

Module 2
Lesson Plans 6-10
Niveau blanc
Autumn Term Second Half

Year 4



niveau blanc



Learning Objectives for module 2

Leçon 6

- learn how to pronounce a noun & indefinite article, when it begins with a vowel, e.g. *un âne*
- find out about the concept of liaison in pronunciation
- learn about an exception to the rule about the silent final consonant: *un ours*

Leçon 7

- learn how to construct spoken sentences with more than one noun
- be able to apply knowledge of a conjunction
- understand the role of intonation in speech, and punctuation in writing

Leçon 8

- learn how to construct simple written sentences using a writing frame
- find out about the concept of syntax when constructing meaningful sentences
- compare syntax in simple English and French sentences

Leçon 9

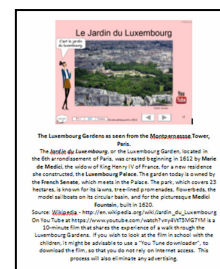
- learn some colours, and understand how they can be used as adjectives
- understand that an adjective describes a noun
- play a game to help memorise and recall vocabulary

Leçon 10

- be able to create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate
- learn that the adjective usually precedes the noun in English, but usually follows it in French
- learn that a conjunction can separate adjectives as well as nouns
- develop further the ability to describe Paris and its landmarks

Cultural Guidance

Additional guidance notes aimed at supporting the teacher, in particular with aspects of cultural knowledge, are sometimes hidden in the notes section underneath a PowerPoint slide. These notes sometimes contain links to external sites.



Vocabulary**Common nouns**

un escargot *a snail*
 un âne *a donkey*
 un éléphant *an elephant*
 un ours *a bear*

Adjectives

bleu *blue*
 rouge *red*
 vert *green*
 jaune *yellow*

Paris landmarks

le Jardin du Luxembourg
 Le Jardin des Tuileries
 Le Jardin des Champs-Élysées
 Le Jardin du Palais-Royal
 Les Jardins du Trocadéro

Question and answer

Qu'est-ce qu'il y a dans le jardin?
What is there in the garden?
 C'est quelle couleur ?
What colour is this?

Classroom instruction

Tout le monde ! *Everyone!*

Grammar and Pronunciation**① Pronunciation Point – pronunciation of final consonant**

The final consonant in French words is almost always silent. There are some exceptions to this rule, such as ours, in which the final 's' is sounded out.

① Pronunciation Point – Liaison

When a word ending in a vowel sound is followed by a word beginning with a vowel sound, a final consonant that is usually silent can be sounded out, e.g. *C'est un éléphant.* Similarly in English, *It's an elephant.*

① Grammar Point – conjunction

A conjunction can be used to link two words or phrases. It can link the final 2 nouns in a sequence, and it can link the final 2 adjectives in a sequence.

① Grammar Point – syntax

Syntax is the order in which words and phrases are put together to make a meaningful sentence.

① Grammar Point – adjective

An adjective describes a noun.

① Grammar Point – position of the adjective

In English, the adjective usually precedes the noun it is describing; in French the adjective usually follows the noun it is describing.

Using the Internet

- Le Jardin du Luxembourg - <http://en.parisinfo.com/paris-museum-monument/71393/Jardin-du-Luxembourg>
- Le Jardin des Tuileries - <http://equipement.paris.fr/jardin-des-tuileries-1795>
- Le Jardin des Champs-Élysées - <http://en.parisinfo.com/paris-museum-monument/71174/Jardins-des-Champs>
- Le Palais-Royal - <http://en.parisinfo.com/paris-museum-monument/71265/Domaine-national-du-Palais-Royal>
- Le Palais-Royal - <http://palais-royal.monuments-nationaux.fr/en/>
- Les Jardins du Trocadéro - <http://en.parisinfo.com/paris-museum-monument/71144/Jardins-du-Trocad>

Resources

- cuddly toy.
- soft ball.
- picture cards and word cards – 4 nouns that begin with a vowel.
- writing frame placemat leçon 8.

Teacher guidance

Cultural guidance

<i>Parks and gardens in Paris</i>	Paris today has more than 421 municipal parks and gardens, covering more than three thousand hectares and containing more than 250,000 trees. Two of Paris's oldest and most famous gardens are the Tuileries Garden, created in 1564 for the Tuileries Palace, and redone by André Le Nôtre in 1664; and the Luxembourg Garden, belonging to a château built for Marie de Medici in 1612, which today houses the French Senate. The Jardin des Plantes was the first botanical garden in Paris, created in 1626 by Louis XIII's doctor Guy de La Brosse for the cultivation of medicinal plants. Between 1853 and 1870, the Emperor Napoleon III and the city's first director of parks and gardens, Jean-Charles Alphand, created the Bois de Boulogne, the Bois de Vincennes, Parc Montsouris and the Parc des Buttes-Chaumont, located at the four points of the compass around the city, as well as many smaller parks, squares and gardens in the neighbourhoods of the city. One hundred sixty-six new parks have been created since 1977, most notably the Parc de la Villette (1987–1991) and Parc André Citroën (1992).
<i>Le Jardin du Luxembourg</i>	The Jardin du Luxembourg, located in the 6th arrondissement of Paris, was created beginning in 1612 by Marie de Medici, the widow of King Henry IV of France, for a new residence she constructed, the Luxembourg Palace. The garden today is owned by the French Senate, which meets in the Palace. The park, which covers 23 hectares, is known for its lawns, tree-lined promenades, flowerbeds, the model sailboats on its circular basin, and for the picturesque Medici Fountain, built in 1620.
<i>le Jardin des Tuileries</i>	The Tuileries Garden is a public garden located between the Louvre Museum and the Place de la Concorde in the 1st arrondissement of Paris. Created by Catherine de Medici as the garden of the Tuileries Palace in 1564, it was eventually opened to the public in 1667, and became a public park after the French Revolution. In the 19th and 20th century, it was the place where Parisians celebrated, met, promenaded, and relaxed.
<i>les Jardins des Champs-Élysées</i>	The Jardin des Champs-Élysées is a public park located in the 8th arrondissement of Paris. It occupies 13.7 hectares, and is located on both sides of the Avenue des Champs-Élysées between the Place de la Concorde on the east and the Rond-point des Champs-Élysées on the west and between Avenue Gabriel to the north and the Seine to the south. It includes within its boundaries the Grand Palais and the Petit Palais, as well as a theatre and other buildings. It was one of the first parks in the city, laid out by André Le Notre in 1667, and was the site of the Paris International Exposition of 1855 and an important part of the Paris Universal Exposition of 1900, for which the Grand Palais and Petit Palais were created.
<i>le Jardin du Palais Royal</i>	The Palais-Royal is a palace located in the 1st arrondissement of Paris. The screened entrance court faces the Place du Palais-Royal, opposite the Louvre. The larger inner courtyard, the Cour d'Honneur, has since 1986 contained Daniel Buren's site-specific art piece Les Deux Plateaux, known as Les Colonnes de Buren. In 1830 the Cour d'Honneur was enclosed to the north by what was probably the most famous of Paris's covered arcades, the Galerie d'Orléans. Demolished in the 1930s, its flanking rows of columns still stand between the Cour d'Honneur and the popular Palais-Royal Gardens.
<i>Les jardins du Trocadéro</i>	Jardins du Trocadéro is an open space, located in the 16th arrondissement, bounded to the northwest by the wings of the Palais de Chaillot and to the southeast by the Seine and the Pont d'Iéna, with the Eiffel Tower on the opposite bank of the Seine. The main feature, called the Fountain of Warsaw, is a long basin, or water mirror, with twelve fountains creating columns of water 12 metres high; twenty-four smaller fountains four metres high; and ten arches of water. At one end, facing the Seine, are twenty powerful water cannons, able to project a jet of water fifty metres.

Notes on links to the Internet and You Tube

In this module, there are several links to Internet sites and to films on You Tube. These have been included in order to help provide information and subject knowledge for the teacher. If using these in class with children, it is recommended that additional time be allowed. It is also recommended that each site is carefully checked before use with children. Internet sites are constantly changing, and over time it might be that the links referred to here will change.

Leçon 6

Language content: *Qu'est-ce qu'il y a dans le jardin ?* (What is there in the garden?), *un escargot* (a snail), *un âne* (a donkey), *un éléphant* (an elephant), *un ours* (a bear); *le Jardin du Luxembourg* (the Luxembourg Gardens)

Learning focus	Teaching sequence
Starter activity Revision: <i>Comment tu t'appelles ? Je m'appelle...</i>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Ask one or 2 children their name. Allow children to take turns asking and answering the question. <p style="text-align: right;">Slides 2, 3 & 4</p>
Question and answer: <i>Qu'est-ce qu'il y a dans le jardin ?</i>	<ul style="list-style-type: none"> ▪ Revise the 8 nouns using slide 5, or picture cards, using question and answer techniques and focusing on pronunciation. ▪ Using slides 6 to 14, model the question <i>Qu'est-ce qu'il y a dans le jardin ?</i>, and invite children to respond with a sentence such as <i>Dans le jardin, il y a un furet.</i> ▪ Invite the children to participate in asking and answering the questions: return to slide 7, and invite a child to ask someone else the question, e.g. "Adam, <i>qu'est-ce qu'il y a dans le jardin ?</i>" Adam replies, then asks someone else the question, using the next slide. <p style="text-align: right;">Slides 5-14</p>
New vocabulary <i>un escargot, un âne, un éléphant, un ours</i> ⓘ Pronunciation Pont – final consonant of <i>ours</i> ⓘ Pronunciation Pont – liaison	<ul style="list-style-type: none"> ▪ Using picture cards, or slide 5, introduce 4 nouns that begin with a vowel: <i>un escargot, un âne, un éléphant</i> and <i>un ours</i>. Model the new words, and invite the children to echo with accurate pronunciation, sometimes in chorus and sometimes individually. ▪ What do the children notice about the new words? Each noun begins with a vowel; two of the nouns end in a silent consonant – <i>escargot, éléphant</i>; one noun ends with a consonant that is not silent: <i>un ours</i>. In almost every case, an s at the end of a French word is silent, but <i>ours</i> is an exception to the rule, and the final s is always pronounced. Invite the children to guess which English words might match the French ones on slide 18. ▪ Because each noun begins with a vowel, the pronunciation of the preceding word – <i>un</i> – needs to change. A liaison needs to be made, so the final n that is normally silent must now be heard, i.e. <i>un_ours, un_éléphant, un_âne, un_escargot</i>, (Slide 16). Liaison also occurs in English, when the indefinite article precedes a noun beginning with a vowel, <i>an apple, an elephant, an orange</i>. The use of liaison overcomes the difficulty in pronouncing two vowels sounds one after the other, by allowing a consonant sound to be inserted. <p style="text-align: right;">Slides 15-19</p>
Knowledge about France <i>le Jardin du Luxembourg</i>	<ul style="list-style-type: none"> ▪ Invite the children see a beautiful part of Paris, a large park called the <i>Jardin du Luxembourg</i>. <p style="text-align: right;">Slide 20</p>
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 21</p>

Leçon 7

Language content: *le Jardin des Tuileries* (the Tuileries Garden)

Learning focus	Teaching sequence
Starter activity Revision: <i>Tu as quel âge?</i> <i>J'ai 8 ans.</i>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Invite the children to count up from 0-12 in chorus. Using the question and answer format on slide 4, ask 2 or 3 children to tell you how old they are. Allow children to take turns asking and answering the question. <p style="text-align: right;">Slides 2, 3 & 4</p>
Spoken sentences using an adverbial phrase, a verb, more than one noun, and a conjunction. Speaking practice with a partner	<ul style="list-style-type: none"> ▪ Using picture cards, or slide 5, remind the children of the 4 nouns that begin with a vowel. Can the children remember how the pronunciation is affected? ▪ Using slide 6, or picture cards, invite the children to name any of the nouns, with accurate pronunciation. ▪ Using slide 7, explain that you will challenge the children to create sentences that open with an adverbial phrase (<i>Dans le jardin</i>), use the verb <i>il y a</i>, then contain more than one noun., e.g. <i>Dans le jardin, il y a un poussin et un éléphant.</i> ▪ Using the slides as a template, invite children to speak some of the sentences in chorus; now invite individual children to speak some of the sentences. ▪ Allow 1 or 2 minutes for partner work, giving children the opportunity to practise asking the question and creating answers with a partner. <p style="text-align: right;">Slides 5-23 Resources: picture cards</p>
① Grammar Pont – the role of the conjunction	<ul style="list-style-type: none"> ▪ Using slides 24 and 25, invite the children to recall what they already know about the role of the conjunction. Can the children remember the conjunction <i>ou</i> (or), as well as <i>et</i> (and)? ▪ When we have a sequence of words, such as nouns, we usually use a conjunction to link (or separate) the final 2 in the sequence. In a written sentence, we use punctuation (a comma) to link / separate any previous nouns in the sequence. In a spoken sentence, we use intonation (tone and tempo of voice). <p style="text-align: right;">Slide 24</p>
Knowledge about France <i>le Jardin des Tuileries</i>	<ul style="list-style-type: none"> ▪ Invite the children see another of the beautiful open spaces in Paris, a large park called the <i>Jardin des Tuileries</i>. ▪ Can children create any spoken sentences about the <i>Jardin du Luxembourg</i> and <i>the Jardin des Tuileries</i>? Can they recall any other Paris monuments that they could speak about <p style="text-align: right;">Slides 25 & 26</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir</i> ! <p style="text-align: right;">Slides 27</p>

Leçon 8

Language content: *les Jardins des Champs-Élysées* (the Champs-Élysées Gardens)

Learning focus	Teaching sequence
Starter activity: Revision of geography of the UK and France, and names of the countries	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Using slide 3, or a map of Europe, revise the geography of the UK and its 4 countries, and invite children to name them in French: l'Angleterre, l'Écosse, la France, le Pays de Galles, le Royaume-Uni. Using slide 4, or a blank map, invite the children to locate the countries that you name, or to name the countries that you indicate. <p style="text-align: right; color: blue;">Slides 2, 3 & 4</p>
Writing frame: create written sentences using adverbial opener, verb, nouns and a conjunction	<ul style="list-style-type: none"> ▪ Display the writing frame on slide 5, and explain that this is a template that can help us to create written sentences in French. We can use word groups, or elements, from the template from left to right; this will help us to start with the adverbial phrase, then use the verb, then the nouns. The conjunction is not part of the left-to-right sequence in the template, because we have to decide if we need to use it, and then where to place it. We only need to use the conjunction if we use more than one noun in a sentence. ▪ Slide 6 shows some sample sentences that could be created using the writing frame. Discuss with the children how these sentences were made, and make comparisons with English. ▪ Displaying slide 5, allow the children some time to use the writing frame to create at least one written sentence of their own. If possible, allow sufficient time for children to create several sentences. Some children may need to have a copy of the writing frame on the desk in front of them. The writing frame is available to print as a “place mat” for children to refer to. <p style="text-align: right; color: blue;">Slides 5 & 6; writing frame place mat</p>
ⓘ Grammar Point – syntax	<ul style="list-style-type: none"> ▪ Explain the role and importance of syntax: syntax is the name given to the order of the elements in a sentence, whether written or spoken. When we want to create a sentence that is meaningful, we can't just choose the right words and put them into the sentence in any order. The writing frame shows that the syntax in sentences is important if we want the sentence to make sense. <p style="text-align: right; color: blue;">Slide 7</p>
Knowledge about France <i>les Jardins des Champs-Élysées</i>	<ul style="list-style-type: none"> ▪ Invite the children see another of the beautiful open spaces in Paris, a large park called the <i>Jardins des Champs-Élysées</i>. ▪ The <i>Champs-Élysées</i> is a wide avenue, and a famous landmark. The gardens are located on both sides of the <i>Avenue des Champs-Élysées</i> between the <i>Place de la Concorde</i> on the east and the <i>Rond-point des Champs-Élysées</i> on the west and between <i>Avenue Gabriel</i> to the north and the <i>Seine</i> to the south. <p style="text-align: right; color: blue;">Slides 25 & 26</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right; color: blue;">Slides 11 & 12</p>

Leçon 9

Language content: *C'est quelle couleur?* (What colour is this?), *bleu* (blue), *rouge* (red), *vert* (green) and *jaune* (yellow); *tout le monde* (everyone).

Learning focus	Teaching sequence
Starter activity Revision: asking and stating which part of the UK we live in	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Using slides 3 and 4 as a support, ask children where they live. As you ask a question, include the name of a character from slide 3, e.g. «<i>Nounours, tu habites où?</i>» The child must answer as the character you have named. ▪ Using a soft ball to pass around the class, invite children to take turns in asking and answering the question in the same way. <p style="text-align: right;">Slides 2, 3 & 4</p>
New vocabulary <i>bleu</i> <i>rouge</i> <i>vert</i> <i>jaune</i> Game – memorisation and recall	<ul style="list-style-type: none"> ▪ Using slides 5-9, teach the words for 4 colours: <i>bleu</i>, <i>rouge</i>, <i>vert</i> and <i>jaune</i>. As you model the new words, encourage the children to echo your words with accurate pronunciation, sometimes in chorus, and sometimes individually. When you want to invite all children to say something, you can say «<i>Tout le monde !</i>» (everyone). To invite individual children to echo the words, you could throw a soft ball to the child as you model the word(s). Encourage accurate pronunciation. Use praise words such as <i>Bien !</i> ▪ Use slides 6 – 9 to invite children to name the colours correctly. Alternatively, some A4-size laminated sheets of paper or card in each of the 4 colours provide a versatile resource with which you can play games. Shuffle the cards in view of the children, then ask a child which card is at the back of the pile, «<i>James, c'est quelle couleur?</i>» (you can see the card but they can't). They offer a guess, e.g. «<i>C'est bleu?</i>» If you answer «<i>Non !</i>», they can have another guess. Slides 10-17 can be used for further speaking practice. <p style="text-align: right;">Slides 5-17</p>
① Grammar Point – the role of an adjective	<ul style="list-style-type: none"> ▪ Using slides 18-21, or using picture cards and colour cards, model some spoken phrases in which an adjective and a noun sit together. Invite the children to echo the phrases. Can the children “read aloud” any combinations that you put together? ▪ Invite the children to share what they already know about adjectives. Slides 22 and 23 can provide a backdrop for discussion. <p style="text-align: right;">Slides 18-23</p>
Knowledge about France <i>le Jardin du Palais Royal</i>	<ul style="list-style-type: none"> ▪ Invite the children see another of the beautiful open spaces in Paris, a large park called the <i>Jardin du Palais Royal</i>. ▪ Created by the Cardinal Richelieu in 1633, the <i>Palais Royal</i> and its gardens, just a short walk from the <i>Louvre</i>, housed royal families until the Palace of Versailles was built. <p style="text-align: right;">Slide 24</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>au revoir</i>. <p style="text-align: right;">Slide 25</p>

Leçon 10

Language content: No new vocabulary

Learning focus	Teaching sequence
Starter activity Revision of the capital cities of the UK and France	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Ask the children the names of the capital cities in France and across the UK. ▪ Invite children to take turns asking and answering questions about the capital cities. Slides 3 and 4 can be used as a template. <p style="text-align: right;">Slides 2, 3 & 4</p>
Recalling vocabulary: colours Revision of response words: <i>oui / non</i>	<ul style="list-style-type: none"> ▪ Using slide 5, or coloured cards, allow the children to recall the 4 colours. Play a game of <i>Répétez si c'est vrai</i>: show a colour and say its name. If you are saying the correct word, the children echo the word. If you say the wrong word, the children keep silent. ▪ Invite responses from individual children. Point to a colour and say, e.g. <i>Adam, c'est bleu?</i> Encourage the child to respond with <i>Oui, c'est bleu!</i> or <i>Non, c'est rouge !</i> as appropriate. ▪ Invite the children to place the words in alphabetical order. <p style="text-align: right;">Slides 5-7</p>
Create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate.	<ul style="list-style-type: none"> ▪ Using slide 8 as a backdrop to illustrate the adverbial opener, plus a range of picture cards and colour cards, show the children how spoken sentences can be created using all these elements. Alternatively, you can demonstrate this using slides 9-20. ▪ Using slides 9-20, or using slide 8 as a backdrop, plus picture and colour cards, invite children to speak the sentences that you create with your template. <p style="text-align: right;">Slides 8, 9-20</p>
① Grammar Point – position of the adjective ① Grammar Point – conjunction	<ul style="list-style-type: none"> ▪ Discuss the position of the adjective in relation to the noun it is describing, both in English and in French. In English, the adjective almost always precedes the noun it is describing. In French, the adjective almost always follows the noun it is describing. This is an example of how the rules of syntax are not always the same in different languages. Syntax is the term that describes the order in which the elements appear in a sentence, so that the sentence makes sense. ▪ We have seen that a conjunction can be used to connect two nouns; it can also be used to connect two adjectives. <p style="text-align: right;">Slides 21-23</p>
Knowledge about France <i>les Jardins du Trocadéro</i> Speaking frame - Paris	<ul style="list-style-type: none"> ▪ Invite the children see another of the beautiful open spaces in Paris, a large park called the <i>Jardins du Trocadéro</i>. ▪ Invite children to read aloud the conversation on slide 25. Allow time to practise this in pairs. Challenge children to memorise the format. Invite pairs of children to perform the conversation in front of others, either with or without reference to the slide. It doesn't matter which order the landmarks appear in the conversation. <p style="text-align: right;">Slides 24 & 25</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slide 26</p>



Assessment

Learning focus	I can...
Knowledge about France and the UK	<ul style="list-style-type: none"> I can recall the names the capital cities in the UK and France I can name 5 well-known gardens in Paris: <i>le Jardin du Luxembourg, le Jardin des Tuileries, les Jardins des Champs-Élysées, le Jardin du Palais Royal</i> and <i>les Jardins du Trocadéro</i>.
Vocabulary	<ul style="list-style-type: none"> I can name 4 colours: <i>bleu, rouge, vert, jaune</i>. I can respond when the teacher says <i>Tout le monde...!</i>
Asking and answering questions	<ul style="list-style-type: none"> I can ask questions about what there is (e.g. in the garden): <i>Qu'est-ce qu'il y a dans le jardin?</i> I can answer questions, or create sentences, saying what there is (in the garden): <i>Dans le jardin, il y a...</i> I can ask and answer questions about what there is in Paris, e.g. <i>Qu'est-ce qu'il y a à Paris? À Paris, il y a...</i>
Language Learning Skills	<ul style="list-style-type: none"> I can use a speaking frame to construct spoken sentences using an adverbial opener, a verb, nouns, adjectives and conjunctions. I can use a writing frame to create written sentences using adverbial opener, verb, nouns and a conjunction I can work with a partner to practise a conversation. I can play a game to help memorise and recall vocabulary and structures.
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know a conjunction can connect the final 2 nouns in a sequence, or the final 2 adjectives in a sequence. I know that an adjective describes a noun. I know that in English, the adjective precedes the noun it is describing, but in French the adjective follows the noun it is describing. I understand the importance of intonation in spoken sentences, and punctuation in written sentences. I know that syntax is the term that describes the rules about the order in which words and phrases are put together to make a meaningful sentence.
Pronunciation (Phonics)	<ul style="list-style-type: none"> I know that the final consonant in a French word is usually silent, but that there are exceptions to this rule, e.g. <i>un ours</i>. I know that liaison is the pronunciation of a final consonant (that is usually silent), when followed by a vowel, and that it eases pronunciation when there are 2 vowel sounds, e.g. <i>C'est un éléphant</i>. I understand that liaison also occurs in English, by adding a consonant letter, e.g. <i>an apple</i>.
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing the song <i>Mon Âne</i> I can recite a rhyme such as <i>Père Noël, es-tu là ?</i> from memory I have listened to a story such as <i>Le petit éléphant et les quatre saisons</i> in French