



# FRANÇAIS

Année 3  
Cahier d'exercices

Nom: .....

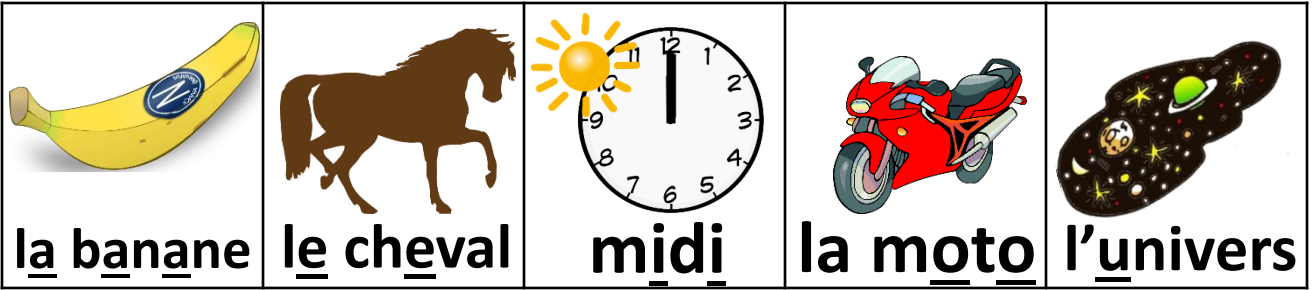
Professeur(e): .....

Classe: .....

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# Les voyelles

Try saying these out loud:



## The vowels

Alone the main 5 sounds are:

a as in hat, e as in uh, i (and y) as in feet, o as in show, u as in noodle

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

## Tips for pronouncing French

As we will learn, in French the vowel sounds change depending on whether they have an accent on them or on the letters that follow the vowel.

<b>Saluer</b>	<b>Greetings</b>
Bonjour !	Good morning!
Bonjour !	Good afternoon!
Bonsoir !	Good evening!
Bonne nuit !	Good night!
Salut !	Hello!
Au revoir !	Goodbye!
À bientôt !	Bye!
S'il vous/te plaît	please
Merci	thank you
Comment ça va ? OR Ça va?	How are you?
Comment allez-vous?	How are you? (formal)
Ça va	I am...
très bien	great
bien	good/fine
pas mal/ comme ci, comme ça	ok
mal	bad
très mal !	awful!



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

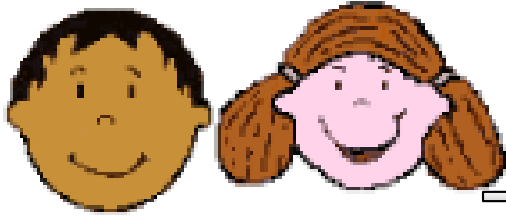


Salut !

Bonjour !

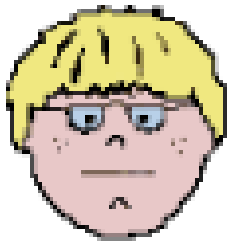
Comment ça va ?  
*Comment ça va?*

Super bien !



Fantastique !

Très bien !



Pas mal *Comme ci, comme ça*



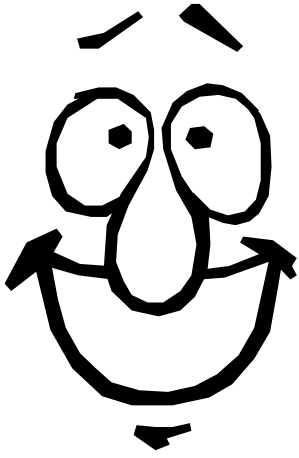
Mal !

Très mal !

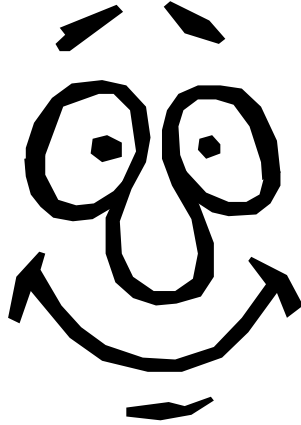
Et toi ?

À bientôt ! *Au revoir !*

# Comment ça va ?



F \_\_\_\_\_



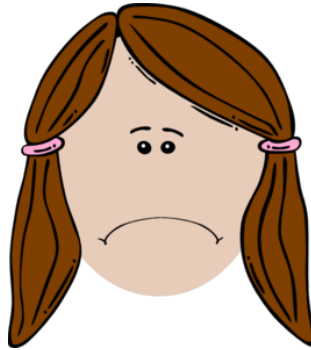
S \_\_\_\_\_ b \_\_\_\_\_



T \_\_\_\_\_ b \_\_\_\_\_



C \_\_\_\_\_ ci c \_\_\_\_\_ ça



M \_\_\_\_\_



T \_\_\_\_\_ m \_\_\_\_\_

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



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

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

<b>Filles</b>		<b>Garçons</b>	
Marie	Sophie	Pierre	Fabien
Camille	Zara	Antoine	Loïc
Louise	Chloé	Alexandre	Maxime
Monique	Amélie	Eric	Léo
Manon	Jeanne	Damien	Thierry
Emma	Jocelyn	Pascal	Nicolas
Martine	Lucie	Mathieu	Thomas

# Les numéros

# 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

Quel âge as-tu ?

How old are you?

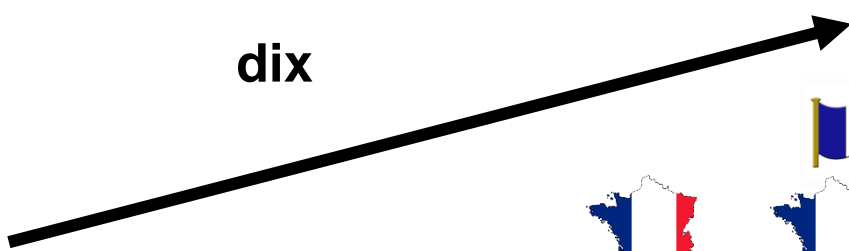

J'ai...ans.

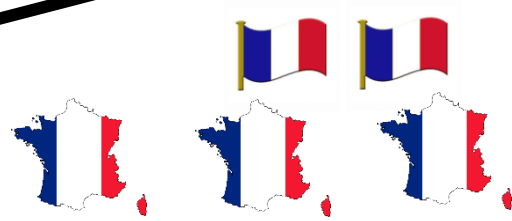
I am ...years old.

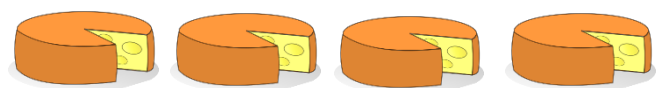



# Les numéros

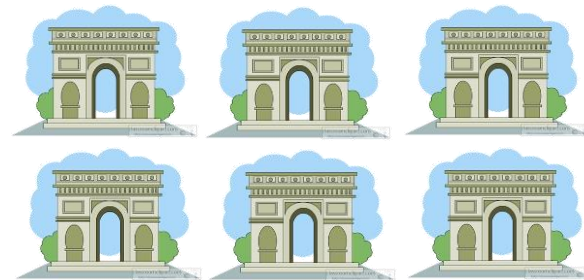
Draw a line to join the picture to the correct number.


**dix**  

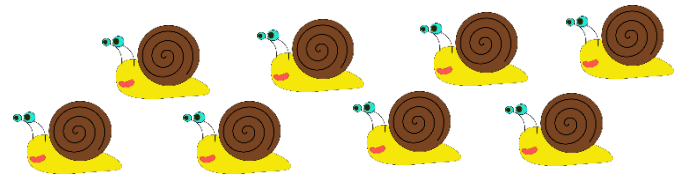
**un** 

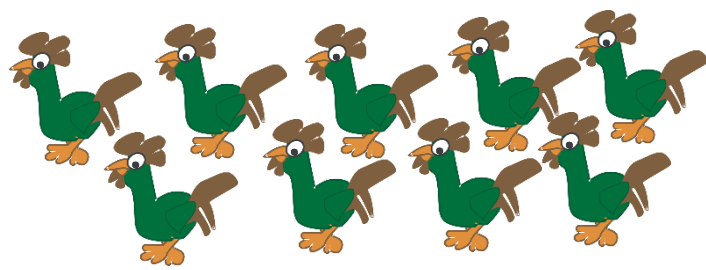
**quatre** 

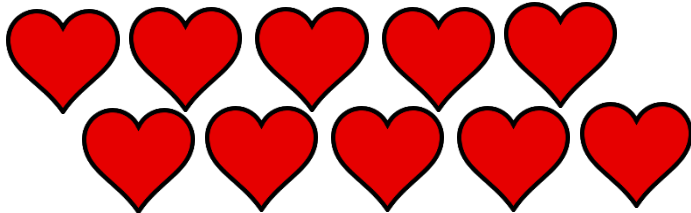
**six** 

**neuf** 

**deux** 

**cinq** 

**huit** 

**trois** 

**sept**

# Les numéros

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

# Les numéros

**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 numéros

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.

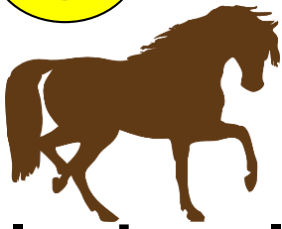
A	J'ai cinq ans.	5
B	J'ai onze ans.	
C	J'ai six ans.	
D	J'ai douze ans.	
E	J'ai trois ans.	
F	J'ai deux ans.	
G	J'ai dix ans.	
H	J'ai un an.	
I	J'ai quatre ans.	
J	J'ai sept ans.	

a



la banane

e



le cheval

i



à midi

o



la moto

u



l'univers

eu



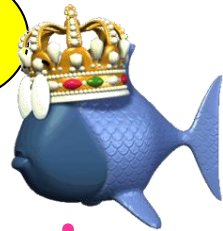
le jeu-vidéo

(e)au



les ciseaux

oi



le poisson

ou



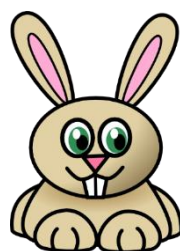
la poule

on



le pont

in



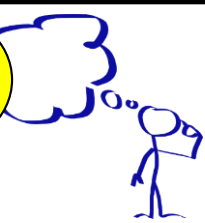
le lapin

é



le bébé

er



penser

ez



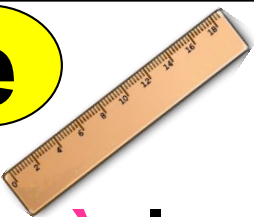
dessinez

et



et

è



la règle

ê



la fête

ai



le lait

ei



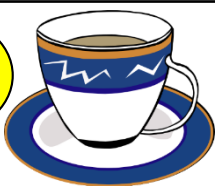
treize

ch



le chat

th



le thé

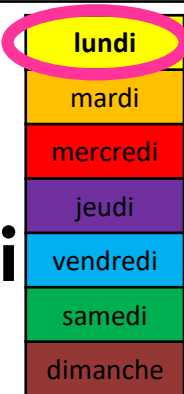
en/an

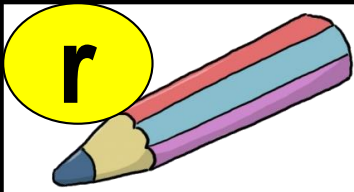


l'enfant

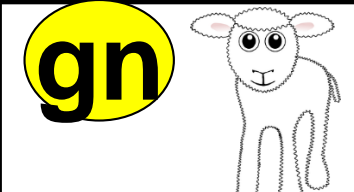
un

lundi

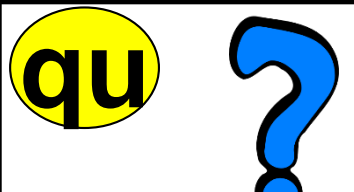




le crayon



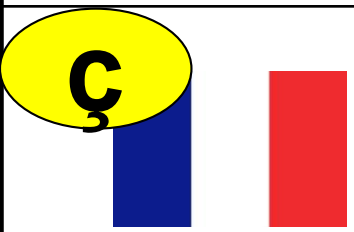
l'agneau



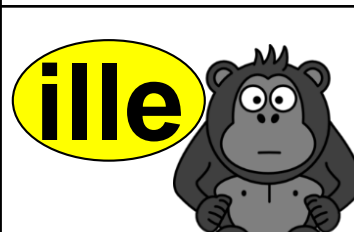
la question



la natation



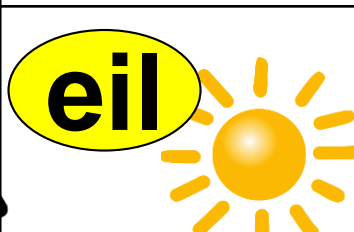
le français



le gorille



le travail



le soleil





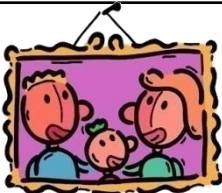


# Tips for pronouncing French

The sounds we have learnt are the ones which most frequently can cause problems, so if you can remember how each word sounds, you are a lot closer to having good French pronunciation!

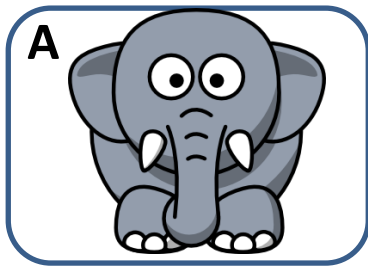
## To sum up...

- The letter **c** with an accent underneath – **ç** – sounds like the letter **s** in English.
- A **c** without this accent, and followed by the letters **o**, **a** or **u**, is a hard sound – *café, code, vécu*
- A **c** followed by an **i** or an **e** is soft – *cinq (sank), cent (son)*
- *an* and *en* make the same sound in French = ON (a nasal sound) - *anglais, enfant*
- *in* in a French word sounds like AN (a nasal sound) – *intéressant, intelligent, enfin*
- If a French word ends in a consonant these are usually SILENT e.g **t, d, s, n** or **x**, with the exception of **CRFL** – Be **CaReFuL** with these!
- If the last letter is an **e**, you can pronounce the letter just before it – *carte, anglaise, allemande.*
- In French, the letter **e** can cause lots of problems:
  - At the end of a word, it isn't sounded out.
  - If it has an acute accent – **é** – then it sounds like **ay**. - *café*
  - If it has a grave accent – **è** – or a circumflex - **ê** - then it sounds like **eh** – e.g *père, tête*
  - The rest of the time, it sounds like **uh** – menu (*muhnoo*)

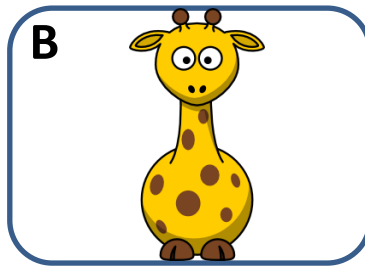
## Try saying these out loud:

café	français	famille	cinq	enfant
				

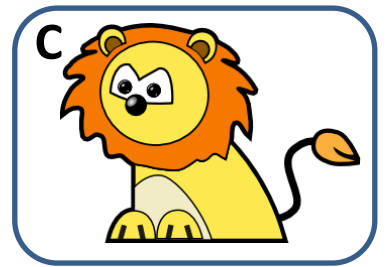
# Try pronouncing these words!



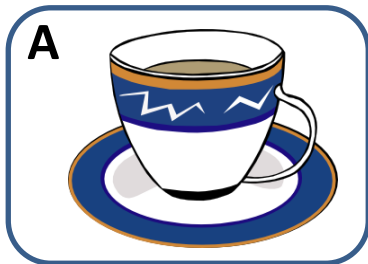
**éléphant**



**girafe**



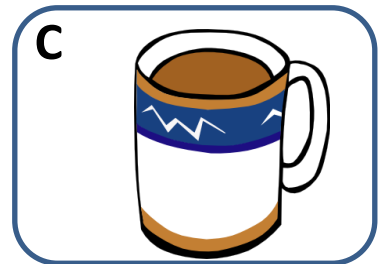
**lion**



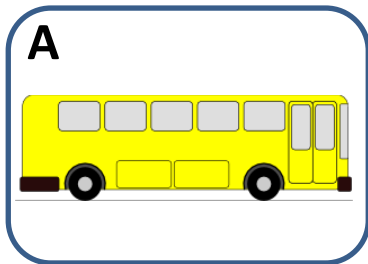
**thé**



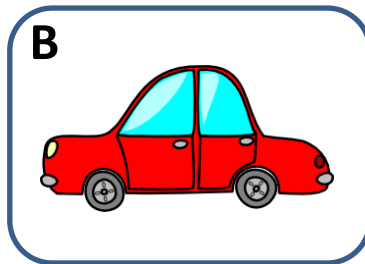
**chocolat**



**café**



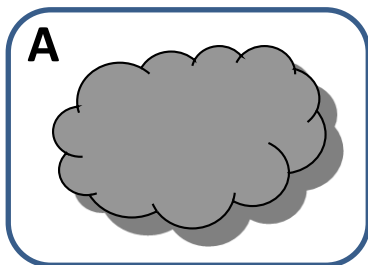
**bus**



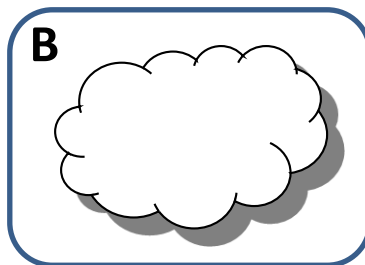
**voiture**



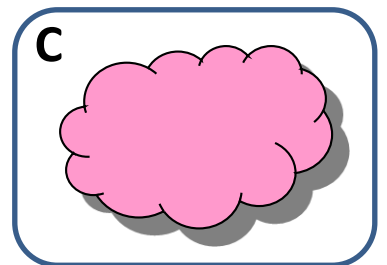
**vélo**



**gris**

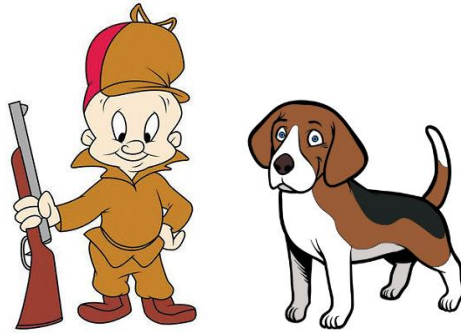


**blanc**



**rose**

# des virelangues



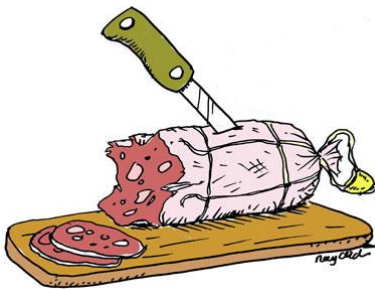
**Un chasseur sachant chasser sans son chien est un bon chasseur.**

*(A hunter knowing how to hunt without his dog is a good hunter.)*



**Tata, ta tarte tatin tenta tonton.**

*(Auntie, your “tarte tatin” tempted Uncle. )*



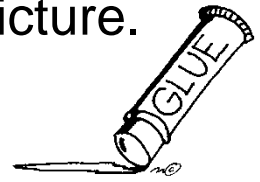
**Combien sont ces six saucissons-ci?  
Ces six saucissons-ci sont six sous.**

*(How much for these six sausages? These six sausages are six pennies.)*

# Dans ma trousse

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

1. une trousse



2. un stylo



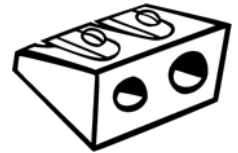
3. un crayon



4. une clé USB



5. un taille-crayon



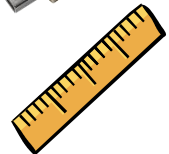
6. un bâton de colle



7. une règle



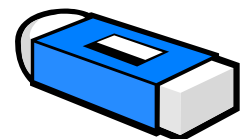
8. une gomme



9. des feutres



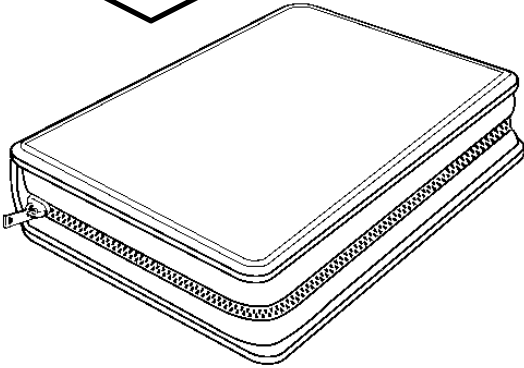
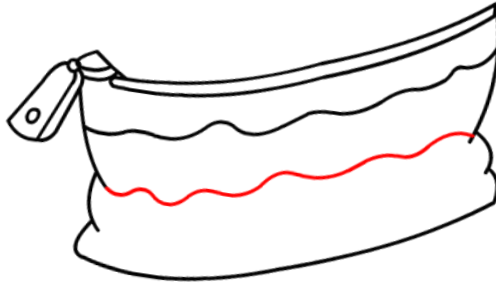
10. des ciseaux



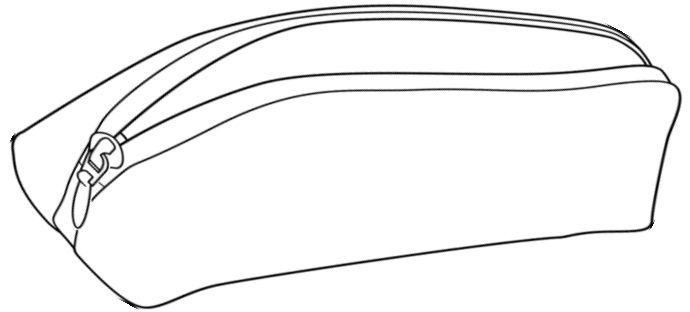
# Dans ma trousse

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.

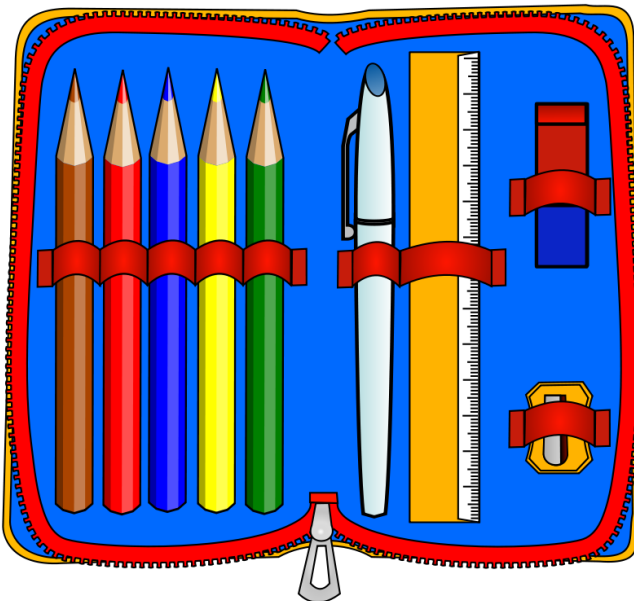


**B** Dans ma trousse j'ai des feutres, une clé USB et un taille-crayon.



**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

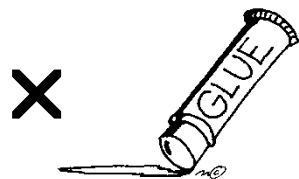
Write a phrase for each picture.

1



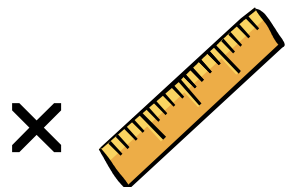
J'ai un crayon.

2



Je n'ai **pas de** bâton de colle.

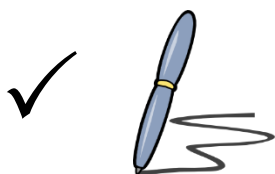
3



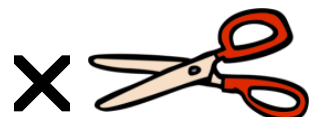
4



5

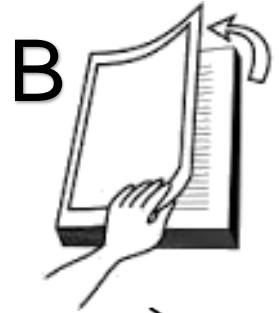
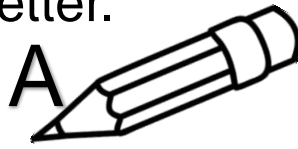


6

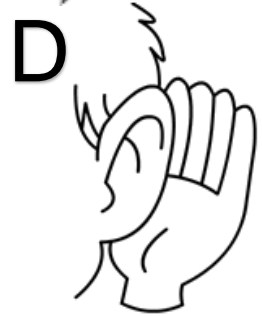
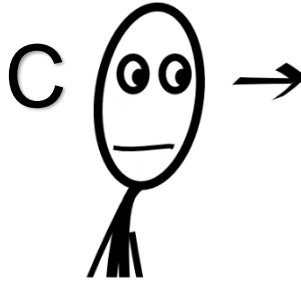


# En classe

Fill in the table with the correct letter.

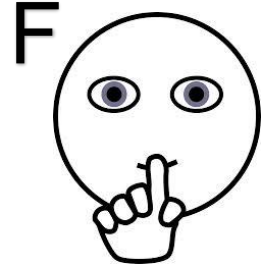
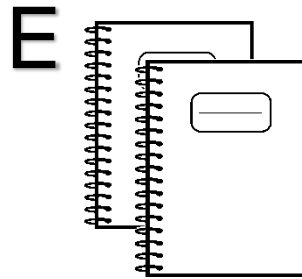


1. Silence !



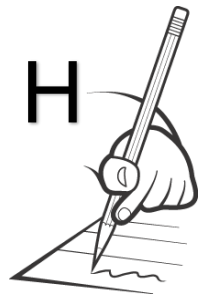
2. Sortez un crayon !

3. Un volontaire !



4. Ouvrez vos cahiers !

5. Regardez !



6. Les bras croisés !

7. Fermez les cahiers !



8. Écoutez !

9. Écrivez !

1	<b>F</b>	4		7	
2		5		8	
3		6		9	

# En classe

Draw a picture for each instruction.



--

**Parlez !**

--

**Regardez !**

--

**Levez-vous !**

--

**Écoutez !**

--

**Travaillez en  
paires !**

--

**Sortez vos  
affaires !**

--

**Écrivez !**

--

**Asseyez-vous !**









--

**Dessinez !**



# 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	







Tu as un animal ?

1.....

2.....

3.....

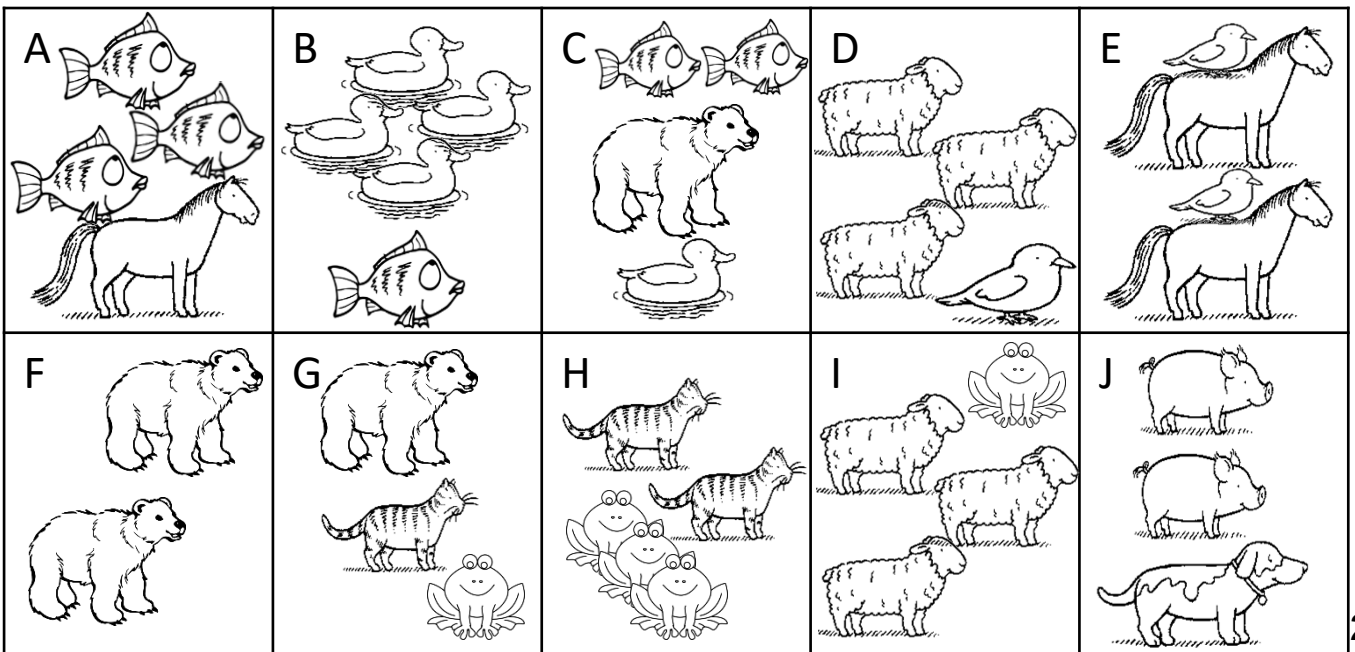
**B** Write a sentence for each picture below.

1	✓ 	J'ai un chien.
2	✗ 	Je n'ai pas de grenouille.
3	✗ 	
4	✓ 	
5	✓ 	
6	✗ 	

# Les animaux



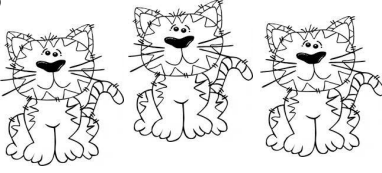
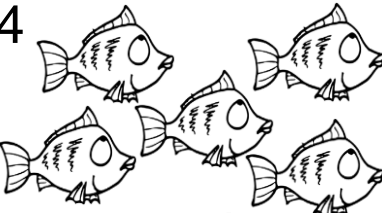
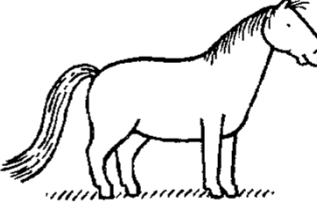
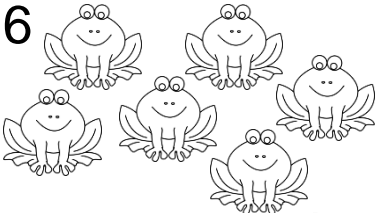
Match the sentences to the pictures. Write the correct letter.

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.	



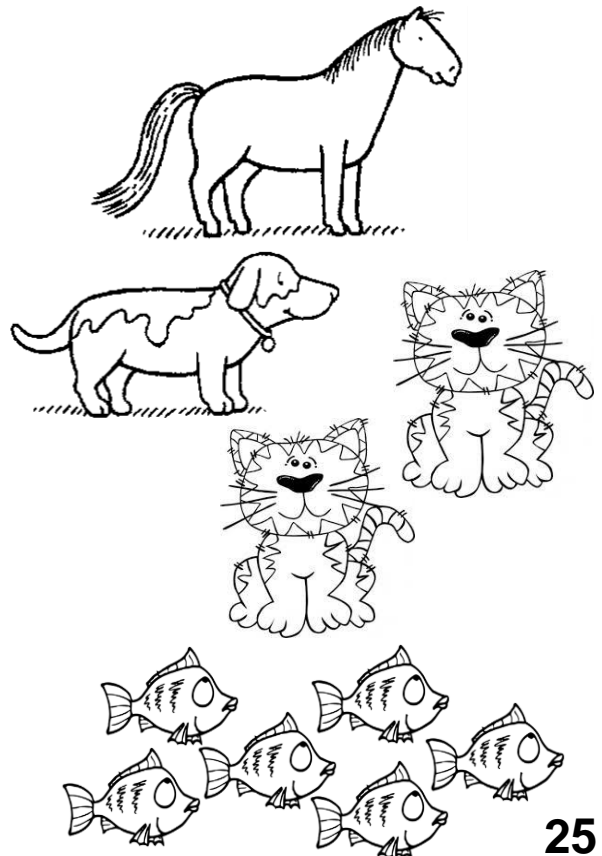
# Les animaux

**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 marron 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 – Tu as des animaux chez toi, Marie ?</p> <ul style="list-style-type: none"> <li>– Oui, j’ai un chat.</li> <li>– De quelle couleur est ton chat ?</li> <li>– Il est marron et blanc.</li> <li>– Quel âge a-t-il ?</li> <li>– Il a huit ans. Il est très intelligent.</li> </ul>	<p>2 – Tu as des animaux chez toi, Antoine ?</p> <ul style="list-style-type: none"> <li>– Oui j’ai un cheval.</li> <li>– De quelle couleur est-il ?</li> <li>– Il est gris. Il est grand.</li> <li>– Quel âge a-t-il ?</li> <li>– Il a deux ans.</li> </ul>
<p>3 – De quelle couleur est ton chien, Pauline ?</p> <ul style="list-style-type: none"> <li>– Il est noir.</li> <li>– Quel âge a-t-il ?</li> <li>– Il a cinq ans et il est énorme.</li> </ul>	<p>4 – De quelle couleur est ton oiseau, Léo ?</p> <ul style="list-style-type: none"> <li>– Il est vert et jaune. Il n’est pas grand, il est très petit. Il a seulement un an.</li> </ul>

	Marie	Antoine	Pauline	Léo
Pet				
Age				
Colour				
Other information				

# Les animaux

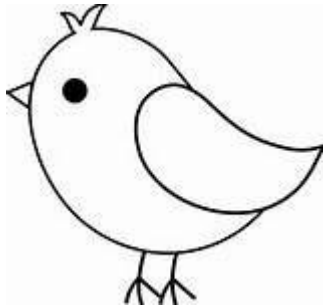
Colour each animal and write a phrase to describe it.

E.g. 1. un chien bleu.

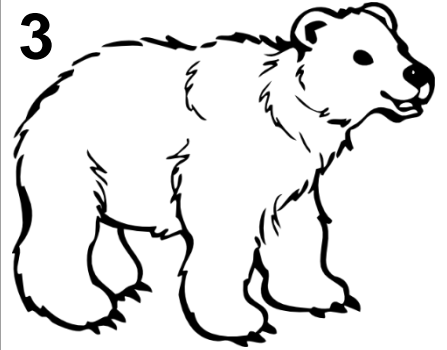
1



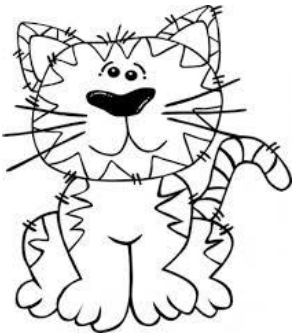
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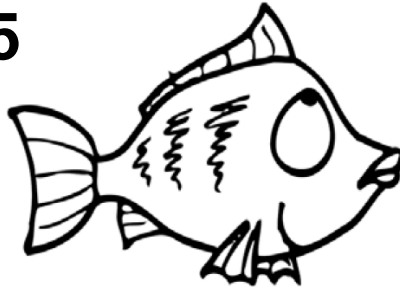
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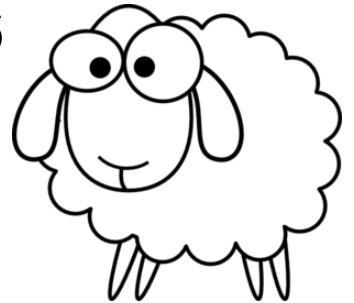
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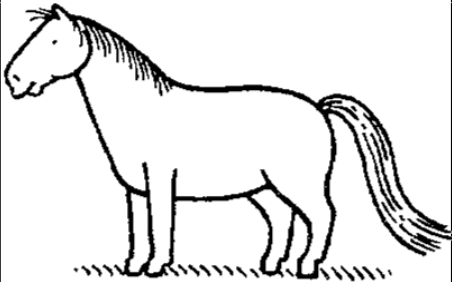
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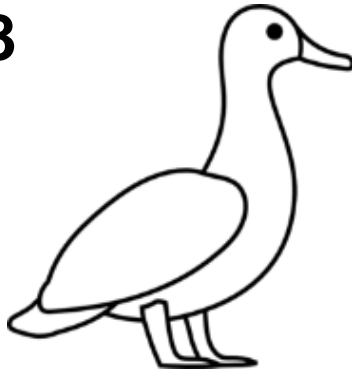
6



7



8


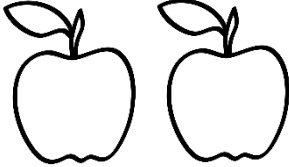
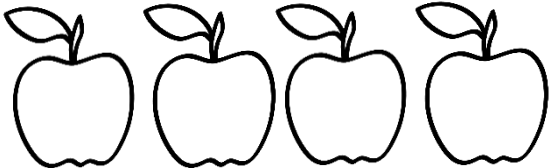
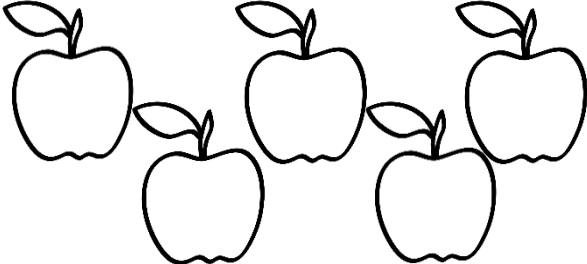


9



# Les fruits

**A** Complete each phrase with the missing word or words.

<p>1 </p>	<p>Combien de pommes y a-t-il ? Il y a <u>trois</u> pommes.</p>
<p>2 </p>	<p>Combien de _____ y a-t-il ? Il y a _____ .</p>
<p>3 </p>	<p>Combien de _____ y a-t-il ? _____ .</p>
<p>4 </p>	<p>_____ . _____ ? _____ .</p>

**B** How many fruits can you find in the word snake? Highlight each fruit in a different colour.

pommesprunespoiresfraisesmelons  
bananesraisinanasoranges





# Les fruits

Le commerce équitable = Fairtrade



A Draw a picture of each fruit listed.

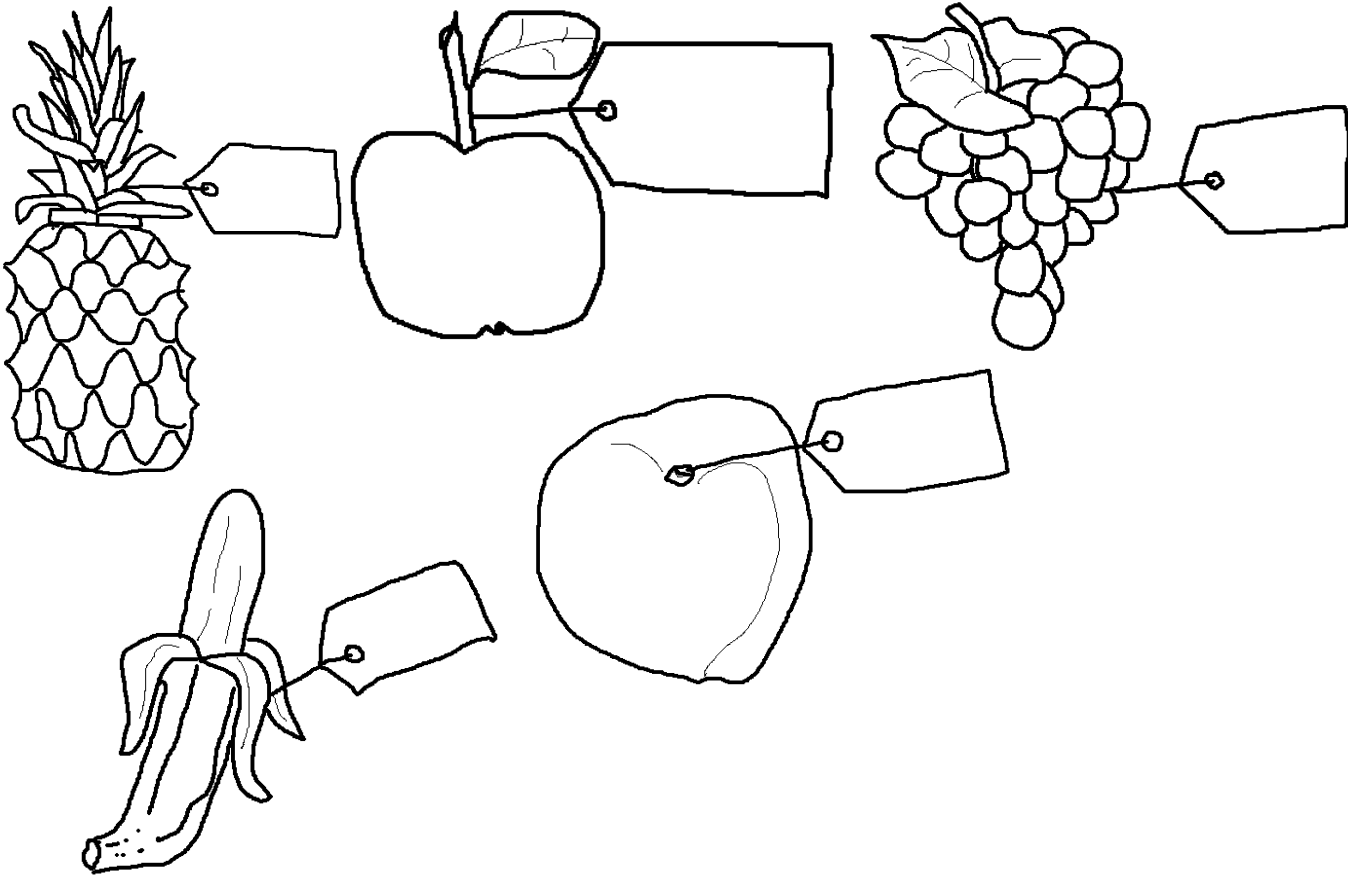
B Go to your local supermarket and see which fruits are available as fair trade. Fill in the table.

Fruits	 	 
Oranges		
Pommes		
Poires		
Fraises		
Melons		
Bananes		
Raisin		
Ananas		
Prunes		

# Les fruits

A Fill in the price for each fruit.

B Draw the missing fruit and do its price label.



<b>Prix des fruits</b>	
Un kilo de raisin	3,50€
Un melon	3,80€
Un kilo de pommes	3,20€
Un kilo de bananes	3,00€
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.



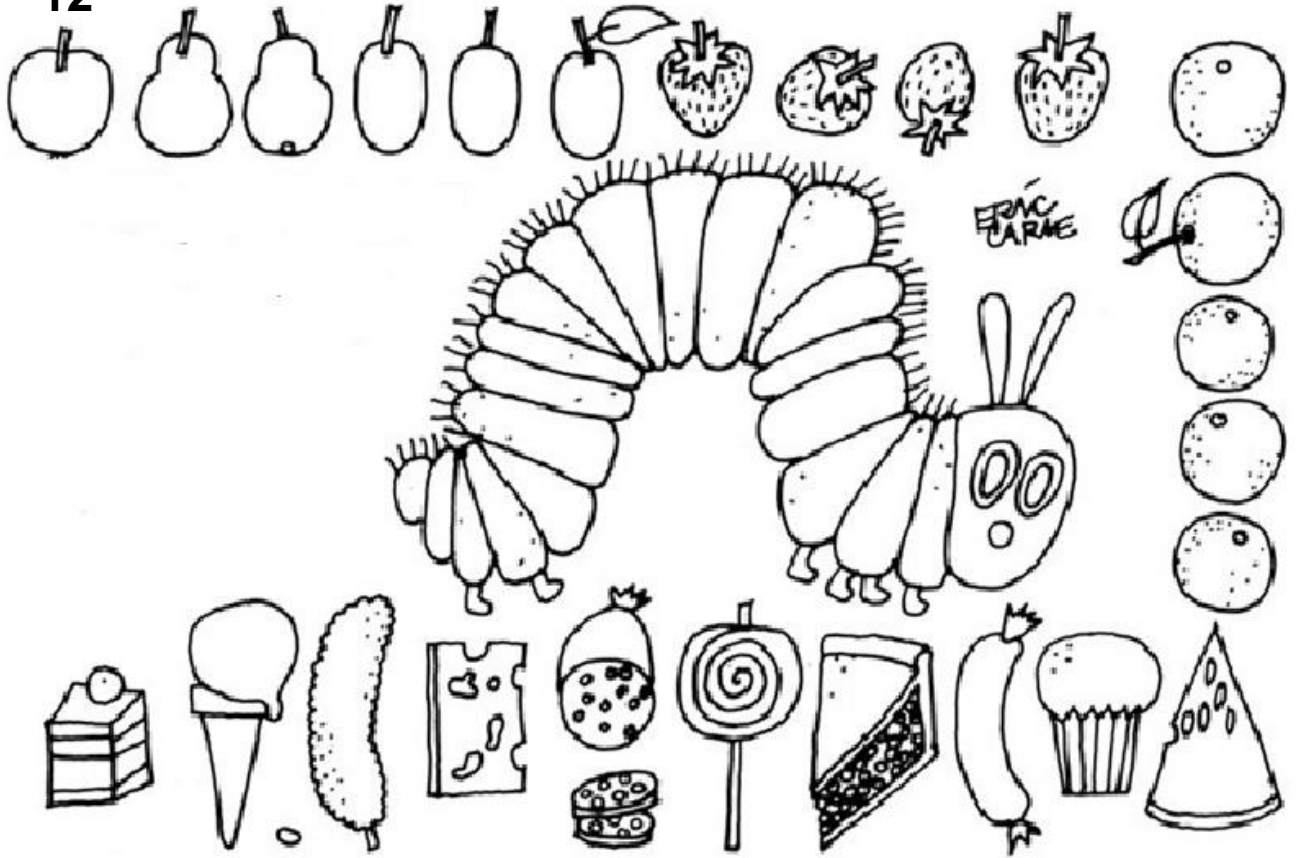
**B** Unjumble the letters and write each day of the week correctly in French.

nlidu		ndrideve	
ujdie		asmide	
mcedirer		hcinadme	
irmad			

# La nourriture

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

12



1 cinq oranges

2 une saucisse

3 une chenille

4 trois prunes

5 du salami

6 une sucette

7 de la pastèque

8 du gâteau au chocolat

9 quatre fraises

10 une madeleine

11 une glace

12 une pomme

13 de la tarte à la cerise

14 deux poires

15 du fromage

16 un cornichon

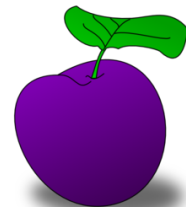
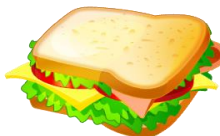
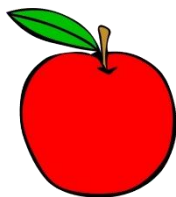
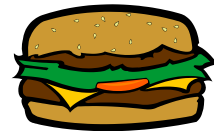
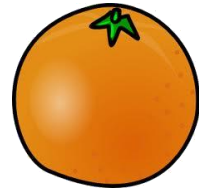
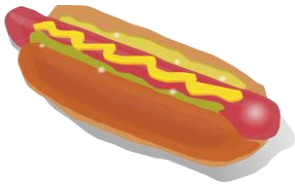
# La nourriture

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



Nourriture  
sucrée

Nourriture  
salée



# Révision

**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.

**un raisin**

**mardi**

**vert**

**une glace**

**jaune**

**bleu**

**un cheval**

**un cochon**

**samedi**

**une saucisse une madeleine vendredi**

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

**C** Exchange activities with your partner.



	<b>KS2 Programme of Study</b>	<b>End of Year 3</b>	<b>(P1 -, =, +)</b>
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 rhyming comptines, tongue twisters, phonics cards, 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) Comment ça va? (How are you?) Comment tu t'appelles? (What do you call yourself?) Je m'appelle ..... (I call myself) Quel âge as-tu? (How old are you?) J'ai...ans. (I am ...years old) Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse, j'ai... (In my pencil case I have...) Tu as un/une...? (Do you have a...?) Comment dit-on... en anglais/en français? (How do you say ... in English/French?) Tu as un animal? (Do you have a pet?) Quel est ton animal favori? (Which is your favourite animal?)	
S1(b)	Express opinions and respond to those of others		
S1(c)	Ask for clarification and help	Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème	
S2	Speak in sentences	Use the verb forms j'ai / je n'ai pas de, c'est + 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 classroom instructions song, greetings song, phonics song, Ours Brun story, 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	Enjoy 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 Brown Bear story to change colour – animal combinations in sentences with J'ai 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, je n'ai pas de, c'est, ce sont	
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).	