The Bruins I.C.E School
French Level 1 Curriculum Materials

Lesson 1: Introduction
• French and hockey
• French hockey terminology

Lesson 2: French numbers

Lesson 3: Parts of the body

Lesson 4: Verbs

Lesson 5: Reading Comprehension and self-portraits

Worksheets Included:
• French and Hockey & Answers
• French Hockey Terms & Answers
• French Hockey Terms Crossword & Answers
• French Numbers & Answers
• Parts of the Body & Answers
• French Reading Comprehension & Answers
• French Speaking Players Word Search & Answers
• French Verbs – Hockey & Answers

Please see each lesson for the individual frameworks applied to that lesson.
Lesson 1: Introduction
French and Hockey Terminology

Concept/Topic to Teach: Relationship between hockey and the French language

Standards Addressed:
Standard 2: Interpretive Communication
Standard 4: Cultures
Standard 5: Linguistic Comparisons
Standard 7: Connections

General Goal(s) – Expected Outcome
• To introduce students to the relationship between hockey and the French language.

Specific Objectives
• Introduce facts about hockey, particularly in the Canadian context.
• Demonstrate the relevance of French by including information about French-speaking hockey players.
• Present hockey terminology in French and have students make linguistic comparisons and connections with English.

Required Materials
• French and Hockey Terminology
• French Hockey Players Word Search

Part I
Introduction
• Introduce the information given on French and hockey in the “Did you know…?” section.

Modeling/Explanation
• Point out Canada and the provinces of Quebec and Ontario on the map.
• Have students discuss their experiences with language, international travel or athletes.

Independent Practice
Have students do French hockey players word search.
Part II

Introduction
- Introduce French hockey terminology to students.
- Ask students to listen and repeat words.

Accommodations:
Adaptations and Extensions
- Students may also complete the drawing and labeling activity.
- This would be a good project for students with learning disabilities or gifted students.

Check for Understanding
- Have students do matching exercise.
- They should be encouraged to make educated guesses using cognates and process of elimination.

Closure/Wrap-Up
- Go over matching exercise.
- Assign crossword puzzle.

Evaluation
- Have students complete crossword puzzle of French hockey terminology.
- This could be used as a homework assignment, or a formal or informal assessment.

Additional Teacher Resources
- More French hockey terminology:  www.nhl.com/ice/page.htm?id=29472
- Québeçois newspaper – for all the latest news about sports, hockey and the Olympics in French:  www.cyberpresse.ca
Lesson 2: French Numbers

Concept/Topic to Teach: French numbers

Standards Addressed
Standard 1: Interpersonal Communication
Standard 2: Interpretive Communication
Standard 3: Presentational Communication

General Goal(s) – Expected Outcome
• To introduce French numbers to students.

Specific Objectives
• To improve students’ knowledge of French numbers.
• To help students recognize the patterns of how French numbers are formed.

Required Materials
• French Numbers Worksheet
• Bruins roster
• Paper clips, scissors, string, crayons, markers, etc.

Introduction
• Introduce numbers in French as presented on the French Numbers Worksheet
• Have students listen and repeat the numbers

Modeling/Explanation
• Have students make connections and find the pattern of how the numbers are formed in French.
• Ask students if there are any related words in English, such as “dozen”, “quarter”, “century”, etc...

Independent Practice
Ask students to complete missing numbers in the progression.
Accommodations

Adaptations (For Students with Learning Disabilities)
• The teacher may wish to use a word bank.

Extensions (For Gifted Students)
• Have students make more than one jersey for the clothes-line.

Check for Understanding
• Have students complete the jersey number matching activity.

Closure/Wrap-Up
• Go over jersey number matching activity.
• Review numbers and their patterns.

Evaluation
• Students complete the jersey numbers activity by writing in the numbers (in words) on each player’s jersey.
• This could be an in-class activity, a homework assignment, or formal or informal assessment.

Additional Teacher Resources
• Bruins Roster
• Bruins all-time roster
• As a supplemental activity, conduct “Clothes line” activity.
  o Have students make their own Bruins jersey using the pattern in the packet.
  o Encourage students to make jerseys for a variety of players (and numbers), including retired players like Ray Bourque.
Make a clothesline of jerseys to hang in the classroom using string and paper clips.
Lesson 3: Parts of the Body

Concept/Topic to Teach: Parts of the Body

Standards Addressed
Standard 1: Interpersonal Communication
Standard 2: Interpretive Communication
Standard 3: Presentational Communication
Standard 5: Linguistic Comparison
Standard 7: Connections

General Goal(s) – Expected Outcome
• Students will learn parts of the body and the face in French.

Specific Objectives
• To improve students’ knowledge of the vocabulary related to the parts of the body.
• To give students practice saying and pronouncing the parts of the body.
• To give students practice with oral and written comprehension.
• To improve students’ writing skills relative to the vocabulary.

Required Materials
• French Parts of the Body
• Magazines
• Paper, glue, scissors, markers, writing utensils.

Introduction
• Introduce vocabulary on parts of the body.

Modeling/Explanation
• Discuss comparisons between French and English, or other related words.
• For example, “pied” is related to “pedal”, “pedestrian”, etc... “Main” is related to “manual”, “manipulate”, etc...
• Ask students to come up with their own examples.

Independent Practice
Complete the diagram of Zdeno Chara by labeling the parts of the body in French.
Accommodations

Extensions (For Gifted Students)
- Complete the “Protecting the body” section. Students will make comparisons and connections.

Check for Understanding
- Organize a game of “Claude dit!” or “Simon says” with the body parts in French.
- Have students work on a collage with the body parts labeled in French.

Closure/Wrap-Up
- Review the vocabulary with the class.
- Share collages and make a bulletin board display.

Evaluation
- Quiz on body parts.
- Ask students to label the body parts in French.
- For students with learning disabilities, a word bank may be used.

Additional Teacher Background

**Supplemental vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>toes</td>
<td>les orteils (m.)</td>
</tr>
<tr>
<td>thigh</td>
<td>la cuisse</td>
</tr>
<tr>
<td>hip</td>
<td>la hanche</td>
</tr>
<tr>
<td>wrist</td>
<td>le poignet</td>
</tr>
<tr>
<td>chin</td>
<td>le menton</td>
</tr>
<tr>
<td>lips</td>
<td>les lèvres (f.)</td>
</tr>
<tr>
<td>cheek</td>
<td>la joue</td>
</tr>
<tr>
<td>forehead</td>
<td>le front</td>
</tr>
</tbody>
</table>
Lesson 4: Verbs

Concept/Topic to Teach: Hockey-related verbs - French

Standards Addressed
Standard 1: Interpersonal Communication
Standard 2: Interpretive Communication
Standard 3: Presentational Communication

General Goal(s) – Expected Outcome
- To introduce regular verbs with a hockey theme.

Specific Objectives
- To introduce hockey-related vocabulary.
- To give students practice speaking, reading and writing the new vocabulary.
- To practice conjugating regular –er verbs.

Required Materials
- French Verbs Worksheet

Introduction
- Introduce the hockey-related verbs as shown.

Modeling/Explanation
- Discuss with students other French verbs they may know that are hockey or sports-related. Ask if there are any words in English related to the meaning of these verbs. For example:

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrêter</td>
<td>arrest</td>
</tr>
<tr>
<td>gagner</td>
<td>gain</td>
</tr>
<tr>
<td>lancer</td>
<td>launch</td>
</tr>
<tr>
<td>compter</td>
<td>count</td>
</tr>
</tbody>
</table>

Conduct verb circle activity.
Independent Practice
- Ask students to complete the word search activity.

Accommodations
Extensions (For Gifted Students)
- Students may want to learn how to conjugate the other two verbs on the vocabulary list – aller (irregular) and perdre (an –re verb).
- See “Additional Teacher Background” below.

Check for Understanding
- Introduce the –er verb conjugation structure and pattern.
- Ask them to conjugate an –er verb of their choice.

Closure/Wrap-Up
- Review vocabulary and –er verb conjugation.

Evaluation
- Assign the verb conjugation worksheet in the packet.
- This could be a homework assignment, in-class activity or a quiz.

Additional Teacher Background

<table>
<thead>
<tr>
<th>aller</th>
<th>perdre</th>
</tr>
</thead>
<tbody>
<tr>
<td>je vais</td>
<td>je perds</td>
</tr>
<tr>
<td>tu vas</td>
<td>tu perds</td>
</tr>
<tr>
<td>il/elle va</td>
<td>il/elle perd</td>
</tr>
<tr>
<td>nous allons</td>
<td>nous perdons</td>
</tr>
<tr>
<td>vous allez</td>
<td>vous perdez</td>
</tr>
<tr>
<td>ils/elles vont</td>
<td>ils/elles perdent</td>
</tr>
</tbody>
</table>

Additional Teacher Resources
- More French hockey terminology:
  www.nhl.com/ice/page.htm?id=29472
Lesson 5: Reading Comprehension and Self-Portraits

**Concept/Topic to Teach:** French Reading Comprehension

**Standards Addressed**
- **Standard 1:** Interpersonal Communication
- **Standard 2:** Interpretive Communication
- **Standard 3:** Presentational Communication
- **Standard 4:** Cultures
- **Standard 5:** Linguistic Comparison
- **Standard 6:** Cultural Comparison
- **Standard 7:** Connections

**General Goal(s) – Expected Outcome**
- Students will learn to read and to express themselves in French.

**Specific Objectives**
- Students will read player profiles for understanding.
- Students will answer questions based on the player profiles in French.
- Students will create their own profile or self-portrait in French.

**Required Materials**
- French Reading Comprehension
- Extra paper, markers or crayons.

**Introduction**
- Introduce the player profiles.
- Have students take turns reading the profiles aloud to each other.

**Modeling/Explanation**
- Discuss the profiles.
- Are there any words that the students don’t understand? Clarify.
  Use vocabulary from Lessons 1, 2 and 4 as reference if necessary.
Independent Practice

- Ask students to complete the reading comprehension questions in French.
- Depending on their level and/or ability, students may answer the questions in English, or they may give a one-word answer in French, or a complete sentence in French.

Accommodations:
Adaptations (For Students with Learning Disabilities)
- Students may answer questions in English.

Extensions (For Gifted Students)
- Students could try to answer in complete sentences in French, or they could write their own questions about the profiles and share them with a partner to answer.

Check for Understanding

- Go over reading comprehension questions.
- Have students work on self-portrait activity in French using the player profiles as a model.

Closure/Wrap-Up

- Review some of the vocabulary that students learned in this lesson.
- Ask if there are any questions regarding the individual students’ self-portraits.
- Are there any vocabulary words that they need to complete their project?

Evaluation

- The self-portrait could be an in-class activity, or a take-home assignment.
- The teacher may choose to give this as an informal or formal assessment.

Make a bulletin board display of the students’ self-portraits.
Additional Teacher Background

• Supplemental vocabulary:

<table>
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<th>Nationalities/Languages</th>
<th>Arabic</th>
<th>Cambodian</th>
<th>Chinese</th>
<th>Haitian</th>
<th>Hebrew</th>
<th>Italian</th>
<th>Japanese</th>
<th>Mexican</th>
<th>Polish</th>
<th>Portuguese</th>
<th>Spanish</th>
<th>Vietnamese</th>
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<td>Arabic</td>
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• Remember that when referring to the nationality of a female, the adjective generally adds a final “é”.
• Nationalities ending in “ien” add “ne” to the end. For example, “italien” becomes “italienne”.
• When referring to the language itself, always use the masculine form. “Anne parle anglais.”
Le Français et le Hockey
(French and Hockey)

Did you know....?

• “Hockey” is derived from the French word “hoquet”, meaning “hooked stick”.

• About 75 current NHL players use French as their first language! Most come from the provinces of Quebec and Ontario in Canada.

• Over 50% of all current NHL players are from Canada. French and English are the official languages of Canada.

• Several current Bruins speak French: Patrice Bergeron, Steve Bégin, and Coach Claude Julien.

Bruins legends Ray Bourque, Jean Ratelle and Reggie Lemelin speak French.
French Hockey Terms

I. French Hockey Terms:
Can you guess what the following words mean? Use the word bank on the right to help you fill in the meanings.

1. la Coupe Stanley
2. la rondelle
3. la glace
4. le bâton
5. le gardien de but
6. le patin
7. le chandail
8. la cage / le but
9. la Ligue Nationale de Hockey
10. la pénalité
11. l’entraîneur
12. le tour de chapeau
13. la ligne bleue
14. la période
15. le défenseur
16. Match des étoiles
17. Match éliminatoire
18. le zone neutre
19. l’ailier droit
20. l’ailier gauche
21. l’attaquant
22. les partisans

Word Bank
blue line
hat trick
skate
ice
stick
neutral zone
puck
jersey
fans
goal/net
left wing
right wing
National Hockey League
Playoff game
penalty
goalie
Stanley Cup
period
defenseman
All-Star Game
forward
coach
II. **French Hockey Terms – Crossword Puzzle**

Fill in the crossword using the clues below. Note: No articles necessary (le, la) and no spaces between words.

Across
1. puck
2. Stanley Cup
4. Playoff game
5. hat trick
8. skate
12. right wing
16. All-Star Game
17. penalty
18. forward
20. blueline
21. neutral zone

Down
1. ice
2. goalie
3. period
4. goal, net
5. hat trick
6. stick
7. forward
9. National Hockey League
10. jersey
11. defenseman
14. coach
15. coach
19. left wing
III. Art activity:

Draw a picture of a hockey game and label it in French. Try to include as many of the French vocabulary words as possible!
### French Hockey Terminology

#### Answers

#### I. French Hockey Terms:

<table>
<thead>
<tr>
<th>French Term</th>
<th>English Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>la Coupe Stanley</td>
<td>Stanley Cup</td>
</tr>
<tr>
<td>la rondelle</td>
<td>puck</td>
</tr>
<tr>
<td>la glace</td>
<td>ice</td>
</tr>
<tr>
<td>le bâton</td>
<td>stick</td>
</tr>
<tr>
<td>le gardien de but</td>
<td>goalie</td>
</tr>
<tr>
<td>le patin</td>
<td>skate</td>
</tr>
<tr>
<td>le chandail</td>
<td>jersey</td>
</tr>
<tr>
<td>la cage / le but</td>
<td>goal</td>
</tr>
<tr>
<td>la Ligue Nationale de Hockey</td>
<td>National Hockey League</td>
</tr>
<tr>
<td>la pénalité</td>
<td>penalty</td>
</tr>
<tr>
<td>l'entraîneur</td>
<td>coach</td>
</tr>
<tr>
<td>le tour de chapeau</td>
<td>hat trick</td>
</tr>
<tr>
<td>la ligne bleue</td>
<td>blue line</td>
</tr>
<tr>
<td>la période</td>
<td>period</td>
</tr>
<tr>
<td>le défenseur</td>
<td>defenseman</td>
</tr>
<tr>
<td>Match des étoiles</td>
<td>All-Star Game</td>
</tr>
<tr>
<td>Match éliminatoire</td>
<td>Playoff game</td>
</tr>
<tr>
<td>le zone neutre</td>
<td>neutral zone</td>
</tr>
<tr>
<td>l’ailier droit</td>
<td>right wing</td>
</tr>
<tr>
<td>l’ailier gauche</td>
<td>left wing</td>
</tr>
<tr>
<td>l’attaquant</td>
<td>forward</td>
</tr>
<tr>
<td>les partisans</td>
<td>fans</td>
</tr>
</tbody>
</table>
II. French Hockey Terms – Crossword Puzzle

Across
3. period **période**
4. Playoff game **match éliminatoire**
8. skate **patin**
12. right wing **ailier droit**
16. All-Star Game **match des étoiles**
17. penalty **penalité**
18. forward **attaquant**
20. blueline **ligne bleue**
21. neutral zone **zone neutre**

Down
1. puck **rondelle**
2. Stanley Cup **coupé Stanley**
5. hat trick **tour de chapeau**
6. goal, net **cage**
7. stick **bâton**
8. fans **partisans**
9. National Hockey League **Ligue Nationale de Hockey**
10. jersey **chandail**
11. defenseman **défenseur**
13. ice **glace**
14. goalie **gardien de but**
15. coach **entraîneur**
19. left wing **ailier gauche**
## French Numbers

### I. French Numbers - Can you figure out the pattern and fill in the missing numbers?

<table>
<thead>
<tr>
<th></th>
<th>French</th>
<th></th>
<th>French</th>
<th></th>
<th>French</th>
<th></th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Un</td>
<td>50</td>
<td>cinquante</td>
<td>51</td>
<td>cinquante et un</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Deux</td>
<td>51</td>
<td>cinquante et un</td>
<td>52</td>
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<td>53</td>
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</tr>
<tr>
<td>3</td>
<td>Trois</td>
<td>60</td>
<td>soixante</td>
<td>61</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Quatre</td>
<td>61</td>
<td></td>
<td>62</td>
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<td>63</td>
<td>soixante et onze</td>
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<tr>
<td>5</td>
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<td>62</td>
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<td>63</td>
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<tr>
<td>6</td>
<td>Six</td>
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<td>71</td>
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<tr>
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<td>Huit</td>
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<td>74</td>
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<td>Neuf</td>
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<tr>
<td>11</td>
<td>Onze</td>
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<td>80</td>
<td>quatre-vingts</td>
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## II. Numéros de chandail – Jersey numbers - Match the player’s number with the French number

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>French Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrice Bergeron</td>
<td>37</td>
<td>vingt et un</td>
</tr>
<tr>
<td>Michael Ryder</td>
<td>73</td>
<td>douze</td>
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<tr>
<td>David Krejci</td>
<td>46</td>
<td>dix-neuf</td>
</tr>
<tr>
<td>Milan Lucic</td>
<td>17</td>
<td>trente</td>
</tr>
<tr>
<td>Zdeno Chara</td>
<td>33</td>
<td>seize</td>
</tr>
<tr>
<td>Tim Thomas</td>
<td>30</td>
<td>six</td>
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<tr>
<td>Marc Savard</td>
<td>91</td>
<td>vingt-six</td>
</tr>
<tr>
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<td>cinquante-cinq</td>
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<td>vingt-huit</td>
</tr>
<tr>
<td>Tyler Seguin</td>
<td>19</td>
<td>soixante-treize</td>
</tr>
</tbody>
</table>
III. **Numéros de chandail** – Jersey numbers - Now without looking, can you write in the players’ numbers *in words* on their jerseys?

- **Ryder**
  - 73

- **Lucic**
  - 17

- **Bergeron**
  - 37

- **Savard**
  - 91
IV. Une corde à linge – Clothes line

Make your own Bruins jersey using the pattern below. Put on the name of your favorite player and their number written out in French. Cut out the jersey. Color and decorate the jersey as you wish, using both sides of the paper if desired. Make a clothes line of jerseys to hang in the classroom using string and paper clips. If you have time, make more than one!
French Numbers

Answers

I. French Numbers - Can you figure out the pattern and fill in the missing numbers?

34 Un
35 Deux
36 Trois
37 Quatre
38 Cinq
39 Six
40 Sept
41 Huit
42 Neuf
43 Dix
44 Onze
douze
treize
47 quatorze
48 quinze
49 seize
50 dix-sept
51 dix-huit
dix-neuf
52 vingt
53 vingt et un
54 vingt-deux
55 vingt-trois
56 vingt-quatre
57 vingt-cinq
58 vingt-six
59 vingt-sept
60 vingt-huit
61 vingt-neuf
62 trente
trente et un
trente-deux
trente-trois
40 quarante
41 quarante et un
42 quarante-deux
50 cinquante

60 soixante
61 soixante et un
62 soixante-deux
70 soixante-dix
71 soixante et onze
72 soixante-douze
73 soixante-treize
74 soixante-quatorze
soixante-quinze
76 soixante-seize
77 soixante-dix-sept
78 soixante-dix-huit
79 soixante-dix-neuf
80 quatre-vingts
81 quatre-vingt-un
82 quatre-vingt-deux
83 quatre-vingt-trois
84 quatre-vingt-quatre
85 quatre-vingt-cinq
86 quatre-vingt-six
87 quatre-vingt-sept
88 quatre-vingt-huit
89 quatre-vingt-neuf
90 quatre-vingt-dix
91 quatre-vingt-onze
92 quatre-vingt-douze
93 quatre-vingt-treize
94 quatre-vingt-quatorze
95 quatre-vingt-quinze
96 quatre-vingt-seize
97 quatre-vingt-dix-sept
98 quatre-vingt-dix-huit
99 quatre-vingt-dix-neuf
100 cent
1000 mille

51 cinquante et un
II. **Numéros de chandail** – Jersey numbers. Match the player’s number with the French number.

<table>
<thead>
<tr>
<th>Player</th>
<th>Number</th>
<th>French</th>
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</thead>
<tbody>
<tr>
<td>Patrice Bergeron</td>
<td>37</td>
<td>trente-sept</td>
</tr>
<tr>
<td>Michael Ryder</td>
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<td>soixante-treize</td>
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<tr>
<td>David Krejci</td>
<td>46</td>
<td>quarante-six</td>
</tr>
<tr>
<td>Milan Lucic</td>
<td>17</td>
<td>dix-sept</td>
</tr>
<tr>
<td>Zdeno Chara</td>
<td>33</td>
<td>trente-trois</td>
</tr>
<tr>
<td>Tim Thomas</td>
<td>30</td>
<td>trente</td>
</tr>
<tr>
<td>Marc Savard</td>
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<td>quatre-vingt-onze</td>
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<tr>
<td>Shawn Thornton</td>
<td>22</td>
<td>vingt-deux</td>
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<tr>
<td>Dennis Wideman</td>
<td>6</td>
<td>six</td>
</tr>
<tr>
<td>Andrew Ference</td>
<td>21</td>
<td>vingt et un</td>
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<tr>
<td>Marco Sturm</td>
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<td>seize</td>
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<tr>
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<tr>
<td>Byron Bitz</td>
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<td>soixante et un</td>
</tr>
<tr>
<td>Tyler Seguin</td>
<td>19</td>
<td>dix-neuf</td>
</tr>
</tbody>
</table>
III. Numéros de chandail – Jersey numbers - Now without looking, can you write in the players’ numbers in words on their jerseys?

Ryder
73
soixante-treize

Lucic
17
dex-sept

Bergeron
37
trente-sept

Savard
91
quatre-vingt-onze
Ference
21
vingt et un

Stuart
45
quarante-cinq
French – Parts of the body

I. les parties du corps – parts of the body

Review the below vocabulary....

- le pied  foot
- la cheville  ankle
- la jambe  leg
- le genou  knee
- la poitrine  chest
- le dos  back
- l’épaule  shoulder
- le bras  arm
- le coude  elbow
- la main  hand
- le doigt  finger
- le cou  neck
- la tête  head
- les cheveux  hair
- le visage  face
- l’oreille  ear
- l’œil  eye
- les yeux*  eyes
- le nez  nose
- la bouche  mouth
- les dents  teeth

- irregular plural form
Can you label Zdeno Chara with the correct body parts in French?
III. Claude dit!
You have all played Simon says. Pretend that you are head coach Claude Julien and you are putting your players through a workout (in French of course! French is Coach Julien's first language after all!). Ask the class to touch the part of the body you call out, but only if you say "Claude dit"! For example, "Claude dit, touchez le nez!" ("Claude says, touch your nose.") Everyone who touches their nose stays in. But if you say, "Touchez le genou!" ("Touch your knee."), anyone who touches their knee is out. Keep playing until you have a winner!

IV. Protecting the body
Hockey players wear equipment to protect their bodies during games. Below is a list of hockey equipment in French. Now that you know the parts of the body in French, can you guess what part of the body they are intended to protect?

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Body part it protects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>genouillère</td>
<td></td>
</tr>
<tr>
<td>coudière</td>
<td></td>
</tr>
<tr>
<td>épaullière</td>
<td></td>
</tr>
<tr>
<td>jambière</td>
<td></td>
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<tr>
<td>protège-cou (or jugulaire)</td>
<td></td>
</tr>
<tr>
<td>visière</td>
<td></td>
</tr>
<tr>
<td>protège-dents</td>
<td></td>
</tr>
</tbody>
</table>
V. Collage

Did you know that collage is a French word? It comes from the verb "coller" which means "to glue" or "to stick".

Get some magazines or catalogues. Cut out different body parts and glue them on a large piece of paper to make a creature. It can have as many legs, eyes, etc as you like! Remember, the stranger the proportions, the better and funnier your collage will be!

Label all of the parts of your creature’s body in French. Make a bulletin board display of all the crazy creatures your class has dreamed up!
VI. Interro! (Quiz)
Can you fill in the parts of the body below in French?
### French – Parts of the body

**ANSWERS**

#### I. les parties du corps – parts of the body

Review the below vocabulary....

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>le pied</td>
<td>foot</td>
</tr>
<tr>
<td>la cheville</td>
<td>ankle</td>
</tr>
<tr>
<td>la jambe</td>
<td>leg</td>
</tr>
<tr>
<td>le genou</td>
<td>knee</td>
</tr>
<tr>
<td>la poitrine</td>
<td>chest</td>
</tr>
<tr>
<td>le dos</td>
<td>back</td>
</tr>
<tr>
<td>l'épaule</td>
<td>shoulder</td>
</tr>
<tr>
<td>le bras</td>
<td>arm</td>
</tr>
<tr>
<td>le coude</td>
<td>elbow</td>
</tr>
<tr>
<td>la main</td>
<td>hand</td>
</tr>
<tr>
<td>le doigt</td>
<td>finger</td>
</tr>
<tr>
<td>le cou</td>
<td>neck</td>
</tr>
<tr>
<td>la tête</td>
<td>head</td>
</tr>
<tr>
<td>les cheveux</td>
<td>hair</td>
</tr>
<tr>
<td>le visage</td>
<td>face</td>
</tr>
<tr>
<td>l'oreille</td>
<td>ear</td>
</tr>
<tr>
<td>l'œil</td>
<td>eye</td>
</tr>
<tr>
<td>les yeux*</td>
<td>eyes</td>
</tr>
<tr>
<td>le nez</td>
<td>nose</td>
</tr>
<tr>
<td>la bouche</td>
<td>mouth</td>
</tr>
<tr>
<td>les dents</td>
<td>teeth</td>
</tr>
</tbody>
</table>

- irregular plural form
III. les parties du corps – diagram
Can you label Zdeno Chara with the correct body parts in French?

- la tête
- le dos
- le nez
- la bouche
- l’épaule
- la poitrine
- le bras
- le genou
- le coude
- la main
- le doigt
- le pied
- la jambe
- l’œil
- l’oreille
- le cou
IV. Protecting the body
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<th>Equipment</th>
<th>Body part it protects:</th>
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<tr>
<td>1. genouillère</td>
<td>knee (genou)</td>
</tr>
<tr>
<td>2. coudière</td>
<td>elbow (coude)</td>
</tr>
<tr>
<td>3. épaule</td>
<td>shoulder (épaule)</td>
</tr>
<tr>
<td>4. jambière</td>
<td>leg (jambe)</td>
</tr>
<tr>
<td>5. protège-cou (or jugulaire)</td>
<td>neck (cou)</td>
</tr>
<tr>
<td>6. visière</td>
<td>face (visage)</td>
</tr>
<tr>
<td>protège-dents</td>
<td>teeth (dents)</td>
</tr>
</tbody>
</table>
VI. Interro! (Quiz)

Can you fill in the parts of the body below in French?

- l’œil
- l’oreille
- le cou
- la poitrine
- la main
- le doigt
- la jambe
- la cheville
- le pied
- le genou
- la tête
- le nez
- la bouche
- l’épaule
- le bras
- le coude
<table>
<thead>
<tr>
<th>Image</th>
<th>Text</th>
</tr>
</thead>
</table>
II. Reading Comprehension
Answer the questions below based on what you read about the players....

1. Qui parle français?
2. Quel âge a Marco Sturm?
3. Qui vient de Michigan?
4. Qui est le plus jeune (des six joueurs)?
5. Qui est le plus âgé?
6. Qui est slovaque?
7. David Krejci est de quelle nationalité?
8. Qui sont les attaquants? (Il y en a quatre....)
9. Qui est le gardien de but?
10. Quel est le numéro de Marc Savard?
11. D'où vient Patrice Bergeron?
12. Quelle position est-ce que Chara joue?
13. Depuis quand est-ce que Tim Thomas joue pour les Bruins?

Glossary :

languages/nationalities:
allemand = German
américain = American
anglais = English
canadien = Canadian
français = French
russe = Russian
slovène = Slovakian
tchèque = Czech

interrogatives (questions):
qui = who
quel/quelle = which
d'où = from where
quand = when

misc:
depuis = since
le plus = most
jeune = young
III. Self-Portrait / Auto-Portrait

Now write your own self-portrait using the players’ bios as a model. Don’t forget to include the following information:

- Comment t’appelles-tu? (What is your name?)
- De quelle nationalité es-tu? (What is your nationality?)
- D’où viens-tu? (Where do you come from?)
- Quel âge as-tu? (How old are you?)
- Quelles langues est-ce que tu parles? (What languages do you speak?)
- Quels sports est-ce que tu joues? (What sports do you play?)
  or, Qu’est-ce que tu aimes faire? (What do you like to do?)

Make sure to draw a picture of yourself to go with it!
Reading Comprehension

Answers

Answer the questions below based on what you read about the players....

1. Qui parle français? Patrice Bergeron
2. Quel âge a Marco Sturm? trente et un (31) ans
3. Qui vient de Michigan? Tim Thomas
4. Qui est le plus jeune (des six joueurs)? David Krejci
5. Qui est le plus âgé? Tim Thomas
6. Qui est slovaque? Zdeno Chara
7. David Krejci est de quelle nationalité? tchèque
8. Qui sont les attaquants? (Il y en a quatre....) Bergeron, Sturm, Savard, et Krejci
9. Qui est le gardien de but? Tim Thomas
10. Quel est le numéro de Marc Savard? quatre-vingt-onze (91)
11. D’où vient Patrice Bergeron? Ancienne-Lorette, Québec, Canada
12. Quelle position est-ce que Chara joue? défenseur
13. Depuis quand est-ce que Tim Thomas joue pour les Bruins? depuis 2002
French Speaking Players Word Search

Can you find the names of these French speaking NHL Hockey players in the grid below?

R Y V U E L K H I P L B E R
F R F R S I F T F N G R Q E O
B L X N S D P E C H O A I A E
E M X P E F V P R D P L G R A
R B D O R N P N E N A R E N Y
G Y K H D E L U M V A I Q O E
B É G I N
G I R O U X
E R D Z N L R I A L R N K Q T
B E R G E R O N
H U E T
R U K X E W W C T B F L D X O
B O U R Q U E
L A T E N D R E S S E
O E K K T U E R E U G I G E U
B R I È R E
L E C A V A L I E R
N L U E A L Y E L L E Y B S Z
B R O D E U R
L E M E L I N
H F Z Q L P O M I N V I L L E
F L E U R Y
P O M I N V I L L E
X R J E R C P A F U H E M I A
G I G U È R E
T Q C K D U Z Z G K E W N G A
L E M E L I N T E U H Q E Y R
B P J X U O R I G Q R P B T M
L E M E L I N T E U H Q E Y R
L E M E L I N T E U H Q E Y R
L E M E L I N T E U H Q E Y R
B P J X U O R I G Q R P B T M
B P J X U O R I G Q R P B T M
French Speaking Players Word Search

Answers

Can you find the names of these French speaking NHL Hockey players in the grid below?

R Y V U E L K H I P L B E R
F R F R S I F T F N G R Q E O
B L X N S D P E C H O A I A E
E M X P E F V P R D P L G R A
R B D O R N P N E N A R E N Y
G Y K H D E L U M V A I Q O E
E R D Z N L R I A L R N K Q T
R U K X E W C T B F L D X O
O E K K T U E R E U G I G E U
N L U E A L Y E L L E Y B S Z
H F Z Q L P O M I N V I L L E
X R J E R C P A F U H E M I A
T Q C K D U Z Z G K E W N G A
A U B R A G O Y V N F Y I S R
M C V R X A U B V L M I G J V
L E M E L I N T E U H Q E Y R
B P J X U O R I G Q R P B T M

BÉGIN  GIROUX
BERGERON  HUET
BOURQUE  LATENDRESSE
BRIÈRE  LECAVAĻIER
BRODEUR  LEMELIN
FLEURY  POMINVILLE
GIGUÈRE

French Verbs - Hockey

Review the below hockey-related verbs....

Vocabulary

aller* to go
arrêter to stop, to save (goalie)
patiner to skate
perdre** to lose
gagner to win
tomber to fall
lancer to shoot (to throw)
compter to score
jouer to play

* irregular
** -re verb
All others are regular –er verbs.
II. Verb circle

This is a great way to learn new vocabulary, particularly verbs!

- Class gets in a circle.
- Teacher chooses one student to begin by giving the student a verb from the list.
- The student will then say the verb in French, and at the same time, act out the verb.
- Then the whole class says the verb and performs the action.
- The next (second) student in the circle gets the next verb and performs an action. (Just make sure that the actions look different.)
- Then the class repeats the second verb and action.
- Then the class goes back to the first verb, repeats that word and action, then does the second.
- Keep adding on until you have all the verbs done!
- If you like, at the end, you can do them backwards. Or have different students volunteer to do the entire verb circle solo.

Have fun!
III. Mots cachés – Word Search

Can you find the hockey verbs in the word search below?

H U P M K R P A T U V M E F R
K R M G A C E O H M Q L S E S
R E M L F H M L O Y Y S N R R
W T D C M B O V L Y L I F H K
T Ç S B E U U Y H A T H V Q D
M R N R A T N Z D A C J X F S
H R B E T Q A S P I U B F D P
J A K F Q P U B G L Q Z J O B
Q W Y M W B G G F S K P K Z Q
I R P C L Y A L R A O Z N Q J
N E W E R E G N Y M T D L F J
Z U Y Y R T N O C W X M P C L
L O M J B D E U B Z J G M M Z
V J D U M Z R E C N A L V M I
C O M P T E R E D Q M H J P R

ALLER   LANCER
ARRÊTER  COMPTER
GAGNER   JOUER
PATINER   PERDRE
TOMBER
IV. Verb conjugation

-er verbs are conjugated as below. In other words, they all follow the same pattern and take the following endings....

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinitive: jouer</td>
<td>stem – jou – (take off the –er)</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>je joue</td>
<td>nous jouons</td>
</tr>
<tr>
<td>2nd person</td>
<td>tu joues</td>
<td>vous jouez</td>
</tr>
<tr>
<td>3rd person</td>
<td>il/elle joue</td>
<td>ils/elles jouent</td>
</tr>
</tbody>
</table>

This is what it means in English...

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinitive: to play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>I play</td>
<td>we play</td>
</tr>
<tr>
<td>2nd person</td>
<td>you play</td>
<td>you play</td>
</tr>
<tr>
<td>3rd person</td>
<td>he/she plays</td>
<td>they play</td>
</tr>
</tbody>
</table>

Can you conjugate another –er verb using the above format? Try it here...

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinitive:</td>
<td></td>
<td>stem:</td>
</tr>
<tr>
<td>1st person</td>
<td>je</td>
<td>nous</td>
</tr>
<tr>
<td>2nd person</td>
<td>tu</td>
<td>vous</td>
</tr>
<tr>
<td>3rd person</td>
<td>il/elle</td>
<td>ils/elles</td>
</tr>
</tbody>
</table>
French Verbs – Hockey

Answers

+ + + + + R + + T + + + + + R
+ R + + + + E O + + + + + E +
+ E + + + + M L + + + + N + +
+ T + + + B + + L + + I + + +
+ É + + E + + + A T + + + +
+ R + R + + + + A + + + + +
+ R + + + + + + P + + + + + +
+ A + + + + + + + + + + + +
+ + + + + + G + + + + + + +
+ R P + + A + + + + + + + +
+ E + E + + G + + + + + + + +
+ U + + R + N + + + + + + + +
+ O + + + D E + + + + + + + +
+ J + + + + R E C N A L + + +
C O M P T E R E + + + + + + + +

(Over, Down, Direction)
ALLER(10,5,NW)
ARRÊTER(2,8,N)
COMPTER(1,15,E)
GAGNER(7,9,S)
JOUER(2,14,N)
LANCER(12,14,W)
PATINER(9,7,NE)
PERDRE(3,10,SE)