

7 reasons why you should teach French through stories

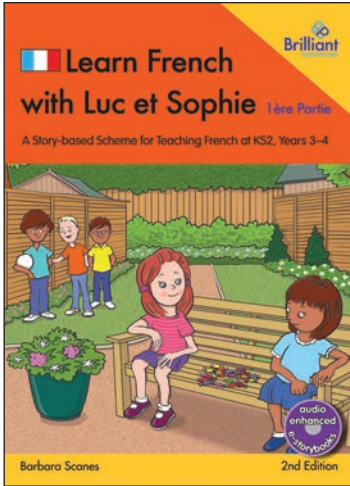
Stories are an ideal way to get children excited about learning French. A good French story will:

1. Provide an enjoyable, stress-free way to learn the rhythm of the language, intonation and pronunciation
2. Introduce children to sentence structures in a natural way, so children learn to phrase things as a native speaker would
3. Make it easy to present written and spoken language together so that children can see the links between them
4. Enable key vocabulary to be learned in context
5. Empower children to create their own sentences
6. Combine naturally with drama and role-play
7. And, best of all, will engage children and make them want to learn French!



**Look inside to find out how to
Learn French with Luc et Sophie
and cover the 2014 curriculum!**

Look at what you get ...



Part 1 – Years 3-4

1ère Partie Starter Pack

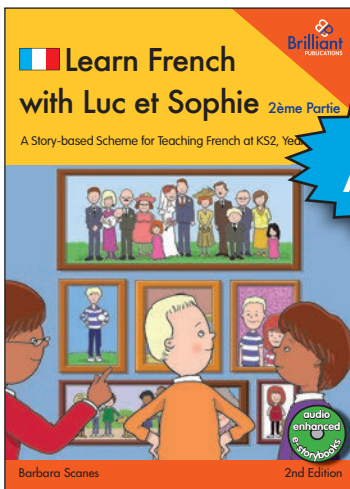
978-1-78317-343-3

160 pages. £49.99

(inc. £2.00 VAT on Audio CD/CD-Rom)



**Years
3-4**



Part 2 – Years 5-6

2ème Partie Starter Pack

978-1-78317-344-0

230 pages. £49.99

(inc. £2.00 VAT on Audio CDs/CD-Rom)

**Arriving
April 2019**



**Years
5-6**

Graduated storybooks

From Part 1
Bonjour - Story 1
1ère Partie, Unité 1



Audio-enhanced versions of stories supplied to enable them to be displayed on IWB for whole class/group guided reading lessons

Repetitive phrasing and simple sentences embed vocabulary and grammar

Engaging, full-colour illustrations bring characters to life

Vocabulary builds throughout the series, providing children with words they can use in speaking and writing activities

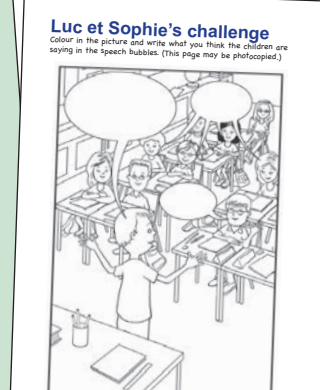
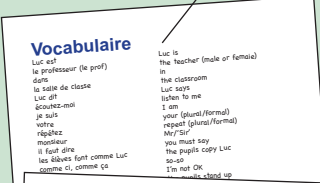
Relevant story topics with humorous exploits make reading the stories in French enjoyable and memorable



Original, fun stories written entirely in French

Grammatical structures introduced progressively throughout series, provide pupils with the tools they need to speak with increasing confidence and fluency

Vocabulary list at back of each story introduces new words and phrases



Challenge pages at the end of each book provide opportunities for practising writing

From Part 2
Luc est le professeur - Story 1
2ème Partie, Unité 1

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Here's how we help you ...

NEW
for 2014
curriculum

Reinforcement
of previous
learning

Easy-to-follow exercises
to develop all four
language learning skills
– speaking, listening,
reading and writing

Je m'appelle Sophie

Unit 2

5 **Cinq minutes français**
Start this, and every lesson henceforth, with around five minutes with only French spoken. Use gestures to help communicate and don't worry about using the occasional English word or phrase. When both you and your pupils are more familiar with the vocabulary, it will be easier and more fun for you to conduct the entire Cinq minutes français in French.

Greet the pupils with *bonjour* (good morning). Shake hands with a pupil and say *bonjour*. Demonstrate that they should shake hands with each other and say *bonjour*. Play Jacques a dit (see Units 1, Exercise 3) using the commands learned in the previous unit.

6 **Exercise 1 – Écouter**
Play the story (Track 6 on the CD), pausing as necessary. Ask the pupils if they understood any of the story. Could they work out any of what was happening?

7 **Exercise 2 – Écouter/lire**
Play Track 6 again. Ask the pupils to follow the story in the booklet the IWB as they listen. Ask the pupils if they understand now. Brainstorm the meaning of the entire story as a class-wide exercise.

8 **Exercise 3 – Parler**
Pupils act out the story (script is on page 139). As teacher, assume a major role the first time around, eg that of Luc or Sophie, in order to give guidance to the pupils acting the other roles. After the first run-through, allocate all the roles to other pupils. Ask the non-speaking pupils to listen out for pronunciation and, at the end of the scene, to comment positively on what was pronounced correctly and offer suggestions on those words which were not. As teacher, your own comment in the first instance, for example: *Well said Arnie. Was that the right way to say that word French?* Play Track 6 again, stopping at the appropriate time, or listen to the vocabulary list (Track 7), to check for correct pronunciation.

9 **Exercise 4 – Écouter/parler**
Object here is to practise the question *Ça va ?* and the three possible answers given in story. First teach an action for the question *Ça va ?*, then the responses, one at a time.

with Luc et Sophie, Marc Paris
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Each lesson plan
linked to an
original, fun story –
language learnt in
context

List of vocabulary
included in
teacher's book as
well as storybook

Recordings of stories,
songs, vocabulary, and
listening exercises by
native French speakers to
aid correct pronunciation







Audio enhanced e-book
copies of stories for
display on IWB as well
as sentence building
activities

Translation of
story for quick
reference

Grammar boxes provide
support for non-specialist
teachers and ideas for
introducing grammar to
pupils

Je m'appelle Sophie

Unit 2

<i>ça va ?</i>	<i>ça va</i>
	
<i>ça va bien, merci</i>	<i>ça va mal</i>
	

Model the game by asking the question *Ça va ?* with the appropriate gesture. After the order in which you say the response phrases and ask the pupils to supply the correct gesture to show they have understood. You could vary this game by making anyone who answers incorrectly 'out' for one turn or by turning it into a game of Jacques a dit (Simon says).

Next, ask a pupil to take your place as questioner and call out the different answers for his/her classmates to make the right gesture. Choose a different pupil to take the place of the questioner and continue with this game for a few turns then change the game so that the questioner makes the gesture and asks for the correct verbal answer to be supplied. This can become noisy but is good fun when carefully controlled and allowed to continue for just a couple of minutes.

Finally, put the children into pairs and allow them to play the game between them, changing roles after a minute or two.

Traduction de l'histoire

My name is Sophie
page 2
Hello, how are you doing?
Fine, thanks.

page 3
What's your name?
I'm called Mark. What about you? What's your name?

page 4
My name is Sophie. How are you doing?
Er... fine.

page 5
Hi! No, Sophie.
Oh! Mark?

page 6
On! That's really sad! It's coming! Bye!
Er... bye!

Grammaire

Subject pronouns
In this unit we meet two personal pronouns:

- ◆ je – I
- ◆ tu – you

When writing *je* there is no need for a capital 'J', unlike in English with 'I', unless the word occurs at the beginning of a sentence.

In this unit we meet the singular form of 'you', which is *tu*. It is also the informal form, ie that used for family, friends and animals. At this stage, there is no need to emphasise this point to pupils. It will become clear through usage when we meet the plural/formal form *vous* in later units. (Although we did meet *il vous plaît* and commands with *vous* in the previous unit.)

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Bonjour, ça va ?

Bonjour, ça va ?
Comment t'appelles-tu ?
Je m'appelle Hervé
et ça va bien.

Bonjour, ça va ?
Comment t'appelles-tu ?
Je m'appelle Étodie
et oui, ça va.

Bonjour, ça va ?
Comment t'appelles-tu ?
Je m'appelle Serge
et ça va bien, merci.

Bonjour, ça va ?
Comment t'appelles-tu ?
Je m'appelle Mireille
et ça va mal !

je m'appelle _____

2a
Dynamis



Au revoir !

Draw a picture of you meeting a new friend. Write what you say in the speech bubbles.



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Quel âge as-tu ?

Fill in the gaps in the speech bubbles with the correct number from the box at the bottom of the page.

4b
Dynamis

je m'appelle _____

1. J'ai _____ ans.

2. J'ai _____ ans.

Sophie Nadine

3. J'ai _____ ans.

4. J'ai _____ 9 ans.

5. J'ai _____ 3 ans.

Luc

- un
- deux
- trois
- quatre
- cinq
- six
- sept
- huit
- neuf
- dix

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Specially written song in each unit reinforces vocabulary learnt. Audio CD enables pupils to sing along with native French speakers or with instrumental version

Specially designed sentence builder activities for use on an IWB provide opportunities for pupils to manipulate the language

Unité 8 – J'ai un chat

Make as many sentences as you can.

J'ai

quatre	poney	rouges
un	lapins	marro
treize	rats	jaune
dix	chat	verts
seize	poissons	orange
quatorze	chien	rouge

Reset question

Choose your sentence and see if it is correct!

Links to the National Curriculum

Learn French with Luc et Sophie has been written to ensure coverage of the National Curriculum for English Programmes of Study for Foreign Languages. The chart below shows what most children should be able to do by the end of Year 4 (and the end of the New Parts). Areas not covered in great depth in this book are addressed more fully in the 2ème Partie.

The Self-assessment sheets, with 1 can ... (je peux ...) statements, at the end of each unit will help you to assess pupils' progress.

Progression of study	By the end of the 1ère Partie, pupils should be able to:	By the end of the 2ème Partie, pupils should be able to:
Listening	Understand the main message and some information by listening to and watching audio and video recordings of simple and short messages and notices in the classroom and phrases in the songs and games.	Understand the main message and some information by listening to and watching audio and video recordings of simple and short messages and notices in the classroom and phrases in the songs and games.
Speaking	Engage in simple oral communication using basic phrases and simple questions and answers. Produce simple oral presentations using basic phrases and simple questions and answers.	Engage in simple oral communication using basic phrases and simple questions and answers. Produce simple oral presentations using basic phrases and simple questions and answers.
Reading	Understand the main message and some information by reading simple texts and short stories.	Understand the main message and some information by reading simple texts and short stories.
Writing	Write simple messages and short stories using basic phrases and simple questions and answers.	Write simple messages and short stories using basic phrases and simple questions and answers.
Grammar	Understand the main message and some information by reading simple texts and short stories.	Understand the main message and some information by reading simple texts and short stories.
Vocabulary	Understand the main message and some information by reading simple texts and short stories.	Understand the main message and some information by reading simple texts and short stories.

Self-assessment sheet

At the end of this unit I can...

	date	not yet	heavily	definitely
Say goodbye to my teacher and classmates				
Understand when asked my name				
Say my name and ask somebody their name				
Say how I'm feeling and ask someone else				

Self-assessment sheet

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Photocopiable worksheets provide opportunities for the children to practise writing

Charts linking contents to the National Curriculum

Self-assessment sheets for pupil feedback on their progress

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Audio-enhanced e-storybooks

Look, listen and learn on the IWB

Versatile, easy-to-use, PowerPoints of each book with embedded vocabulary and dialogue enable you to enrich your pupils language learning experience. Look at the pages below to see how you can use the e-storybooks.

Vocabulaire
salut
oui
ils sont
pour
mes poupées

Salut Sophie !
Oh ! Des biscuits !

Oui, ils sont pour mes poupées.

Click on the speaker to hear the whole page

Click on the words in the vocabulary list to hear them spoken

Click on the speech bubbles to hear them spoken

Vocabulaire	
combien de biscuits ?	how many biscuits?
j'ai	I have
tu as	you have
un biscuit	a biscuit
des biscuits	some biscuits
salut	hi (can also mean 'bye)
oui	yes
ils sont	they are
pour	for
mes poupées	my dolls
mais	but
beaucoup (de)	lots of

Click on the French words in the vocabulary list to hear them spoken

Click an arrow to turn the page

Stories for sharing

The *Luc et Sophie* stories are available individually and in convenient packs of 14, with one of each title.

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Stories in 2ème Partie (Part 2)



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individually**

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