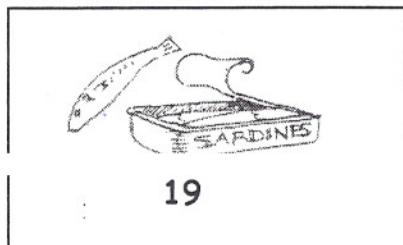
Ça coûte Euros



ACTIVITY SHEET C

ECRIVEZ LE NUMERO FRANÇAIS SOUS L'IMAGE

Example:



- 1) une brosse à dents
- 2) du dentifrice
- 3) un gel douche
- 4) un savon
- 5) une baguette
- 6) un croissant
- 7) un gâteau
- 8) une tarte aux pommes
- 9) un poulet
- 10) un bifteck
- 11) des saucisses
- 12) une côtelette
- 13) du lait
- 14) un paquet de biscuits
- 15) une bouteille d'eau
- 16) un paquet de chips
- 17) du sucre
- 18) une boîte de petits pois
- 19) une boîte de sardines
- 20) des bonbons

ACTIVITY SHEET D
AUX MAGASINS

- Play the game

Je vais aux magasins et j'achète

Children play the game in groups of 4 or 5.

Example:

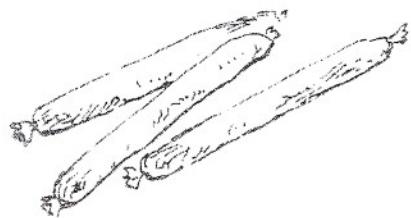
Group 1: Je vais aux magasins et j'achète une baguette

Group 2: Je vais aux magasins et j'achète une baguette et un saucisson

Group 3: Je vais aux magasins et j'achète une baguette, un saucisson et du dentifrice.

The game continues with each group choosing an item to add, helping each other to remember the whole list.

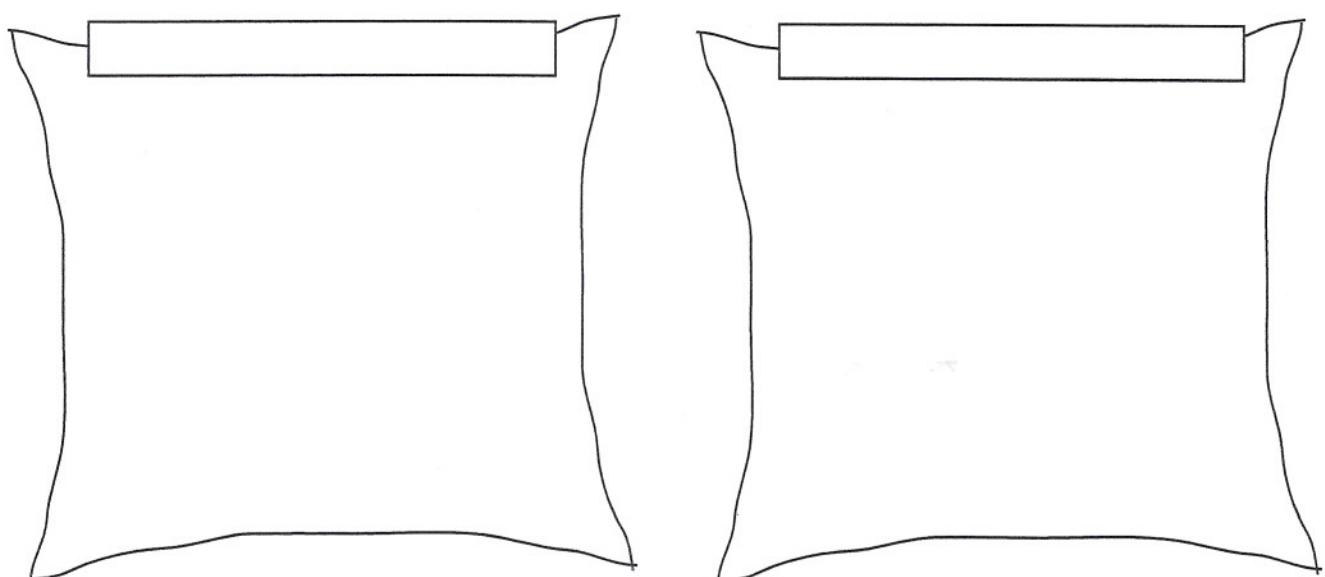
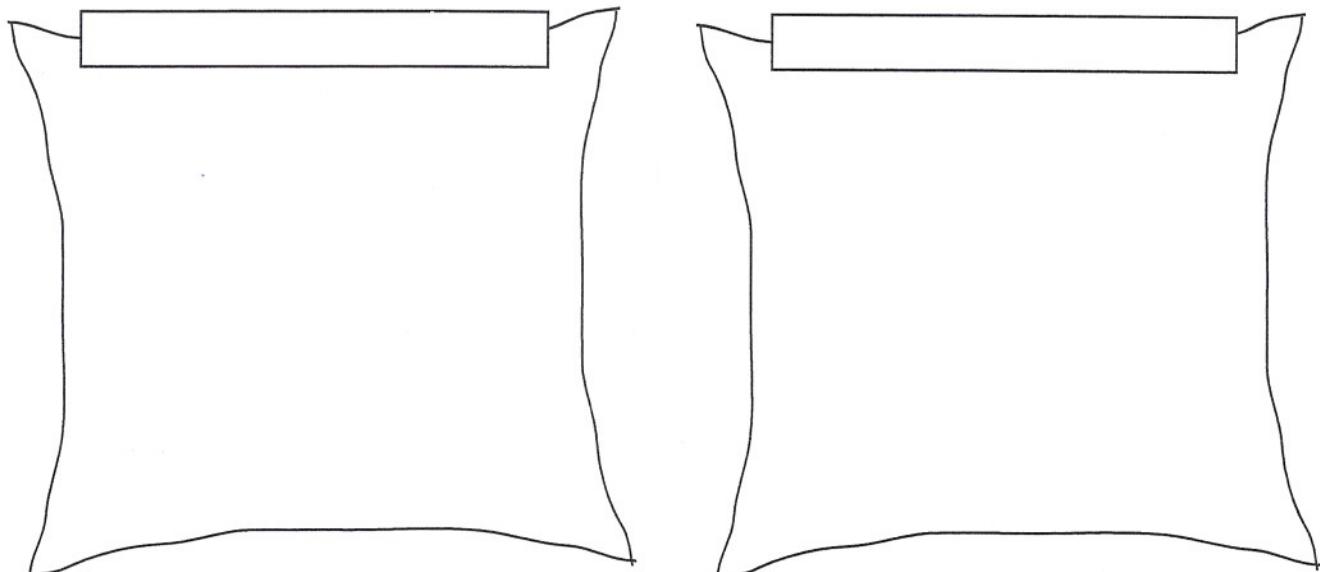
The group is out if the children in that group make a mistake.



ACTIVITY SHEET E

LES MAGASINS

ÉCRIVEZ LE NOM DES MAGASINS SUR LES IMAGES ET DESSINEZ
LES OBJETS QUE LE PROFESSEUR VOUS INDIQUE DANS CHAQUE MAGASIN



La boulangerie-pâtisserie

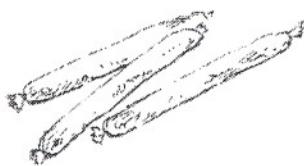


Le supermarché

la pharmacie



la boucherie-charcuterie



ACTIVITY SHEET F
MATCHING ACTIVITY

Put the correct pronoun, stem and ending together to conjugate the "er" verb "habiter".

PRONOUN	STEM	ENDING
eg J'	habit	e
J'	habit	e
Nous	habit	es
Il	habit	ent
Elle	habit	e
Tu	habit	ent
Vous	habit	e
Elle	habit	ez
Ils	habit	ons
On	habit	e

ACTIVITY SHEET G

TEACHER SHEET

CONJUGATION OF THE 'ER" VERB
'HABITER" - TO LIVE

1. The sheet can be copied onto card.
2. Make sets of the pronoun, stem and ending.
3. Pupils work in groups of three or four to put together the correct pronoun, and ending with the stem.

j'habite

tu habites

il / elle / on habite

On habite

nous habitons

vous habitez

ils, elles habitent

N.B.

1. Often 'on' is used to mean people in general, and to translate 'you', 'we', 'one'.
2. When the verb begins with 'h' or a vowel, 'je' becomes j' (dropping the 'e' and adding an apostrophe)
3. The stem of the verb remains unaltered.

ACTIVITY SHEET H

ICT / ART ACTIVITY

CARTE MODÈLE (Sample Menu)

NOURRITURE

Create your own menu for a café rôle play using an art package if possible

Pizza

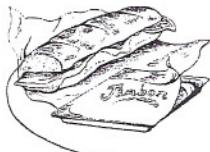


Hot-dog

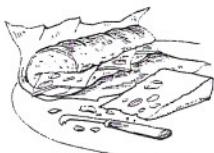
croque-monsieur (a toasted chesse & ham sandwich)

omelette au fromage (cheese) aux champignons (mushrooms)

sandwich au jambon (ham)



sandwich au fromage

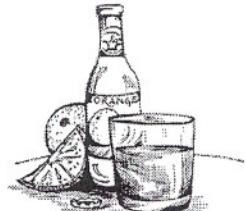


ACTIVITY SHEET H(i)

BOISSONS

BOISSONS FROIDES

- jus de fruits: jus d'orange, jus de pomme, jus d'ananas, jus d'abricot et jus de tomate



- limonade



- coca cola

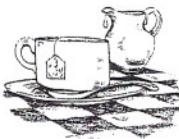
- eau minérale plate ou gazeuse

- lait



BOISSONS CHAUDES

- café



- café au lait

- cappuccino



- thé au lait

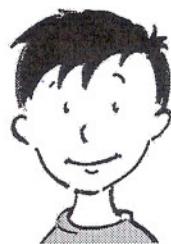
- thé au citron

ACTIVITY SHEET I

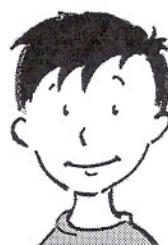
AU CAFÉ
Conversation



Qu'est-ce que
vous prenez?



Qu'est-ce que
tu prends?



Moi, je prends un
chocolat chaud



Je prends une
limonade, et toi?



L'addition s'il
vous plaît



Voilà



Merci

The conversation can be extended to include greetings and prices:

Ça fait..... It comes to + price in Euros.

ACTIVITY SHEET J

SUGGESTED ROLE PLAY

Details can be altered according to the ability of the pupils

AU MAGASIN D'ANIMAUX

A. Marchand (e) (shopkeeper)

B. Client (e) (customer)

A. Bonjour Monsieur, Madame, Mademoiselle
Il fait mauvais, n'est-ce pas?

B. Oui, c'est horrible

A. Comment ça va?

B. Ça va bien merci (comme-çi - comme ça/pas mal)

A. Vous désirez?

B. Je voudrais un/une

A. De quelle couleur?

B. (Blanc / Blanche) s'il vous plaît

A. Bon, voilà (les chats)

B. Oh il est / elle est (adorable, mignon / mignonne)
Combien coûte-t-il / elle?

A. Il coûte / elle coûte (20 euros)

B. Voilà, merci, au revoir

Tigré / tigrée - tabby

Roux / rousse - ginger

Mignon / mignonne - cute

ACTIVITY SHEET K

1. Use the 5 pictures of the shops. Label the shops using resource sheet (b)
2. Ask the following questions: Specimen answers are given as guidance
 - a) Picture of the baker's/ cake shop: la boulangerie / pâtisserie
Q: *C'est quel magasin?* What shop is it?
A: *C'est la boulangerie - pâtisserie*
Q: *Comment s'appelle t-il?*
Pointing to the shop keeper: A: *Il s'appelle Monsieur Dubois*
Q: Pointing at fruit tart *Qu'est-ce que c'est?*
A: *C'est une tarte aux pommes or une tarte aux fruits.*
Q: *Combien de baguettes y a-t-il?* How many French sticks are there?
A: *Il y en a sept.*
Q: *Où est Monsieur Dubois?*
A: *Il est devant la porte*
Where is Monsieur Dubois?
Q: *Qu'est-ce qu'on achète à la boulangerie-pâtisserie?* What do you buy at the bakers / cake shop? *On achète* You buy
 - b) Picture of the butcher's shop / delicatessen: la boucherie / charcuterie
Q: *C'est quel magasin?* What shop is it?
A: *C'est la boucherie charcuterie*
Q: *Où sont les bouchers?* Where are the butchers.
A: *Ils sont devant / la porte / le magasin / la boucherie*
Q: *Combien de saucissons y a-t-il?* How many dry sausages are there?
A: *Il y en a trois.*
Q: *Qu'est-ce qu'on achète à la boucherie?* What do you buy at the butcher's
A: *On achète*
 - c) Picture of la pharmacie
C'est quel magasin? What shop is it? *C'est la pharmacie*
Où est la pharmacienne? Where is the chemist?
Elle est devant / le magasin / la porte / la pharmacie
Où est la vendeuse? Where is the shop assistant?
Elle est dans le magasin.
Qu'est ce qu'on achète à la pharmacie?
On achète.....
 - d) Picture of le supermarché
C'est quel magasin? What shop is it?
C'est le supermarché
Qu'est ce qu'on achète au supermarché? What do you buy at the supermarket?
On achète.....

e) Picture of the café

Combien de personnes y-a-t-il / devant le café assises sous les parasols? How many people are there in front of the cafe sitting under the parasols?

Quel animal est sous la table?

What animal is under the table?

Resource sheet a

