

## Language

## Core language

<i>Tu aimes ...?</i>	Do you like ...?
<i>J'aime ...</i>	I like ...
<i>Je n'aime pas ...</i>	I don't like ...
<i>beaucoup</i>	a lot

<i>Je voudrais ...</i>	I would like ...
<i>S'il vous plaît</i>	Please (polite form)
<i>Vous désirez?</i>	What would you like? (polite form)

<i>Voilà</i>	There you are
<i>Merci</i>	Thank you
<i>Au revoir</i>	Goodbye

## Additional language for this unit

<i>un haricot</i>	a bean
<i>un concombre</i>	a cucumber
<i>une tomate</i>	a tomato
<i>une laitue</i>	a lettuce
<i>du cresson</i>	some cress
<i>une graine</i>	a seed
<i>une graine de haricot</i>	a bean seed

<i>le marché</i>	the market
<i>au marché</i>	at the market

## Additional language for teachers

<i>Qui aime ...?</i>	Who likes ...?
<i>Qu'est-ce qui manque?</i>	What's missing?

<i>Copiez/Copie les étiquettes</i>	Copy (plural/singular) the labels
<i>Mettez/Mets les étiquettes en ordre alphabétique</i>	Put the labels in alphabetical order
<i>Levez/Lève le doigt</i>	Put (plural/singular) your hand up

See also: the French and English texts for 'Jack and the Beanstalk' at the end of the unit; 'Points to note' in Section 2 for a text in French describing the life cycle of a plant.



## Unit 6 Ça pousse! (Growing things)

## About the unit

In this unit children learn the names of some vegetables grown in a garden and how to say which they like and dislike. They learn how to describe the life cycle of a plant in French and work on the story of 'Jack and the Beanstalk', the text of which is provided at the end of this unit. Children learn how to say what they would like to buy in a market and order in a restaurant.

## Where the unit fits in

As in Unit 5, children develop the language and vocabulary needed to work on a simple story. They add to their knowledge of nouns in French. The unit complements Life Processes, studied in the key stage 2 national curriculum for science.

## Prior learning

It is helpful if children already know:

- the life cycle of a plant
- ne ... pas*
- the story of 'Jack and the Beanstalk'
- how to work with a partner in role-playing.

## New language

- Expressing likes and dislikes (about food)
- Saying what you would like
- Questions: without inversion
- Regular *-er* verbs: *tu* and *vous* forms
- Phonic focus: silent *h* before *a, i, è/ai*; consolidation of *j* and *g(e)/g(i)*

## Resources

- Picture flashcards, real or plastic vegetables
- Small picture cards of vegetables
- Text cards or labels for vegetables
- Bean seeds
- Extension: seeds from some of the other vegetables
- Picture flashcards or interactive whiteboard images showing stages in the life cycle of a plant
- The text of the story 'Jack and the Beanstalk'
- Visuals for telling the story
- Text cards for key phrases in the story
- Worksheet with six key words from the story
- Photos or DVD clips of markets in France or French-speaking countries
- Baskets or bags
- Cut-up sentences
- Bite-size portions of vegetables to taste
- Trays and plates

## Links with other subjects

Primary framework for literacy: sustain attentive listening, responding to what they have heard with relevant comments, questions or actions; listen to a talk by an adult, remember some specific points and identify what they have learnt; speak with clarity and use appropriate intonation; engage with and respond to texts; listen with enjoyment to stories, songs, rhymes and poems; explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication; present parts of traditional stories for members of their own class; present events and characters through dialogue; write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins

Science: understand that life processes common to plants include growth, nutrition and reproduction

## Expectations

## At the end of this unit

*most children will:*

listen with care; ask and answer simple questions with correct intonation; identify phonemes that are the same as or different from English or other languages they know; remember a sequence of spoken words; recognise a negative statement; read familiar words and join in with a non-fiction text; recognise and understand familiar words in written form; write simple phrases using a model

*some children will not have made so much progress and will:*

require support from a spoken model or visual clue in producing responses to simple questions; understand names of vegetables with the support of visual clues

*some children will have progressed further and will:*

use visual clues to produce phrases, sentences or short passages, using memorised language; initiate a conversation when working with a partner

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<b>Section 1. In the vegetable garden</b>			
<ul style="list-style-type: none"> <li>to recognise and respond to sound patterns and words (O3.2)</li> <li>to perform simple communicative tasks (O3.3)</li> <li>to ask and answer questions (KAL)</li> <li>to recognise question forms and negatives (KAL)</li> <li>to practise with a friend (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Present six vegetables that can be grown in a garden.</li> <li>Pin flashcards of vegetables around the room. Call out the name of a vegetable and ask children to point to the correct picture.</li> <li>Use digital images of the vegetables to play <i>Morpion</i> (Noughts and Crosses) on the interactive whiteboard.</li> <li>If available, look at the seeds of the different vegetables under a digital microscope, photograph them and store them in 'My Pictures' for later use in a word-processed document or presentation.</li> <li>Say the words and invite children to repeat. Perform a Mexican Wave, chanting each word in turn, as a photo or real vegetable is passed around the class.</li> <li>Give a selection of vegetables to groups of children to taste. After tasting each vegetable, introduce the question <i>Qui aime ... ?</i> (Who likes ... ?) Explain what the question means and discuss an appropriate response. Then ask <i>Qui aime les tomates?</i> (Who likes tomatoes?) and so on. Children raise their hands to indicate their response.</li> <li>Ask individual children the question, this time using <i>Tu aimes ... ?</i> Elicit <i>oui/non</i> responses. When children are ready to do so, move on to replies that involve <i>Oui, j'aime les tomates</i>.</li> <li>Children work in pairs, using up to four picture cards of vegetables. One child points to a vegetable and the other says either <i>Oui, j'aime ...</i> or <i>Non!</i> Some children will be able to ask the question in French, in addition to pointing to the picture card. Others will be able to respond with a one-word answer or physical response.</li> <li>As children become confident, introduce <i>Oui, j'aime beaucoup!</i> (Yes, I like it a lot!)</li> <li>Extension: More able pupils could be encouraged to extend their response to <i>Non, je n'aime pas ...</i> (No, I don't like ...) (negatives are introduced in Unit 5). Children can take pictures of each other holding pictures of different vegetables and show by their expression whether they like them or not. Superimpose speech bubbles on the pictures, eg <i>Je n'aime pas les haricots</i>. Display the photographs in class or in the corridor.</li> <li>While the rest of the class is working in pairs, you or a teaching assistant can work with a small group to practise questions and answers.</li> <li>Extension: If children know <i>pas du tout!</i> from Unit 3, they can be encouraged to use this when giving a negative response.</li> <li>Introduce <i>Je n'aime pas</i>. Children repeat this and <i>J'aime</i> with thumbs down / thumbs up to reinforce understanding.</li> <li>Extension: Extend questions and answers by revising <i>Je préfère</i>.</li> </ul>	<ul style="list-style-type: none"> <li>listen with care and repeat words</li> <li>respond physically and verbally to questions about likes and dislikes</li> <li>ask and answer simple questions with correct intonation</li> <li>recognise a negative statement</li> </ul>	<ul style="list-style-type: none"> <li>Before allowing children to taste vegetables, ensure that the vegetables have been properly washed.</li> <li>Talk to the children about the importance of intonation when asking questions in French, ie that the voice is very distinctly raised at the end.</li> <li>Follow-up: Throughout the week, practise asking and answering <i>Tu aimes?</i> with vegetable names, using <i>J'aime</i> and <i>Je n'aime pas</i> in the response.</li> <li>It is a good idea to introduce the written form of <i>J'aime</i> early on since, otherwise, children will tend to visualise it as <i>jem</i>.</li> <li>Follow-up: As a PE warm-up, play Vegetable Salad: children sit in a circle and are each given the name of a vegetable. The teacher calls out a vegetable and those children change places.</li> <li>Follow-up: Carry out a class survey of children's favourites from the group of vegetables. Use a graphics package to record children's opinions in picture format.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Life cycle of a plant

- to perform simple communicative tasks (O3.3)
  - to listen and respond to simple rhymes, stories and songs (O3.1)
  - to recognise some familiar words in written form (L3.1)
  - to experiment with the writing of simple words (L3.3)
  - to use gesture and mime to show they understand (LLS)
- Ask children to recall the names of vegetables and label each one.
  - Give six children a vegetable label each and ask them to stand in a line, in alphabetical order according to the names of the vegetables, and read the labels aloud. Some children will need a copy of the alphabet to which to refer.
  - Show children a bean seed and say *Voici une graine*. Explain that it is a seed. In order to identify which vegetable it came from, ask: *C'est la graine d'une tomate/d'un concombre/du cresson?* until the seed has been correctly identified.
  - Ask children in English what they know about the life cycle of a plant. Using pictures, describe in French the different stages (see 'Points to note').
  - Model this again, performing a mime or gesture to illustrate each stage. Children repeat the words and the mime. This can be repeated several times. Encourage more reluctant children with plenty of eye contact.
  - Give each child a picture of one of the eight stages. Call out each stage in order and ask children to arrange themselves in groups accordingly. Repeat with different groups of children. When the children are ready to move on, call out the stages in random order to encourage children to listen carefully.
  - Focus on the sound è as in *très*. Read out a list of words such as *graine, racine, fleur, après, tomate, concombre, j'aime*. Ask the children to listen for the sound è and to make a gesture (such as a downward slash through the air) when they hear the sound.
  - Show the written form of the words containing the è sound and include *j'aime* and *très*. What do the children notice? Can they work out the two ways of writing the è sound (ie è and ai)?
  - Extension: Create a labelled display of a wider selection of fruit, vegetables and their seeds.
  - Extension: Match text with pictures or copy-write stages of the plant life cycle.

- recall and use vocabulary
- join in with a non-fiction text
- read familiar words aloud
- show understanding of what they hear through a physical response

- French text to describe the life cycle of a plant:
  - 1 *Voici une graine*. Here is a seed.
  - 2 *La racine pousse*. The root grows.
  - 3 *Après la racine, la tige pousse*. After the root, the stalk grows.
  - 4 *Après la tige, les feuilles poussent*. After the stalk, the leaves grow.
  - 5 *Après les feuilles, la fleur pousse*. After the leaves, the flower grows.
  - 6 *Après la fleur, le fruit pousse*. After the flower, the fruit grows.
  - 7 *Le fruit donne les graines*. The fruit gives seeds.
  - 8 *Voici une graine*. Here is a seed.
- Follow-up: Throughout the week, children act out and join in with the telling of the life cycle of a plant.
- Follow-up: Design a seed packet and label in French.
- Follow-up: Grow some cress and label it in French. Children could take digital photos of the plant each day to record its growth. Label each with the day and make a presentation that moves automatically through the stages of growth.
- Follow-up: Copy-write vegetable words as a calligram (a word, phrase or poem in which the handwriting or font is part of the focus).
- Show the names of the vegetables on the interactive whiteboard. Make the indefinite articles the same colour as the background so that they are invisible until the children move the words into a different box, eg a blue box for masculine and red box for feminine. This will help the teacher to assess whether children have remembered the article. NB: It may not be appropriate to use the grammatical terminology at this stage.
- Add the words containing the sound è to the word bank (see Unit 1, Section 2). They belong with the *ère/aire* words, but the page could be divided into two columns to separate *è/ai* from *ère/aire*.

## Section 3. Jack and the Beanstalk

- to listen and respond to simple rhymes, stories and songs (O3.1)
  - to respond to sound patterns and words (O3.2)
  - to use gesture and mime to show they understand (LLS)
  - to notice how sounds are represented in written form (KAL)
- Introduce some of the key vocabulary in preparation for the story of *Jacques et le Haricot Magique: le haricot, Jacques, le géant, il glisse, il grimpe, la vache, elle pousse, le marché*.
  - Present the story with visuals and encourage children to join in, repeating familiar vocabulary.
  - Choose a selection of phrases and ask children in groups to think of an appropriate mime. Select groups carefully and allocate simpler sequences to less confident children. For example:
    - *Les haricots magiques*
    - *Il voit des pièces d'or, une poule, une harpe magique*
    - *Hum! Hum! Hum! Hum! Ça sent le garçon*
    - *Le géant dort*
    - *Cache-toi, Jacques*
    - *Mais il ne trouve pas Jacques*
    - *Vite! Vite!*
  - Read the story again and each group performs their mime and joins in when appropriate with their phrase. Repeat again.
  - Extension: Children can be encouraged to join in with more and more of the text.
  - Read the story again and ask children to listen for the sound *j/g(e/i)*. In groups the children can be given a giant (puppet or cardboard cut-out), which they pass around the circle each time they hear the sound.

- remember a sequence of spoken words
- join in with storytelling

- The *h* in *haricot, harpe* and *histoire* is silent.
- Collect images from the internet and make an electronic big book of the story, incorporating sound if possible.
- Link with literacy work: These activities link to year 1 literacy work where children retell stories, ordering events using story language.
- Follow-up: Throughout the week, revise key vocabulary from the story.
- Follow-up: Begin to build a display of the story.
- Follow-up: Practise listening for the sound *j*. Use a puppet or cardboard cut-out to represent Jacques and have a small bag. Tell children this is a *sac magique* (magic bag) and only items containing the sound *j* can go into it. Show them a selection of objects or picture cards and ask them which items belong in the *sac magique*. Volunteers can place objects in the bag. A selection of items could include: *géant, haricots magiques, harpe magique, une tige, une fleur, une poule*. You could even have *une harpe* and *des haricots (not magiques)* and distinguish them from the *harpe magique* and *haricot magique* (which **do** belong in the bag) by covering the pictures of the latter with glitter.
- Show children the words in written form. Remind them of the two ways of making the sound *j* (from Unit 3). Add the new words to the *j* page of the word bank.
- Extension: In literacy work, show the children some words beginning with *g*, such as *garçon, grand, graine* and *grimper*. Ask them why the *g* makes a different sound from the *g* in *géant, tige* and *magique*. Can anyone create a rule? Compare this to English.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Retelling the story

- to listen and respond to simple rhymes, stories and songs (O3.1)
  - to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
  - to recognise some familiar words in written form (L3.1)
  - to experiment with the writing of simple words (L3.3)
  - to hear main word classes (KAL)
- Play *Qu'est-ce Qui Manque?* (What's Missing?) Display pictures of some of the key vocabulary from the story of *Jacques et le Haricot Magique* and ask children to close their eyes. Remove one of the pictures and ask *Qu'est-ce qui manque?* Children open their eyes and guess which is missing. Select confident children to lead the game for further rounds. If you have made an electronic big book (see Section 3, 'Points to note'), add a screen with pictures of key vocabulary and cover them with coloured masks. These may be removed gradually to reveal the objects. Alternatively, hide the objects with a blind and reveal them.
  - Read the story again and dramatise as before. Display the phrases and sentences for each group and ask children to identify those that match their group's mimes.
  - Discuss the children's strategies for managing this task.
  - Highlight the silent *h* in *Hum!*, *haricot*, *harpe* and *histoire*.
  - Using a prepared worksheet, children label pictures of six key words from the story. On the same sheet they copy-write and illustrate the phrase or sentence mimed by their group. As an alternative, children could do this as an ICT task, selecting clip art pictures and matching text.
  - Some children can do this activity as a cut-and-paste task rather than a written task.
  - Extension: Play Pelmanism, matching pictures and text from the story.
  - Extension: Children practise writing key words from memory.

- identify simple phrases
- remember a sequence of spoken words
- write words and simple phrases using a model

- Link with work in English: This activity links to drama work in year 3 when children present events through dialogue to engage the interest of the audience.
- Follow-up: Throughout the week, children build a word wall for the silent *h*. They can find other words in a picture dictionary.
- Follow-up: Play *Trouvez l'Étiquette* (Find the Label), where children match labels to pictures.
- Follow-up: Children illustrate different parts of the story for a labelled class display.
- Follow-up: Children can create a poster using ICT as above but using words containing a common sound, incorporating text and clip art and a key phrase from the story, eg silent *h* – *harpe*, *haricot*, *hum!*, *histoire*, '*Hum! Hum! Hum! (Voici l'histoire ... d'un garçon)*' or *j* – *une tige*, *Jacques*, *un géant*, *une harpe magique*, *cinq haricots magiques*, *le déjeuner*, '*Jacques grimpe la tige de haricot magique*'. The children could use the class word bank as a reference source and could even colour-code the letter strings in their words to match the page in the word bank. The posters could form a display and (if the graphemes have not been highlighted) children from other year groups could be encouraged to work out the common sound for each poster.

## Section 5. At the market

- to perform simple communicative tasks (O3.3)
  - to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
  - to make links between some phonemes, rhymes and spellings and read familiar words aloud (L3.2)
  - to locate country/countries where the language is spoken (IU3.2)
  - to identify social conventions at home and in other countries (IU3.3)
  - to make indirect or direct contact with the country/countries where the language is spoken (IU3.4)
  - to recognise conventions of politeness (KAL)
  - to say words to a rhythm (LLS)
- Revise the vegetables covered earlier in this unit.
  - In English, talk about Jack's visit to the market. Ask children to think about what is available to buy in a market, eg could you really buy a cow? Talk about markets in other countries and show photos/DVD clips of markets in France or French-speaking countries. Clips are available from digital content providers or the internet. Make a presentation of the pictures. Incorporate some French music and play as a running presentation during a five-minute language session.
  - Each child (or pair of children) is given a word card for one of the vegetables. Give an instruction to each vegetable, eg *Les tomates*, *levez-vous* and children holding the tomato pictures stand up. Some children can be supported by having a picture clue on the back of their word card.
  - Children (each with a vegetable word and/or picture card) sit in a circle and chant the following rhyme: *Quand je vais au marché, je voudrais ...* (When I go to market I'd like ...) At the same time, a basket or bag is passed around. When the rhyme stops, the child names the vegetable on their word card and places it in the basket. The rest of the class chorus *s'il vous plaît* as the word card is put in the basket. The game continues until all children have placed their cards in the basket.
  - Extension: The above game can be repeated in groups, where children have to remember the order in which vegetable cards are placed in the basket.
  - Extension: This game can be varied by adding in other known vocabulary from previous units.
  - Extension: Children can take on the role of a market stallholder and practise a simple shopping role-play with a partner.

- recall and use vocabulary
- remember a sequence of spoken words

- Explain that it is polite in French to address adults whom you don't know, ie someone who serves you, as *vous* and to include *Madame* or *Monsieur*.
- Follow-up: Throughout the week, practise market role-plays.
- Follow-up: Begin to develop a role-play corner for a market. Use ICT to design stall signs and labels for vegetables.
- Follow-up: Talk about fruits and vegetables that are particularly associated with regions in France or other French-speaking countries, eg apples, artichokes, onions, grapes (for wine), lemons, truffles. Research (on the internet) festivals held to celebrate some of these foods.
- Follow-up: Draw attention to the *è* sound in *voudrais* and *plaît* and add them to the word bank.
- Link with literacy work: This work links with word-processing short texts when presenting literacy work in year 3.
- For the final extension activity, use handheld video devices to record children's performances and use as evidence of achievement, possibly in conjunction with an electronic version of the European Language Portfolio.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. Buying vegetables

- to perform simple communicative tasks (O3.3)
- to recognise some familiar words in written form (L3.1)
- to recognise conventions of politeness (KAL)

- Revise vocabulary for a role-play at the market.
- With you as the stallholder, children begin to develop role-plays for buying vegetables.
- Children practise role-plays in pairs. Confident children show their role-plays to the class. The other children comment on strengths and make suggestions for improvements.
- Show children written sentences for the role-play and children read these aloud together.
- Pairs of children are given cut-up sentences to reorder and read aloud to each other. Some will need the support of picture cues.
- Extension: Children can use picture dictionaries or word banks to find the names of other vegetables or fruit. If the interactive whiteboard has a hyperlink function, children can tap on a picture to go to an explanation of the word. You could also display a small part of the picture, eg the stalk of a tomato, from which the children have to identify the whole fruit. They can click on it to see the whole picture as well as the text, in order to check whether they are right.

- communicate with others using simple words, phrases and short sentences
- recognise and understand familiar words in written form
- use correct pronunciation in oral work

- When choosing a vegetable, accept from less confident children just the name of the item.
- Follow-up: Throughout the week, ensure that all children have the chance to show their role-play and receive feedback from the class.
- Using an interactive whiteboard, make a screen with a picture of a market stall. Place pictures of different fruits and vegetables on the stall and use an infinite clone function to replicate the items. Children can then 'buy' as many items as they like without depleting the supply.
- Follow-up: Children can have the opportunity to practise in the role-play corner.
- Follow-up: Make links to any work that you are doing on the healthy schools agenda.

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- Children re-create the role-play conversation within the context of an improvised restaurant situation. In groups, one child is given a tray with bite-size portions of vegetables named so far. He or she is the waiter or waitress. The rest of the group are the customers and, in turn, they choose a vegetable to eat.

- use the language at their disposal to recreate a real-life situation

- Children can use this opportunity to recycle any social language learnt in previous units.

## Jacques et le Haricot Magique

Hum! Hum! Hum! Hum!  
Voici l'histoire ... d'un garçon.  
Bonjour! Comment t'appelles-tu?  
Je m'appelle Jacques  
Jacques est pauvre ... Maman est pauvre ...  
Jacques et Maman deviennent de plus en plus pauvres ...  
de plus en plus pauvres.  
Rien pour le petit déjeuner ...  
Rien pour le déjeuner ...  
Rien pour le dîner ...  
Rien du tout!  
Alors, Maman dit:  
'Jacques, vendons la vache'  
Meuh! Meuh! Meuh! Meuh! Meuh!  
'Va au marché'  
'Vite! Vite!'  
Jacques et la vache vont au marché.  
Ils rencontrent un vieil homme.  
'Je voudrais acheter une vache. Voici cinq haricots magiques.  
Un ... deux ... trois ... quatre ... cinq ...'  
Mais Maman dit:  
'Que tu es bête!  
Elle prend les haricots ... les haricots magiques ...  
Un ... deux ... trois ... quatre ... cinq ...  
Et elle les jette!

Mais la nuit, une tige de haricot magique pousse.  
Elle pousse ... Elle pousse ... Elle pousse ...  
Whoosh!  
Jacques grimpe la tige de haricot magique.  
Il grimpe ... il grimpe ... il grimpe ... jusqu'au ciel.  
Jacques voit un château géant.  
Toc ... toc ... toc ... toc ... toc ... personne!  
Jacques entre dans le château.  
Il voit des pièces d'or,  
une poule et une harpe magique.  
Le géant arrive!  
Le grand, grand géant!  
Cache-toi, Jacques!  
'Hum! Hum! Hum! Hum!  
Ca sent le garçon!'  
Mais il ne trouve pas Jacques.  
Le géant dort ...  
RRRRRRRRRRRRRRRRRRRR  
Jacques entre à pas de loup.  
Il prend les pièces d'or.  
Jacques glisse le long de la tige ...  
il glisse ... il glisse ... il glisse ...  
Et après?

Jacques grimpe la tige de haricot magique.  
Il grimpe ... il grimpe ... il grimpe ... jusqu'au ciel.  
Et Jacques entre dans le château ...  
Et il voit ... la poule ... et la harpe magique.  
Le géant arrive!  
Le grand, grand géant!  
Cache-toi, Jacques!  
'Hum! Hum! Hum! Hum!  
Ca sent le garçon!'  
Mais il ne trouve pas Jacques.  
Le géant dort ...  
RRRRRRRRRRRRRRRRRRRR  
Jacques entre à pas de loup.  
Il prend la poule.  
Jacques glisse le long de la tige ...  
il glisse ... il glisse ... il glisse ...  
Et après?  
Jacques grimpe la tige de haricot magique.  
Il grimpe ... il grimpe ... il grimpe ... jusqu'au ciel.  
Et Jacques entre dans le château ...  
Et il voit ... la harpe magique.

Le géant arrive!  
Le grand, grand géant!  
Cache-toi, Jacques!  
'Hum! Hum! Hum! Hum!  
Ca sent le garçon!'  
Mais il ne trouve pas Jacques.  
Le géant dort ...  
RRRRRRRRRRRRRRRRRRRR  
Jacques entre à pas de loup.  
Il prend la harpe magique.  
Mais le géant se réveille!  
Le géant chasse Jacques.  
Jacques glisse le long de la tige ... il glisse ... il glisse ... il glisse ...  
Mais le géant vient aussi!  
Jacques cherche une hache!  
Vite! Vite!  
Jacques abat la tige de haricot.  
Vite! Vite!  
PATATRAS!  
Et le géant tombe ...  
PATATRAS!  
Et ça, c'est la fin du géant.  
Et ça, c'est la fin de l'histoire.

## Jack and the Beanstalk

Fee! Fi! Fo! Fum!  
 This is the story of a boy.  
 Hello! What's your name?  
 My name's Jack.  
 Jack is poor ... Mother is poor ....  
 Jack and his mother get poorer and poorer ...  
 poorer and poorer.  
 Nothing for breakfast ...  
 Nothing for lunch ...  
 Nothing for supper ...  
 Nothing at all!  
 So mother says:  
 'Jack, let's sell the cow.'  
 Moo, moo, moo, moo, moo.  
 'Go to the market.'  
 'Quick! Quick!'  
 Jack and the cow go to the market.  
 They meet an old man.  
 'I'd like to buy a cow. Here are five magic beans.  
 One ... two ... three ... four ... five ...'  
 But mother says:  
 'You are really stupid!'  
 She takes the beans .... the magic beans ...  
 One ... two ... three ... four ... five ...  
 And she throws them away.

But during the night, a magic beanstalk grows.  
 It grows ... It grows ... It grows ...  
 Whoosh!  
 Jack climbs the magic beanstalk.  
 He climbs ... he climbs ... he climbs ... right up to the sky.  
 Jack sees a huge castle.  
 Knock, knock, knock, knock, knock ... nobody is there.  
 Jack enters the castle.  
 He sees some gold coins,  
 a hen and a magic harp.  
 The giant arrives.  
 The big, big giant.  
 Jack, hide!  
 'Fee! Fi! Fo! Fum!  
 I smell a boy.'  
 But he doesn't find Jack.  
 The giant falls asleep.  
 //////////////////////////////////////  
 Jack creeps in.  
 He takes the gold coins.  
 Jack slides down the beanstalk ...  
 he slides ... he slides ... he slides.  
 And then?  
 Jack climbs the magic beanstalk.  
 He climbs ... he climbs ... he climbs ... right up to the sky.  
 And Jack enters the castle ...  
 And he sees ... the hen ... and the magic harp.

The giant arrives.  
 The big, big giant.  
 Jack, hide!  
 'Fee! Fi! Fo! Fum!  
 I smell a boy.'  
 But he doesn't find Jack.  
 The giant falls asleep.  
 //////////////////////////////////////  
 Jack creeps in.  
 He takes the hen.  
 Jack slides down the beanstalk ...  
 he slides ... he slides ... he slides ...  
 And then?  
 Jack climbs the magic beanstalk.  
 He climbs ... he climbs ... he climbs ... right up to the sky.  
 And Jack enters the castle ...  
 And he sees ... the magic harp.  
 The giant arrives.  
 The big, big giant.  
 Jack, hide!  
 'Fee! Fi! Fo! Fum!  
 I smell a boy.'  
 But he doesn't find Jack.  
 The giant falls asleep.  
 //////////////////////////////////////  
 Jack creeps in.  
 He takes the magic harp.

But the giant wakes up.  
 The giant chases Jack.  
 Jack slides down the beanstalk. He slides ... he slides ... he slides.  
 But the giant is coming after him.  
 Jack looks for an axe.  
 Quick! Quick!  
 Jack chops down the beanstalk.  
 Quick! Quick!  
 Crash!  
 The giant falls ...  
 Crash!  
 And that's the end of the giant.  
 And that's the end of the story.