



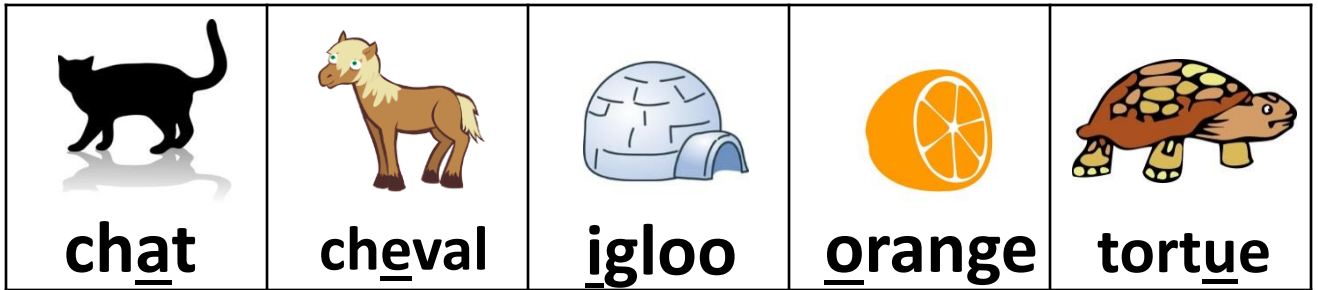
Français

Nom:

École:

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Les voyelles



First of all we need to be able to pronounce our vowels properly. 'e' is the most commonly mispronounced vowel, but you need to get the others right too. Make sure you use the front of your mouth and that you move your lips properly.

Fe Fi Fo Fum!

The vowels

Each of the five vowels has its own clear sharp sound:

- a** as in chat
- e** as in cheval
- i** as in igloo
- o** as in orange
- u** as in tortue



| | | | | |
|----|--------|----|----|----|
| a | e (uh) | i | o | u |
| ma | me | mi | mo | mu |
| la | le | li | lo | lu |
| da | de | di | do | du |
| ta | te | ti | to | tu |

Try saying these out loud:

| Salutations | Greetings |
|---------------------|-----------------------|
| Bonjour! | Good morning! |
| Bon après midi! | Good afternoon! |
| Bonne nuit! | Good evening! |
| Salut! | Hello! |
| Au revoir! | Goodbye! |
| A bientôt! | Bye! |
| S'il vous plaît | please |
| Merci | thank you |
| Ça va? | How are you? |
| Comment allez vous? | How are you? (formal) |
| Ça va | I am ok |
| Ça va bien | I am good |
| Génial | Great |
| Comme ci comme ça | So so |
| Ça va mal | I am not good |
| Bof! | Blah! |



Read each word aloud to a partner.
S/he will show the meaning with a gesture.



Salut!

Bonjour!

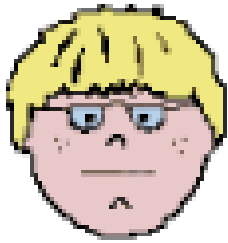
Ça va?
Comment allez vous?

Super!

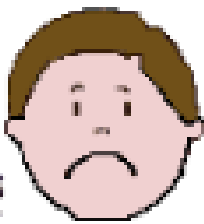


Génial!

Très bien!



Bof! *Comme-ci comme ça!*



Ça va mal!

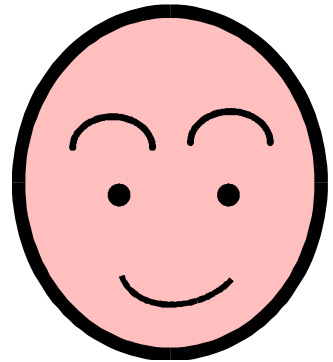
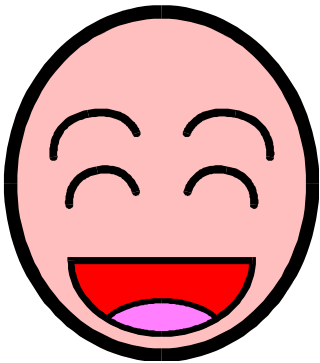
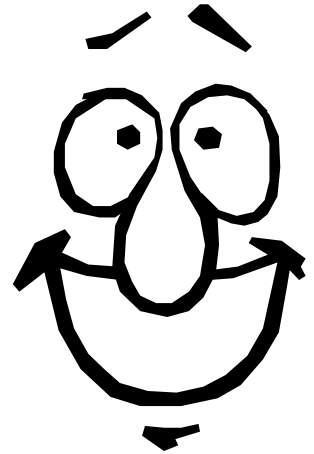
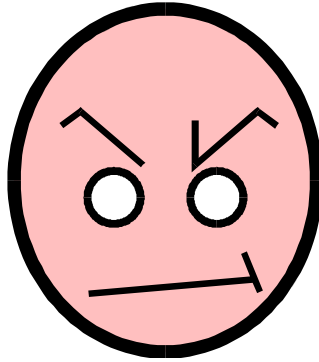
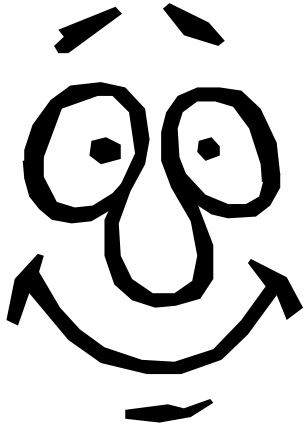
Bof!

Et toi?

A bientôt!

Au revoir

Comment vont-ils?



Write in French the word(s) to show the mood of each person.



| | |
|------------------------|-------------------|
| Comment t'appelles tu? | What's your name? |
| Je m'appelle.... | My name is... |

Choose different names and practise asking someone's name and giving your name.

| Filles | | Garçons | |
|---------------|----------|----------------|-----------|
| Amélie | Chloé | Alain | Guillaume |
| Yvette | Laure | Jean | Michel |
| Hélène | Ines | Jacques | Pierre |
| Francine | Fleur | Antoine | Benoît |
| Elodie | Corinne | Edouard | Etienne |
| Céline | Béatrice | François | Fabrice |
| Annick | Maryse | Georges | Serge |

Los nombres

The numbers

Look, cover, say and check each number.

1

un

2

deux

3

trois

4

quatre

5

cinq

6

six

7

sept

8

huit

9

neuf

10

dix

11

onze

12

douze

13

treize

14

quatorze

15

quinze

Combien?

How many?

Quel âge as-tu?

How old are you?

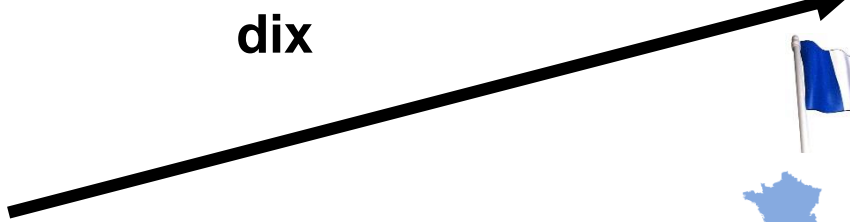
J'ai ... ans.

I am ...years old.

Les nombres

Draw a line to join the picture to the correct number.

dix

un 

quatre

six

neuf

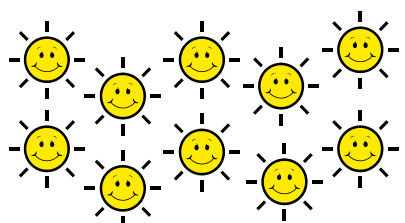
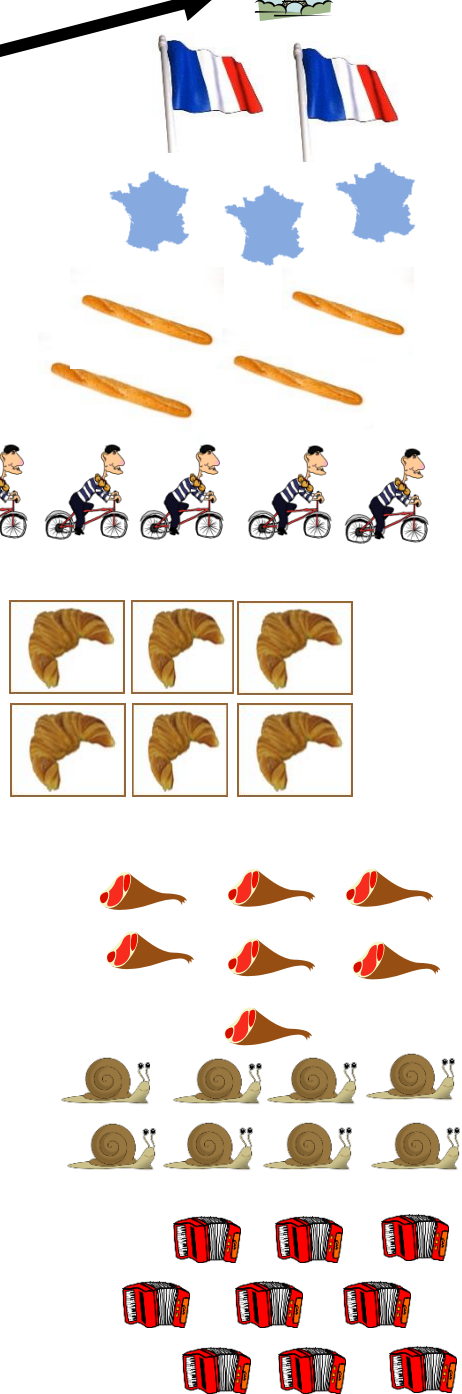
deux

cinq

huit

trois

sept



Les nombres

1 Write the numbers 1 to 6 in words.
Use the word snake to help you.



Undeuxtroisquatrecinqsix

| | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |

2 Do the calculations and write your answer in digits
AND in French.

$$7 + 3 = \underline{\mathbf{10}} \text{ dix}$$

$$12 - 7 = \underline{\hspace{2cm}}$$

$$9 + 3 = \underline{\hspace{2cm}}$$

$$13 - 5 = \underline{\hspace{2cm}}$$

$$19 - 12 = \underline{\hspace{2cm}}$$

$$6 + 5 = \underline{\hspace{2cm}}$$

3 Do the calculations and write your answer in digits
AND in French.

$$\text{sept} + \text{deux} = \underline{\hspace{2cm}}$$

$$\text{cinq} + \text{cinq} = \underline{\hspace{2cm}}$$

$$\text{trois} + \text{neuf} = \underline{\hspace{2cm}}$$

$$\text{neuf} - \text{trois} = \underline{\hspace{2cm}}$$

$$\text{trois} + \text{deux} - \text{un} = \underline{\hspace{2cm}}$$

$$\text{Huit} - \text{trois} + \text{deux} + \text{quatre} - \text{cinq} + \text{sept} - \text{trois} = \underline{\hspace{2cm}}$$

Les nombres

1 Say the numbers out loud in French and continue the number sequence.

A 1 2 3 4 5 _____

B 10 9 8 7 _____

C 1 3 5 _____

D 2 1 3 1 4 1 _____

E 2 ___ 6 ___ 10

F 5 7 9 5 7 _____ 9

2 Write the correct number in French to complete the number bonds to 10 (dix).

| | | | | | |
|---|--------|---|-------|---|-----|
| A | neuf | + | _____ | = | dix |
| B | huit | + | _____ | = | dix |
| C | cinq | + | _____ | = | dix |
| D | trois | + | _____ | = | dix |
| E | quatre | + | _____ | = | dix |
| F | deux | + | _____ | = | dix |

3 Use numbers you know to write number bonds to 20 (vingt).

| | | | | | |
|---|--|---|--|---|-------|
| a | | + | | = | vingt |
| b | | + | | = | vingt |
| c | | + | | = | vingt |

Les nombres

Write the word for each number.

| | | |
|-------------|-------------|-------------|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| 10 | 11 | 12 |

- 1 First think of the number and say it aloud.
- 2 Then write the number on your arm with your finger.
- 3 Now check to see if you got it right.
- 4 If you did, write it down in pencil on this sheet.
- 5 If not, practise again on your arm.
- 6 Do this for all of the numbers.

Quel âge as-tu?



Read each sentence aloud.

Now write the correct age in digits.

| | | |
|---|------------------|---|
| A | J'ai cinq ans. | 5 |
| B | J'ai onze ans. | |
| C | J'ai six ans. | |
| D | J'ai douze ans. | |
| E | J'ai trois ans. | |
| F | J'ai deux ans. | |
| G | J'ai dix ans. | |
| H | J'ai un an. | |
| I | J'ai quatre ans. | |
| J | J'ai sept ans. | |

1



chat

2



cheval

3



igloo

4



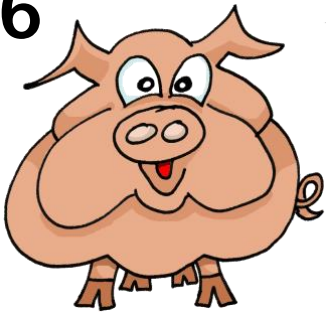
orange

5



tortue

6



cochon

7



deux

8



maison

9



voiture

10



bébé

11



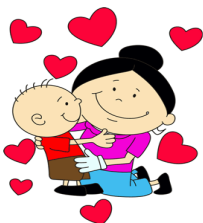
rouge

12



vingt

13



maman

14



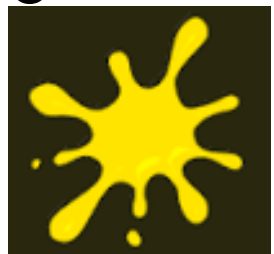
brun

15



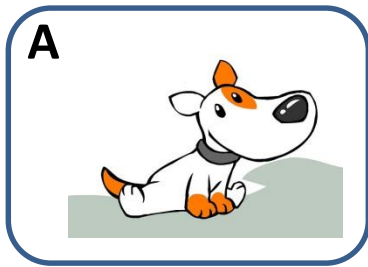
oeuf

16

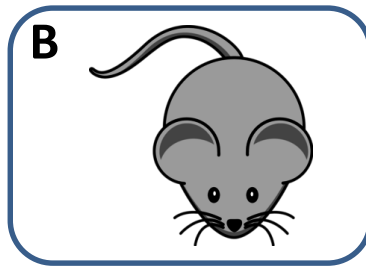


jaune₁₂

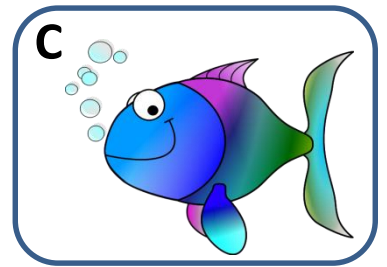
Try pronouncing these words!



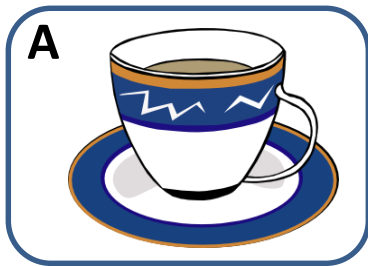
chien



souris



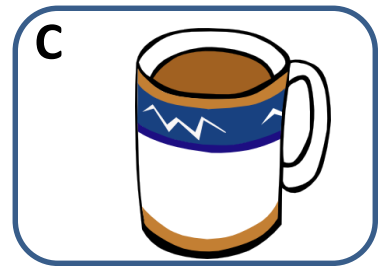
poisson



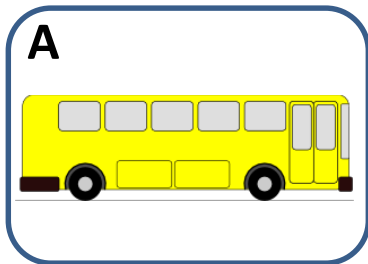
thé



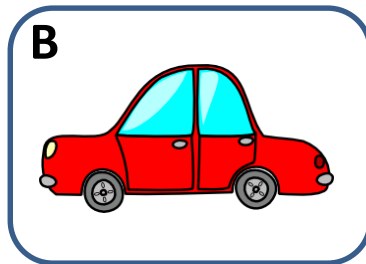
chocolat



café



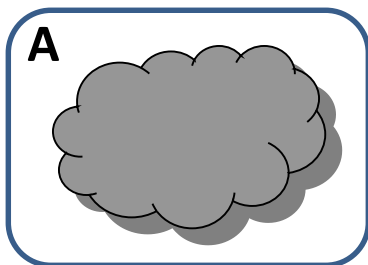
autobus



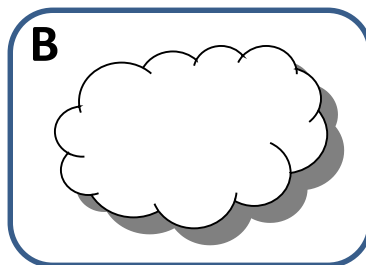
voiture



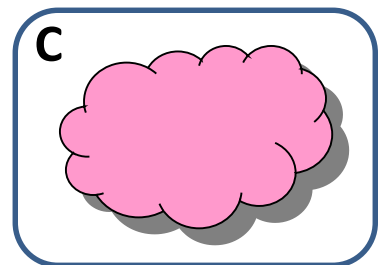
vélo



gris



blanc



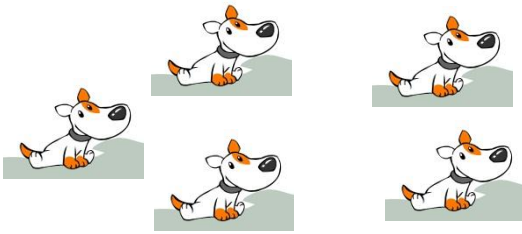
rose

Les vire-langues



**Verre plein je te bois,
verre vide je te pleins.**

*(Full glass I drink you,
empty glass I complain
about you)*



Cinq chiens chassent six chats

(5 dogs are chasing six cats)

Mon père est maire, mon frère est masseur.



(My dad is Mayor, my brother is Masseur

(a person who massages people))



Lily lit le livre dans le lit.

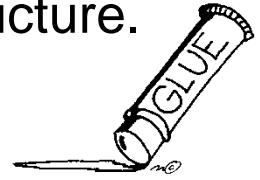


*(Lily is reading the
book in her bed)*

Dans ma trousse

Draw a line to join the word to the correct picture.

1. une trousse



2. un stylo



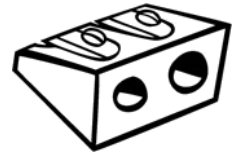
3. un crayon



4. un stick-mémoire



5. un taille-crayon



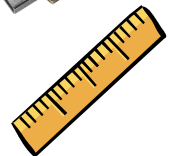
6. un bâton de colle



7. une règle



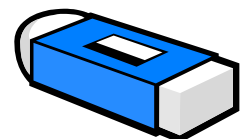
8. une gomme



9. des feutres



10. des ciseaux

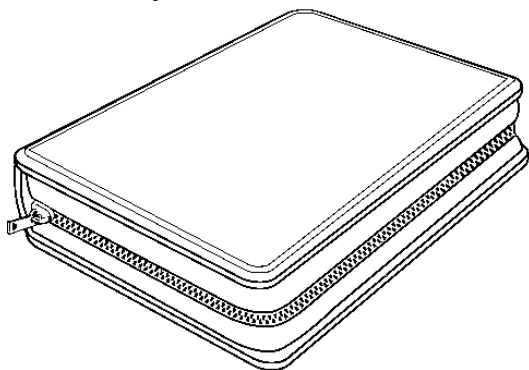
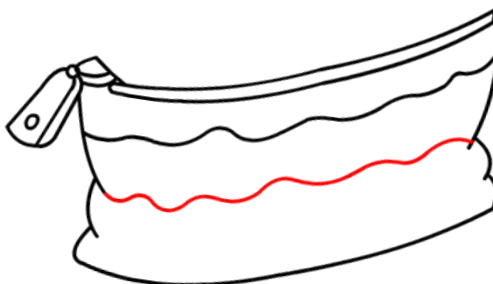


Dans ma trousse

Read the descriptions and draw the correct items in each pencil case.

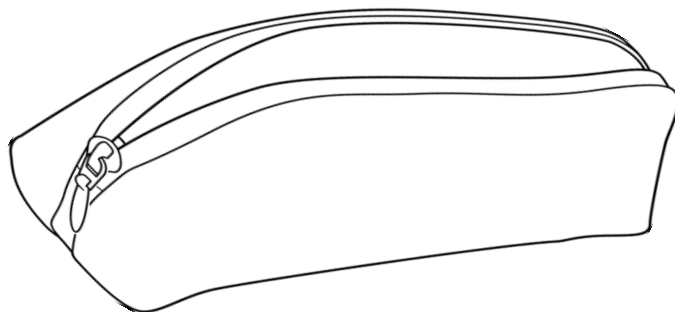
A

Dans ma trousse j'ai un crayon, une gomme et une règle.



B

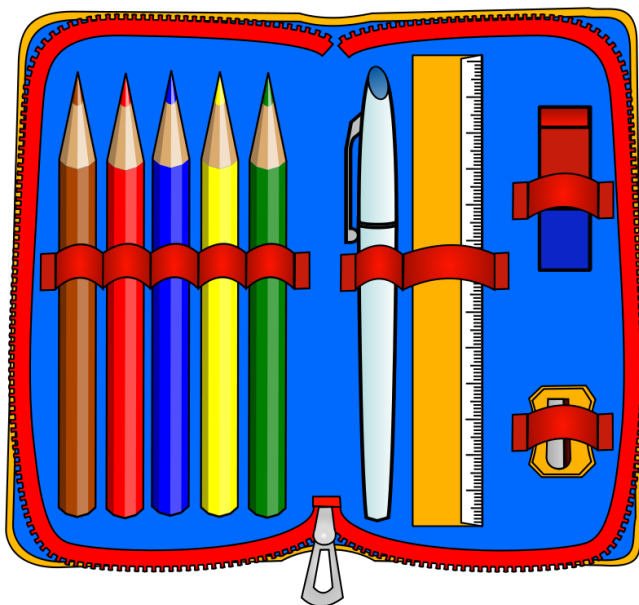
Dans ma trousse j'ai des feutres, un stick-mémoire et un taille-crayon.



C

Dans ma trousse j'ai des ciseaux, un bâton de colle et un stylo.

Write a description of what is in pencil case D.


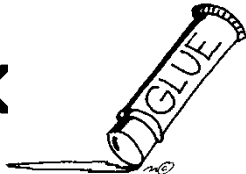






D

A large rectangular box with a pointed bottom, containing six horizontal dotted lines for writing.

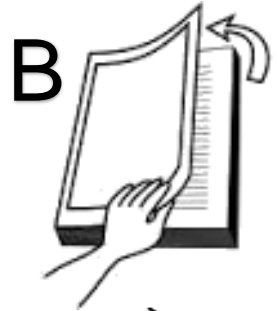
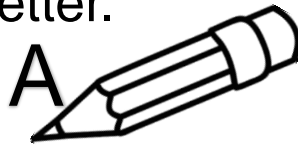
Dans ma trousse

Write a phrase for each picture.

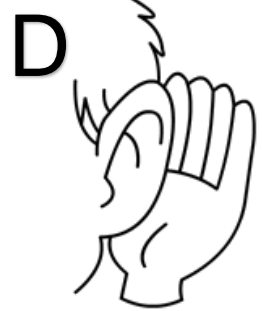
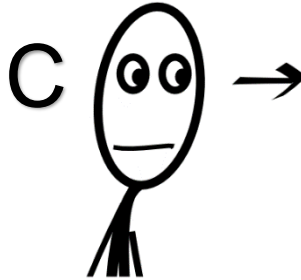
| | | |
|---|---|---|
| 1 | ✓  | J'ai un crayon. |
| 2 | ✗  | Non Je n'ai pas de bâton de colle. |
| 3 | ✗  | |
| 4 | ✓  | |
| 5 | ✓  | |
| 6 | ✗  | |

En classe

Fill in the table with the correct letter.

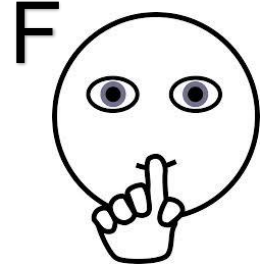
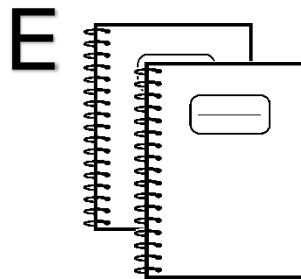


1. Silence!



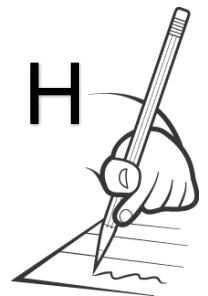
2. Prenez un stylo!

3. Un volontaire!



4. Ouvrez vos cahiers!

5. Regardez!



6. Croisez les bras!

7. Rangez vos affaires!



8. Ecoutez!

9. Ecrivez!

| | | | | | |
|---|----------|---|--|---|--|
| 1 | F | 4 | | 7 | |
| 2 | | 5 | | 8 | |
| 3 | | 6 | | 9 | |

En classe

Draw a picture for each instruction.

A large empty rectangular box for drawing a volunteer.

un volontaire!

A large empty rectangular box for drawing looking.

Regardez!

A large empty rectangular box for drawing writing.

Ecrivez!

A large empty rectangular box for drawing listening.

Ecoutez!

A large empty rectangular box for drawing opening notebooks.

**Ouvrez vos
cahiers!**

A large empty rectangular box for drawing tidying up.

**Rangez vos
affaires!**

A large empty rectangular box for drawing silence.

Silence!

A large empty rectangular box for drawing taking a pen.




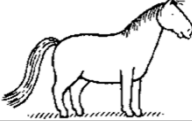




**Prenez un
stylo!**

A large empty rectangular box for drawing crossing arms.

**Croisez les
bras!**







Les animaux

A Ask 3 people in your class if they have the animals shown in the table below. Record the answers for each person.

| | | | |
|---|---|---|---|
| 1 |  | 5 |  |
| 2 |  | 6 |  |
| 3 |  | 7 |  |
| 4 |  | 8 |  |

| Sondage | Oui | Non |
|----------------|-----|-----|
| Tu as un chat? | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

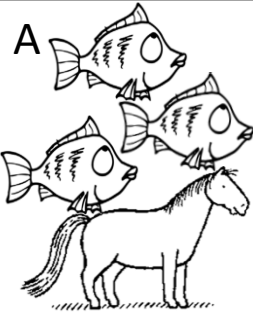
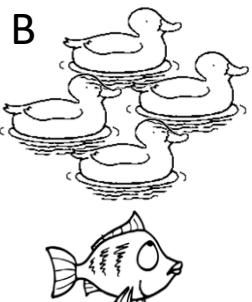
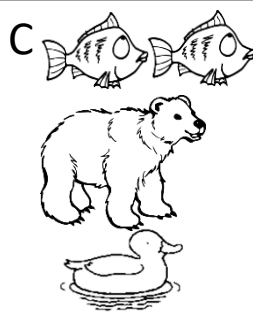
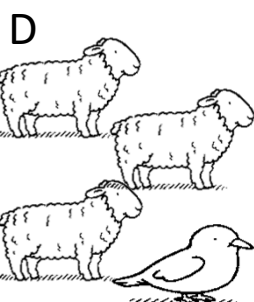
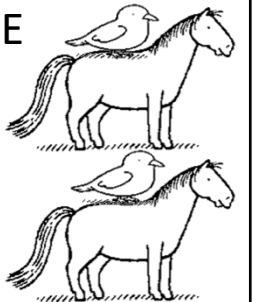
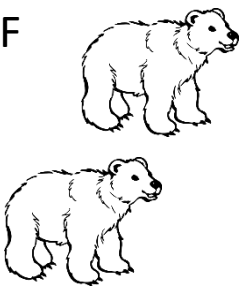
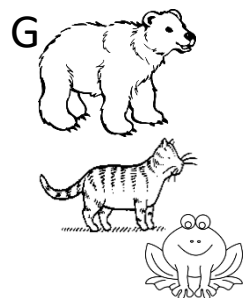
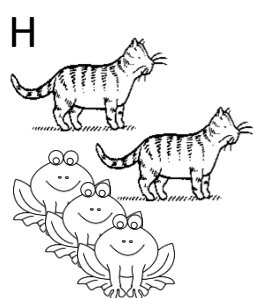
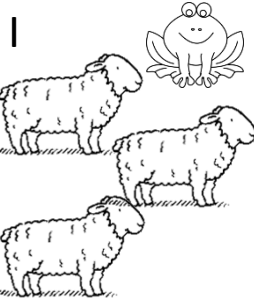
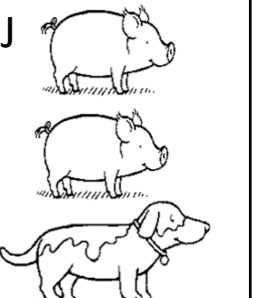
B Write a sentence for each picture below.

| | | |
|---|---|--------------------------------------|
| 1 | ✓  | J'ai un chien. |
| 2 | ✗  | No Je n'ai pas de grenouille. |
| 3 | ✗  | |
| 4 | ✓  | |
| 5 | ✓  | |
| 6 | ✗  | |

Les animaux



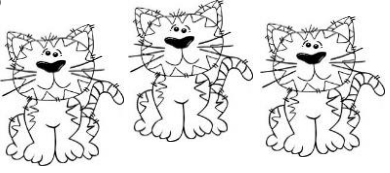
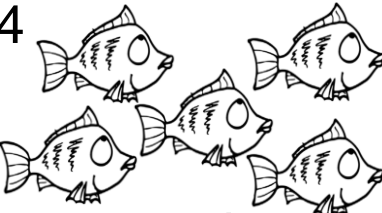
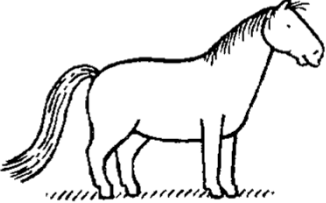
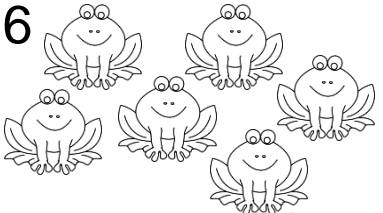
Match the sentences to the pictures. Write the correct letter.

| | | |
|----|---|---|
| 1 | Il y a trois moutons et un oiseau. | D |
| 2 | Il y a deux chats et trois grenouilles | |
| 3 | Il y a un poisson et quatre canards. | |
| 4 | Il y a deux ours. | |
| 5 | Il y a un cheval et trois poissons. | |
| 6 | Il y a un chien et deux cochons | |
| 7 | Il y a deux chevaux et deux oiseaux. | |
| 8 | Il y a un canard, deux poissons et un ours. | |
| 9 | Il y a trois moutons et une grenouille. | |
| 10 | Il y a un chat, un ours et une grenouille. | |

| | | | | |
|---|--|--|---|--|
| <p>A</p>  | <p>B</p>  | <p>C</p>  | <p>D</p>  | <p>E</p>  |
| <p>F</p>  | <p>G</p>  | <p>H</p>  | <p>I</p>  | <p>J</p>  |

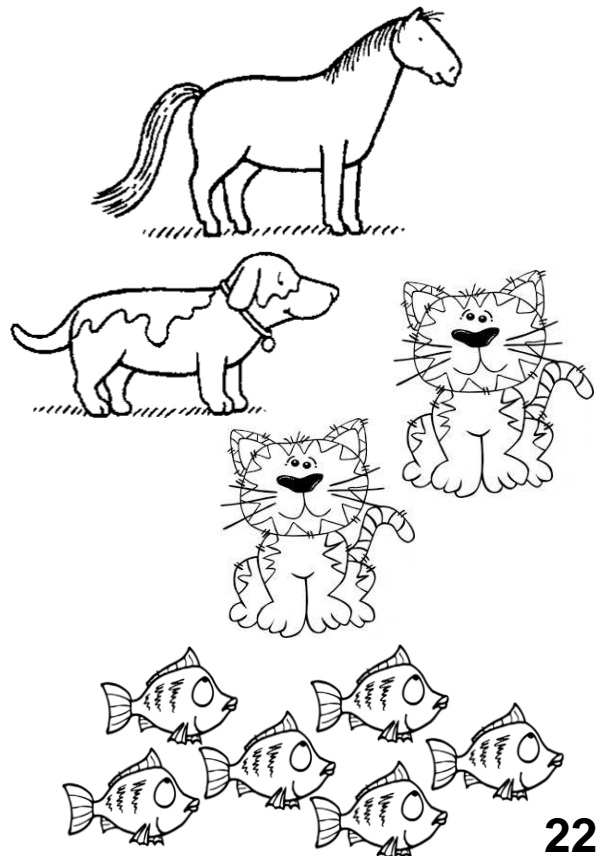
Les animaux

A Complete each phrase with the correct word for 'a' or 'some'.

| | | |
|--|---|---|
| 1  _____ oiseau | 2  _____ mouton | 3  _____ chats |
| 4  _____ poissons | 5  _____ cheval | 6  _____ grenouilles |

B Read the sentences and colour in the animals with the correct colours.

J'ai beaucoup d'animaux.
Mon cheval est noir et blanc.
Mon chien est brun et mes
deux chats sont de couleur
orange. J'ai trois poissons
violets, deux poissons verts
et un poisson jaune.



Les animaux

Read the conversations and fill in the table in English.

| | |
|---|--|
| <p>1 – As-tu un animal à la maison, Chloé?</p> <p>– Oui, J’ai un chat.</p> <p>– De quel couleur est ton chat?</p> <p>– Il est brun et blanc.</p> <p>– Quel âge a t-il?</p> <p>– Il a 8 ans. Et il est très intelligent.</p> | <p>2 – As-tu un animal chez toi, Antoine?</p> <p>– Oui, J’ai un cheval.</p> <p>– De quel couleur est il?</p> <p>– Il est gris et grand.</p> <p>– Quel âge a t-il?</p> <p>– Il a 2 ans.</p> |
| <p>3 – De quel couleur est ton chien, Fabrice?</p> <p>– Il est noir.</p> <p>– Quel âge a t-il?</p> <p>– Il a 5 ans et il est énorme.</p> | <p>4 – De quel couleur est ton oiseau, Serge?</p> <p>– Il est vert et jaune. Il n’est pas grand, il est très petit. Il a seulement un an.</p> |

| | Chloé | Antoine | Fabrice | Serge |
|-------------------|-------|---------|---------|-------|
| Pet | | | | |
| Age | | | | |
| Colour | | | | |
| Other information | | | | |

Les animaux

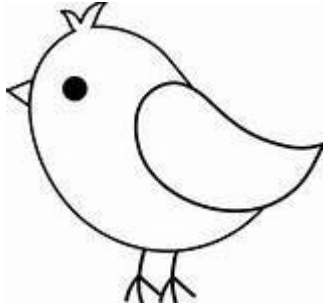
Colour each animal and write a phrase to describe it.

E.g. 1. un chien bleu.

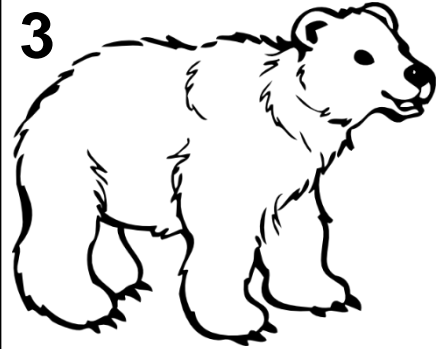
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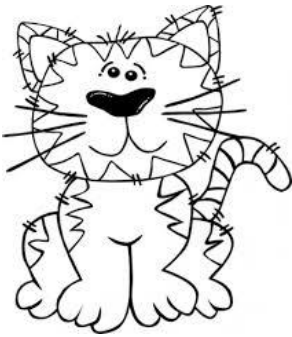
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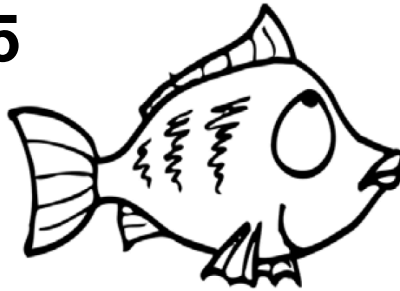
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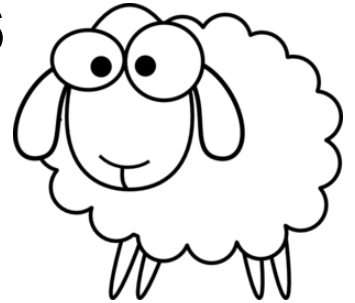
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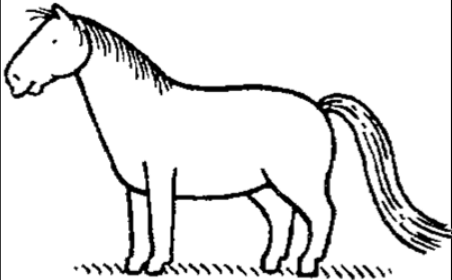
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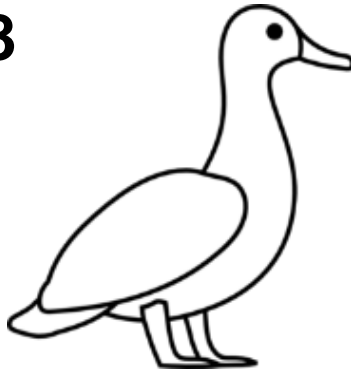
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8


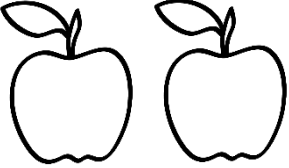
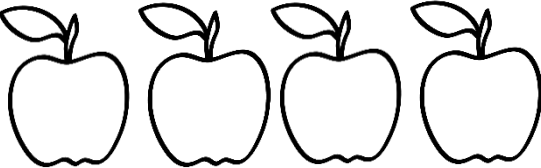
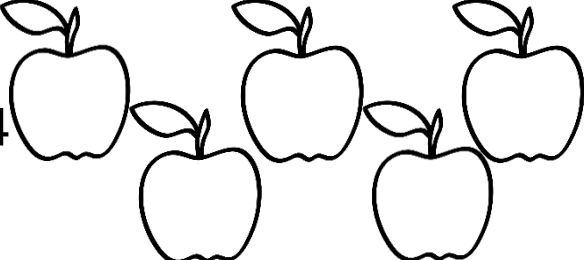


9



Le fruit

A Complete each phrase with the missing word or words.

| | |
|--|--|
| <p>1 </p> | <p>Il y a combien de pommes? Il y a <u>trois</u> pommes.</p> |
| <p>2 </p> | <p>Il y a combien de _____? Il y a _____.</p> |
| <p>3 </p> | <p>Il y a _____? _____.</p> |
| <p>4 </p> | <p>¿ _____? _____ _____.</p> |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| F | M | P | O | M | M | E | S | S | T |
| A | R | C | E | W | P | M | C | K | O |
| M | T | A | E | O | E | W | N | P | M |
| B | A | R | I | L | R | M | E | O | A |
| A | D | R | I | S | A | I | K | I | T |
| N | E | O | D | L | E | A | V | R | E |
| A | E | T | I | R | U | S | L | E | S |
| N | S | E | G | N | A | R | O | S | R |
| E | D | S | C | O | A | I | G | P | A |
| S | E | M | A | N | A | N | A | S | S |

B Find the six fruits from the list below in the wordsearch.

- ANANAS**
- POIRES**
- POMMES**
- ORANGES**
- BANANES**
- FRAISES**

Can you find one extra fruit?
(Tip: we often think of it as a vegetable!)

There is also a vegetable to find!





Le Fruit

Commerce Equitable = Fairtrade



A Draw a picture of each fruit listed.

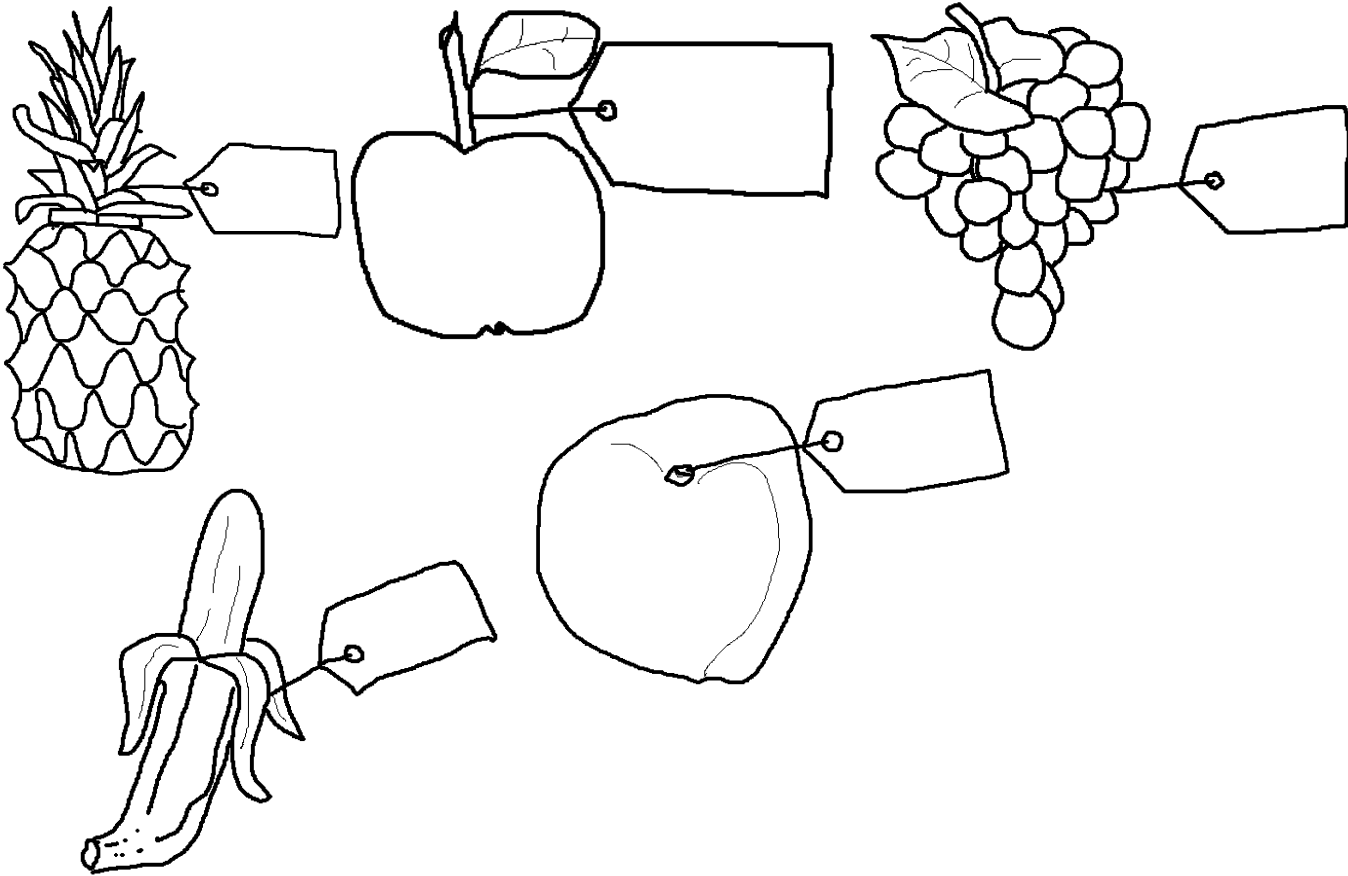
B Go to your local supermarket and see which fruits are available as fair trade. Fill in the table.

| Fruit |   |   |
|---------|---|---|
| Oranges | | |
| Pommes | | |
| Poires | | |
| Fraises | | |
| Ananas | | |
| Bananes | | |
| Raisins | | |
| Cerises | | |
| Melon | | |

Le fruit

A Fill in the price for each fruit.

B Draw the missing fruit and do its price label.



| Prix des fruits | |
|--------------------|-------|
| Un kilo de raisins | 3€,50 |
| Un melon | 3€,80 |
| Un kilo de pommes | 3€,20 |
| Un kilo de bananes | 3€ |
| Un kilo d'oranges | 2€,50 |
| Un ananas | 3€,90 |

Les jours de la semaine

A Say the days of the week out loud in the correct order.

jeudi

dimanche

vendredi

Les jours

mercredi

mardi

lundi

samedi



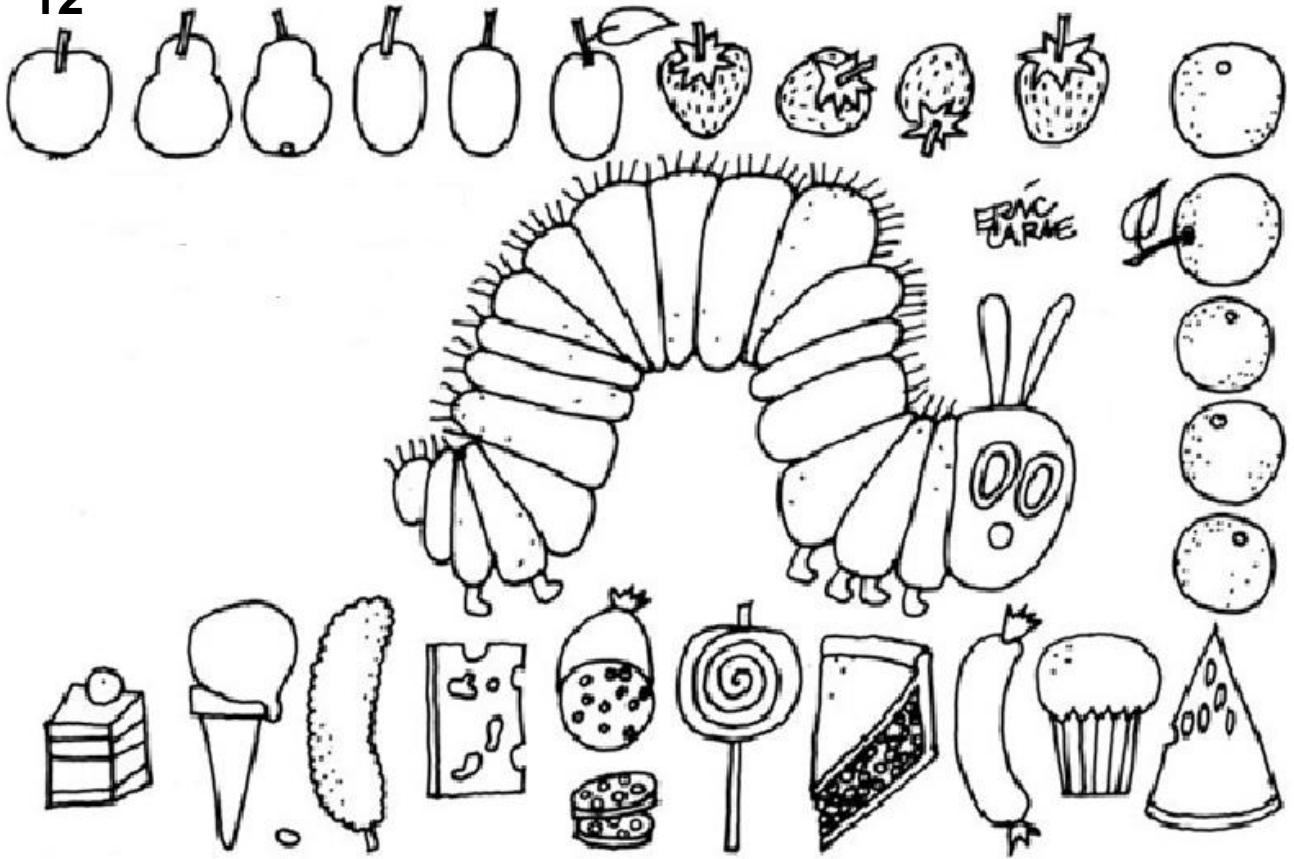
B Unjumble the letters and write each day of the week correctly in French.

| | | | |
|----------|--|----------|--|
| unldi | | dvrendie | |
| dueji | | aseimd | |
| edmircre | | cdhneiam | |
| idram | | | |

La nourriture

Label the picture with the correct numbers for each item of food.

12



1 Cinq oranges

2 Des rondelles de salami

3 La chenille affamé

4 Trois prunes

5 Une saucisse

6 Une sucette

7 Une tranche de la pastèque

8 Un cupcake

9 Quatre fraises

10 Une tranche de gâteau au chocolat

11 une glace

12 une pomme

13 De la tarte aux cerises

14 Deux poires

15 Du fromage

16 un cornichon

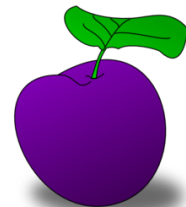
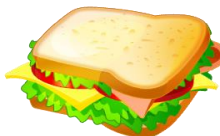
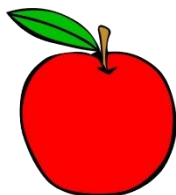
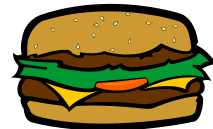
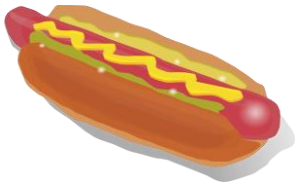
La nourriture

Organise the food into sweet (sucré) and savoury (salé). Write the French words in the correct circle.



Nourriture
sucré

Nourriture
salé



Un revoir

A Draw a circle around the days of the week, a rectangle around the food items, underline the animals and shade over the colours.

There are **3** of each.

mouton

mardi

vert

glace

jaune

bleu

cheval

cochon

samedi

saucisse

cupcake

vendredi

B Make your own activity like this for your partner to do.

C Exchange activities with your partner.

| KS2 Programme of End of Year 3 Study 2014 | | (P1 -, =, +) |
|---|--|---|
| L1 | Listen attentively and show understanding by joining in and responding | Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity |
| L2 | Link the spelling, sound and meaning of words | Apply phonics knowledge to Ours Brun story, tongue twisters, <i>Je vois, je vois, devine quoi</i> game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills) |
| S1(a) | Ask and answer questions | Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal) Qu'est-ce que ce'st? (What is it?) C'est un/une... (It is a) Comment t'appelles tu? (What do you call yourself?) Je m'appelle..... (I call myself) Ca va? (How are you?) Quel age as-tu? (How old are you?) Qu'est ce que tu as dans ton trousse? (What do you have in your pencil case?) J'ai un/une...? (Do you have a?) Quelle est la difference entre? (What difference is there?) C'est (une grenouille ou un poisson)? (Is it a frog or a fish?) Quel est ton animal prefere? (Which is your favourite animal?) Qu'est ce qu'ils sont? (What are they?) Qu'est ce que tu vois? (What do you see?) |
| S1(b) | Express opinions and respond to those of others | |
| S1(c) | Ask for clarification and help | Signal a problem: Monsieur, Madame), J'ai un probleme |
| S2 | Speak in sentences | Use the verb forms J'ai (non J'ai), c'est (ce n'est pas), il y a (il n'y a pas de)) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3). Say what your favourite ... is |
| S3 | Describe people, places, things and actions orally (to a range of audiences) | Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story |

| | | | |
|----|---|---|--|
| R1 | read and show understanding of words, phrases and simple texts | Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity | |
| R2 | appreciate stories, songs, poems and rhymes in the language | Join in confidently with the salut, ça va song, <i>Je vois, je vois, devine quoi</i> game, Ours Brun story, other stories or videos, tongue twisters, Old Macdonald song | |
| R3 | read aloud with accurate pronunciation | Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text | |
| R4 | understand new words that are introduced into familiar written material | stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story | |
| R5 | use a dictionary | | |
| W1 | write words and phrases from memory | Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory. | |
| W2 | adapt phrases to create new sentences | Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Ours Brun story to change colour – animal combinations in sentences with J'ai / C'est un/une... Include simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also). | |
| W3 | describe people, places, things and actions in writing | Describe animals with colours Create mini-books | |
| G1 | Gender of nouns - definite and indefinite articles | Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites) | |
| G2 | Singular and plural forms of nouns | Form plural nouns | |
| G3 | Adjectives (place and agreement) | Learn adjectival positioning and adjectival agreement (active use of regular singular forms) | |
| G4 | Conjugation of key verbs (and making verbs negative) | Use J'ai, c'est, il y a, accurately | |
| G5 | Connectives and qualifiers, adverbs of time, prepositions of place | Use connectives – et, mais, (aussi) | |