Salut Céline et Antoine!





French Parent Guide

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PARENTS' GUIDE

Welcome to La Jolie Ronde — the happy way to learn! Whether a French speaker or not, there is a great deal that you can do to help your child learn French. Many parents are learning with their children! Here are some guidelines we've put together for each lesson.

Please be aware that it is very important that some activities are done in class with the teacher, therefore do not help your child to complete exercises in advance and wait for communication from the teacher.

The more your child can practise at home, the more he/she will get from the lessons and the quicker he/she will learn! It is very important for your child's language development to complete their homework in conjunction with the Audio/CD. All the voices are native French speakers and listening to the correct pronunciation will ensure that your child always speaks with the right accent. The activity books and Audio/CDs have been specially created to help your child listen, speak, read and write French in a fun way.

GENERAL GUIDELINES

Map: The map on page 2 is for reference and clearly shows each child the position of France in Europe. Paris is marked on the map, along with four other towns/cities which appear in two of the songs learnt in the early stages of the programme.

Numbering the pages: At the bottom of each page, there is a square to write in the page number so that children can associate the correct spelling of each number with the same number in figures. Spelling of numbers is also listed at the back of the book on page 44.

Numbering each lesson: Children copy the correct spelling for the number of each lesson at the top of the page on the dotted lines.

Weather box: For the first four lessons, children can stick in pictures of the day's weather, (which the teacher will give out), or draw a picture. From lesson 5 to lesson 8 inclusive, children tick or circle or highlight which of the seven weather conditions are relevant to the day on which they do their homework. From lesson 9 onwards, children are encouraged to write in the day's weather themselves, checking their spellings carefully with the weather conditions listed on page 44.

Layout: Each activity is marked with a little cat (*chat*). When the cat is wearing headphones, there is something for your child to listen to. Cats without headphones indicate a writing activity only. The French alphabet is not taught until lesson 4, but the children will hear the first ten letters of the alphabet as receptive language over the first three lessons. You will find the track numbers of the Audio written in tiny dark blue rectangles under each of the cats wearing headphones.

Antoine and Céline: These are the names of the two French children who will help your child to learn French. For self- assessment purposes, wherever their faces appear throughout the book by the side of a little cat, the children are invited to draw their mouths (which are deliberately missing): either a smiling face for (for example) completing the activity or a wide smile depending on the way the children feel about the activity or the way they think they have performed.

Key vocabulary: Children are taught a group of nouns in each lesson and they are presented inside a red 'puddle' shape. Children link each picture to the correct word, thereby learning to read French without realising it!

Songs: All the French words to the songs (*chansons*) are written on pages 42 and 43 and can also be found in this Parents' Guide, along with the English translation.

Role plays: There are four little role plays (petites saynètes) in Salut Céline et Antoine! and the French for these is found on page 43, as well as in this Parents' Guide, along with the English translation.

Final two pages: Quel temps fait-il ?/Tout sur moi : These can be filled in at the teacher's and/or parents' discretion. Days of the week are not learnt until lesson 6 and so this is an ideal time to fill in the weather chart. In lesson 6, children also learn the word for favourite – préféré/e – and then page 46 can be filled in gradually, as your child's vocabulary increases.

LESSON I

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines.

Cat A, Track I: At home you could keep playing this track and sing along with your child until he/she is confident of asking someone's name *Comment t'appelles-tu?* and saying their own: Je m'appelle... (child's firstname).

Song: Un, deux, trois, comment t'appelles-tu? Un, deux, trois, comment t'appelles-tu? Je m'appelle Antoine. Quatre, cinq, six, comment t'appelles-tu? Je m'appelle Céline.

Sept, huit, neuf, dix, comment t'appelles-tu? Encore une fois!

(Repeated)

(Repeated)

One, two, three, what's your name? One, two, three, what's your name?

My name is Antoine.

Four, five, six, what's your name?

My name is Céline

Seven, eight, nine, ten, what's your name?

One more time!

Cat B, Track 2: Play this track again and again until your child is confident of asking someone where they live Où habites-tu? and saying where they live J'habite à... (name of village/town/city). You might like to point out the position of Blois, Nice and Paimbœuf on the map on page 2.

Song: Un, deux, trois, où habites-tu?
Un, deux, trois, où habites-tu?
J'habite à Blois.
Quatre, cinq, six, où habites-tu?
J'habite à Nice.
Sept, huit, neuf, où habites-tu?
J'habite à Paimbœuf.

One, two, three, where do you live?
I live in Blois.
Four, five, six, where do you live?
I live in Nice.
Seven, eight, nine, where do you live?
I live in Paimbœuf.

One, two, three, where do you live?

Cat C, Track 3: The children listen carefully to the five nouns on the Audio and point to the correct picture in the book. They are asked to draw a line to link each word with the correct picture.

Une voiture, un bateau, un avion, un train, un bus.

A car, a boat, a plane, a train, a bus.

Cat D, Track 4: Je compte = I count. At home you could practise counting up to ten with your child. Count everyday objects around the home in French.

Compte! Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

Count! One, two, three, four, five, six, seven, eight, nine, ten.

Cat E: The children refer to page 3 and fill in *Céline's* and *Antoine's* names and where they live. You might like to show your child the position of *Paris* on page 2.

Cat F, Track 5: J'écoute et j'entoure = I listen and circle. The children are asked to listen to the Audio and circle the correct number of boats, aeroplanes, buses, cars and trains. They write the numbers in figures in the box provided and then fill in the blanks to spell the words correctly, checking carefully with the spelling of the words inside the 'puddle' on page 4.

Cinq bateaux, un avion, quatre bus, trois voitures, deux trains.

Five boats, one plane, four buses, three cars, two trains.

Cat G, Track 6: The children are invited to listen to the various ways the characters greet each other. *Salut* is an informal greeting for friends and family whereas *Bonjour* is a more formal greeting. You could help your child to practise saying both.

I. Antoine : Salut, Céline !Céline : Salut, Antoine !

Monsieur Leblanc : Bonjour, Antoine !
 Antoine : Bonjour, Monsieur Leblanc.
 Madame Durand : Bonjour, Céline !
 Céline : Bonjour, Madame Durand.

4. Mademoiselle Latour : Bonjour, Céline et Antoine !

Céline, Antoine : Bonjour, Mademoiselle Latour.

Antoine: Hi, Céline!Céline: Hi, Antoine!

- Monsieur Leblanc: Hello, Antoine!

Antoine: Hello, Mr Leblanc.Madame Durand: Hello, Céline!

- Céline: Hello, Mrs Durand.

- Mademoiselle Latour: Hello, Céline and Antoine!

Céline, Antoine: Hello, Miss Latour.

Cat H, Track 7: At home you could listen to the 'weather rap' again and again and point to each weather condition in turn. At first, children will only be able to recognise the French for each of the weather conditions, but as their confidence increases, the goal is for them to be able to point to each picture and say themselves what the weather is in French.

Il fait froid, il fait chaud.
Il fait mauvais, il fait beau.
Il neige, il pleut, il y a du vent.
C'est comme ça, le temps!

It's cold, it's hot. It's a horrible day, it's a lovely day. It's snowing, it's raining, it's windy. That's how the weather is!

(Repeated x3)

Cat I: If these spaces have already been filled in during the lesson, make up your own lotto game at home or adapt any numbers game (e.g. Uno) to help your child learn numbers up to 10 in a random order.

LESSON 2

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines.

Cat A, track 8: The children are asked to listen to the Audio and write in the box the last number spoken. They are asked to write this number in figures on the dotted lines, referring to the correct spelling on page 44 (answer: cinq - five).

Compte!

Count!

Un, deux, trois, quatre, cinq.

One, two, three, four, five.

Cat B: The children can hear the correct pronunciation of these words on track 12. Here they are just required to draw a line from petit to the small bus and from grand to the large bus.

Cat C, track 9: The children are asked to listen carefully to the pronunciation of the five new nouns. They will point to the correct picture as each word is spoken and draw lines to connect the two. At home you can help your child to practise saying these words.

Une dame, un bébé, un garçon, un monsieur, une fille. Un monsieur, une fille, une dame, un bébé, un garçon. A woman/lady, a baby, a boy, a man/gentleman, a girl. A man/gentleman, a girl, a woman/lady, a baby, a boy.

Cat D: Children will look at the line of words and underline the word bateau each time they recognise it.

Cat E: This is a space for children to draw their own families.

Cat F, track 10: A traditional song – Sur le pont d'Avignon. At this stage it is not important that children learn every word in the song, but it would be helpful for them to learn the key words – le pont (the bridge), danse (dance), les belles dames (the beautiful ladies), les beaux messieurs (the handsome gentlemen). Maybe you could think up some actions with your child, or if they have learnt some in the lesson, they could show you!

Song: Sur le pont d'Avignon Sur le pont d'Avignon, On y danse, on y danse. Sur le pont d'Avignon, On y danse tous en rond. Les belles dames font comme ca. Et puis encore comme ça. Sur le pont d'Avignon, On y danse, on y danse. Sur le pont d'Avignon, On y danse tous en rond. Les beaux messieurs font comme ça, Et puis encore comme ça. Sur le pont d'Avignon, On y danse, on y danse. Sur le pont d'Avignon, On y danse tous en rond.

On the bridge at Avignon On the bridge at Avignon, People dance, people dance. On the bridge at Avignon, People dance all in a circle. Beautiful ladies go like that, And then once more like that. On the bridge at Avignon, People dance, people dance. On the bridge at Avignon, People dance all in a circle. Handsome gentlemen go like that, And then once more like that. On the bridge at Avignon, People dance, people dance. On the bridge at Avignon, People dance all in a circle.

Cat G, track II: La famille tortue – Another popular song and one which the children love miming. The children can shout out or mime the words tortue (tortoise), chats (cats), papa (daddy), maman (mummy) and enfants (children).

Song: La famille Tortue Jamais on n'a vu, jamais on ne verra, La famille Tortue courir après les chats. Le papa Tortue, la maman Tortue, les enfants Tortue Iront toujours au pas. (Repeated with instrumental) We have never seen, we will never see
The Tortoise family running after the cats.
Daddy Tortoise, Mummy Tortoise, the Tortoise children
Will always walk in step.

Cat H, track 12: Listen to the track, stopping after each sentence. Encourage your child to repeat what he/she hears. The children are asked to draw a small and big train and a small and big boat in the appropriate squares.

Un petit train, un grand train, un petit bateau, un grand bateau.

A small train, a big train, a small boat, a big boat.

Cat I: Join the dots to complete the pictures.

Cat J, track 13: Here are two different conversations to practise recognising the questions and answers introduced in lesson I. Each of the little pictures represents a word or phrase. Listen to the Audio/CD several times, asking your child to repeat after hearing the different voices. You could then practise the role play at home, following the pictures until your child can ask (and reply to) the questions confidently.

- **I.** Madame Durand : Bonjour, comment t'appelles-tu ?
- Céline : Je m'appelle Céline.
- Madame Durand : Où habites-tu ?
- Céline : l'habite à Paris.
- **2.** Monsieur Leblanc : Bonjour, comment t'appelles-tu ?
- Antoine : Je m'appelle Antoine.
- Monsieur Leblanc : Où habites-tu ?
- Antoine : J'habite en France.

- Madame Durand: Hello, what's your name?
- Céline: My name is Céline.
- Madame Durand: Where do you live?
- Céline: I live in Paris.
- Monsieur Leblanc: Hello, what's your name?
- Antoine: My name is Antoine.
- Monsieur Leblanc: Where do you live?
- Antoine: I live in France.

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The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines.

Cat A, track I4: Je compte jusqu'à = I count up to. The children are asked to listen to the voice on the Audio/CD and write down the last number they hear in the box provided (answer: sept – seven).

Compte! Count!

Un, deux, trois, quatre, cinq, six, sept.

One, two, three, four, five, six, seven.

Cat B, track 15: The children listen carefully to the five nouns on the Audio/CD and point to the correct picture in the book. They are asked to draw a line to link each word with the correct picture. You can help your child to practise these words at home.

Une maison, une porte, un jardin, une fenêtre, une fleur. A house, a door, a garden, a window, a flower.

Cat C, track 16: Quel âge as-tu? = How old are you? (Literally 'What age do you have?') If children have not already done so in class, they might like to draw the appropriate number of candles on the cake according to their age and write their age in figures underneath in the space provided. J'ai 7 ans = I'm 7 years old (literally: I have 7 years).

Quel âge as-tu? J'ai sept ans.

Quel âge as-tu? J'ai huit ans.

How old are you? I am seven.

How old are you? I am eight.

Et toi, quel âge as-tu?... (the child to answer)

And you, how old are you?...

Cat D, track 17: Your child can listen to the Audio/CD at home and practise saying "Ouvre la porte" (open the door) and "Ferme la porte" (close the door).

Ouvre la porte! Ferme la porte! Open the door! Close the door!

Cat E, track 18: This is a song which helps the children remember some of the words and phrases they have learnt already. Your child should be encouraged to play the song and sing along as often as possible! Perhaps he/she could make up some actions to accompany the song.

Song: Toc, toc, toc, bonjour !Knock, knock, knock, knock, hello!Toc, toc, toc, bonjour !Knock, knock, knock, knock, hello!Ouvre la porte.Open the door.Entre dans la ronde.Enter the circle.Ferme la porte.Close the door.

Au revoir et à bientôt. Goodbye and see you soon.

(Repeated and instrumental)

Cat F: The children are invited to fill in the squares with six random numbers from I-I0, to play lotto in class. It is always very helpful when parents practise numbers with their children out of sequence, both from French to English and vice versa. (Just numbers from I-I0 for now!)

Cat G: Je dessine une maison et un jardin = I draw a house and a garden. A space is provided here for children to draw a beautiful picture. Some children may like to label their pictures with the words in the 'puddle' on the opposite page. Je compte les fenêtres de ma maison = I count the windows of my house. Je compte les portes de ma maison = I count the doors of my house. The children count how many windows and doors they have drawn and write down the appropriate numbers (in figures) in the little squares provided.

Cat H, track 19: J'écoute et je relie = I listen and link up. The children are invited to listen to the four commands on the Audio/CD and see if they can do the right action at the right time. They are also asked to draw a line linking each word with the right picture. (Note the order of the words is different in the book!)

Marche, cours, saute, danse.

Walk, run, jump, dance.

LESSON 4

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines above.

Continue to reinforce and practise all the French your child has learnt in previous lessons so far.

Cat A, track 20: Je compte jusqu'à = I count up to. The children listen to the voice on the Audio/CD and write down the last number they hear in the box (answer: neuf - nine). Please help your child to become confident with numbers from 0-10 by playing lots of number games at home, so that they can recognise numbers out of sequence.

Compte! Count!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf.

One, two, three, four, five, six, seven, eight, nine.

Cat B, track 21: As in previous lessons, children listen to the correct pronunciation of the five new key words on the Audio/CD and point to the right picture. They are also asked to link up the correct word with each picture. Parents can help their children both to practise saying these words correctly and also to identify them correctly.

Un parc, un arbre, une ferme, une forêt, une plage.

A park, a tree, a farm, a forest, a beach.

Cat C, track 22: There are two words for the indefinite article (a/an) in French – un (masculine) and une (feminine). Here the children are invited to listen to ten words being read on the Audio/CD and to see if they can point to each word as it is read out. The children are then asked in class to highlight each of these words in blue or red, depending on whether the word is masculine or feminine. If they wish, the children can then highlight appropriately all the words in the 'puddles' up to and including page 10. You can help your child to learn which words are 'un' words and which words are 'une' words.

Une fenêtre, un bateau, une fille, une plage, un arbre, une maison, un garçon, un train, une porte, une fleur. A window, a boat, a girl, a beach, a tree, a house, a boy, a train, a door, a flower.

Cat D: The children can follow the strings to see if the words in the white balloons are 'un' words (blue) or 'une' words (red). They can then fill in the blanks and colour the balloons appropriately.

Cat E, tracks 23 & 24: The children listen to the alphabet and point to each letter in turn. This can be repeated at home again and again! The children might find learning the alphabet easier to music. Please play the alphabet song as often as possible and encourage your child to spell their own name in French.

Song: L'alphabet ABCDEFG HIJKLMNOP QRS TUV WXYZ Cat F: Dessine une forêt ou une plage = Draw a forest or a beach. The children are invited to read and recognise the words forêt and plage. This is a space for children to draw another beautiful picture. This time they can choose to draw a forest or a beach.

Cat G, track 25: Un, deux, trois, viens jouer avec moi = One, two, three, come and play with me. This is a song that reinforces some of the key words learnt in this lesson as well as some useful phrases. Encourage your child to listen to the song at home and listen out for parc, forêt and jardin and to join in with un, deux and trois.

Song: Un, deux, trois, viens jouer avec moi

Un, deux, trois Viens jouer avec moi Dans le jardin

De Benjamin.

Un, deux, trois

Je ne peux pas

Jouer avec toi.

Un, deux, trois

Viens jouer avec moi

Dans le grand parc

Près de chez Marc.

Un, deux, trois

Oui, je peux

louer avec toi.

Un, deux, trois

Viens jouer avec moi

Dans la forêt.

Viens vite, Audrey!

Un, deux, trois

Je ne peux pas

louer avec toi.

Un, deux...

Viens jouer avec...

Dans le jardin

De...

Un, deux, trois

Jouer avec toi.

One, two, three, come and play with me

One, two, three Come and play with me In Benjamin's garden.

One, two, three I cannot play with you.

One, two, three Come and play with me In the big park Near Marc's house.

One, two, three Yes, I can play with you. One, two, three Come and play with me In the forest. Come quickly, Audrey! One, two, three I cannot play with you.

LESSON 5

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to reinforce and practise all the French your child has learnt in lessons I-4. This week the children are starting a new theme - animals!

For the first time in the weather box, all seven weather conditions are listed. Hopefully children will be familiar with them all by now, but if not, they can refresh their memories by listening to track 7 and looking at the little pictures (page 5, cat H). Children decide which weather condition/s best describe/s the day on which they are doing their homework and either tick it, circle it or highlight it in a colour of their choosing.

Cat A, track 26: The children listen to the Audio/CD, paying particular attention to the new numbers they hear; 11-15. They are then encouraged to write in the missing numbers in their books and after listening to track 26 a few more times, see if they can count up to 15 in French (onze, douze, treize, quatorze, quinze).

Compte!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.

Cat B, track 27: The children will be asked to listen to the six new words being read on the Audio/CD and to point to each picture and/or word in turn. They will then be asked to draw a line linking up each word with the corresponding pictures. Your child can practise pronouncing the words correctly at home and also learning which picture goes with which word.

Un cochon, un papillon, un chien, un canard, un chat, une poule.

A pig, a butterfly, a dog, a duck, a cat, a hen

Cat C, track 28: Song: J'aime les chats (I like cats). This is a popular song which features all six animals introduced in Cat B above. The children really do learn very quickly through song and so the more times they listen to this song, the quicker they will remember all the key animal words! Maybe they could make up their own actions.

Song: J'aime les chats

J'aime les chats, j'aime les chiens, Les cochons, les canards et les poules. J'aime les chats, j'aime les chiens,

Les cochons, les canards et les beaux papillons.

(Repeated and instrumental)

I like cats

I like cats, I like dogs. Pigs, ducks and hens. I like cats, I like dogs.

Pigs, ducks and beautiful butterflies.

Cat D, track 29: J'entoure la bonne réponse = I circle the right answer. In this exercise, children read the questions (C'est...? = Is it...?), look at the pictures and decide whether to circle Oui (yes) or Non (no). (Answers: non, non, non, oui.) The children can check their answers by listening to Audio/CD track 29.

C'est un train?... Non!
C'est une fille?... Non!
C'est un chat?... Non!
C'est une fleur?... Oui!

- Is it a train?... No!

- Is it a girl?... No!

- Is it a cat?... No!

- Is it a flower?... Yes!

Cat E: Je dessine un beau papillon = I draw a beautiful butterfly. A space is provided here for children to draw the most beautiful and most colourful butterfly they can. Pencils or crayons are encouraged, since felt tips and gel pens tend to soak through the paper and make a mess!

Cat F, track 30: On the Audio/CD, the children listen to *Céline* and *Antoine* introduce themselves. They should by this stage be able to say what their names are (*je m'appelle...*), where they live (*j'habite...*) and how old they are (*j'ai 7/8 ans*) in French. If they have forgotten, they are encouraged to keep playing this track whilst looking at the little pictures, until they are confident to have a go at introducing themselves. À *toi* = your turn. The children can fill in their own names, home town/city/village, and age in the blank speech balloons. They can also draw in the right number of candles on the little birthday cake. Ask your child to introduce himself/herself several times a day until fluent!

- Céline : Bonjour, je m'appelle Céline. J'habite à Paris.
 l'ai sept ans.
- Antoine : Bonjour, je m'appelle Antoine. J'habite à Paris. J'ai huit ans.
- Céline: Hello, my name is Céline. I live in Paris. I am seven years old.
- Antoine: Hello, my name is Antoine. I live in Paris. I am eight years old.

Cat G: J'entoure les lettres de mon nom = I circle the letters of my name. Strictly speaking, nom in French is surname in English, but children can choose which of their names they want to spell here.

Cat H: J'entoure le bon mot = I circle the right word. The children look at the three pictures and circle the word that describes it (answers: un avion, une fleur, un chat).

Cat I: The children will be asked to fill in one number between I and I5 in each of the squares for a game of lotto in class. This game can be repeated any number of times at home with members of the family! It is an excellent way of helping your child to remember numbers in French.

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to reinforce and practise all the French your child has learnt in previous lessons so far.

Weather box: See instructions in Lesson 5. After learning the days of the week (see tracks 34 & 35 below), children may like to fill in the weather chart on page 45 over a one week or two week period. They simply tick the relevant box or boxes for each day of the week. If a pencil is used, ticks can be erased and the chart can be used again and again.

Cat A, track 31: Je compte jusqu'à = I count up to. The children listen to the voice on the Audio/CD and write down the last number they hear in the box (answer: douze – twelve). Please help your child to become confident with numbers from 0 to 15 by playing lots of number games and counting items around the home, so that they can recognise numbers out of sequence as well as in chronological order.

Compte!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Cat B, track 32: Here are six more key animal words for the children to learn. The children will have linked each picture to its corresponding word in class. They will then have listened very carefully to the correct pronunciation of each word and pointed to the right pictures in turn. This exercise can be repeated at home along with the Audio/CD. You can help your child to learn the new words by listening carefully to the Audio/CD, pausing after each word, and saying it out loud together.

Un oiseau, une vache, un cheval, une tortue, un escargot, un labin.

A bird, a cow, a horse, a tortoise, a snail, a rabbit.

Cat C, track 33: Song: Le cheval fait = (literally) The horse makes (we would say "The horse says" or "goes"). This song is a great way for the children to remember all the nouns in Cat B above; however some French animals seem to make slightly different sounds to their English counterparts, as you will discover! Ask your child if he/she can tell you which four animals ne fait pas de bruit (don't make a sound). Answers: a snail, a rabbit, a butterfly and a tortoise. Play the song as often as possible until your child knows it off by heart.

Song: Le cheval fait

The horse says

Le cheval fait...
Et la vache fait...
Le petit chat fait...
Et le chien fait...
L'oiseau fait...
Le canard fait...

Le cochon fait...

Mais l'escargot ne fait pas de bruit.

Le lapin ne fait pas de bruit.

Le papillon ne fait pas de bruit.

La tortue ne fait pas de bruit.

(Repeated).

The horse says...
And the cow says...
The little cat says...
And the dog says...
The bird says...
The duck says...
The pig says...

But the snail does not make a noise. The rabbit does not make a noise. The butterfly does not make a noise. The tortoise does not make a noise.

Cat D, track 34: Parents, please note that days of the week are written in lower case in French. Help your child to learn the days of the week with the help of the Audio/CD. Quel est ton jour préféré? = What is your favourite day? The children write in their own answers in the space provided, copying their spelling carefully from the words written inside the rockets.

Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche!

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday!

Cat E, track 35: Song: Les jours = the days. This is a very easy tune and children will soon learn the days of the week if they regularly sing along to this song. To begin with, they can listen and point to the words in turn and then they can try to join in — until they are word perfect! Please notice that days are not written with capital letters in French unless they are the at the start of a sentence.

Song: Les jours Lundi, mardi, mercredi, Jeudi, vendredi, samedi, dimanche. Lundi, mardi, mercredi, Jeudi, vendredi, samedi, dimanche. Jeudi, vendredi, samedi, dimanche. (Repeated)

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Thursday, Friday, Saturday, Sunday.

Cat F: Je relie la silhouette au mot = I link the silhouette to the word. The children are invited to read each word and link it to the correct picture.

Cat G, track 36: Je complète les mots = I complete the words. The children listen to Antoine and Céline saying what their favourite animals are. They then complete the words in the speech bubbles (answers: le chat, la tortue – different order on the Audio/CD). The children are then asked to listen carefully to the Audio/CD and identify the favourite animals of three more characters (answers: butterfly, dog and horse). Note the literal translation would be: It's the cat. Same comment applies to all the answers.

- Antoine, quel est ton animal préféré ?
- C'est le chat.
- Céline, quel est ton animal préféré ?
- C'est la tortue.
- Quel est ton animal préféré ?
- Moi, c'est le papillon.
- Quel est ton animal préféré ?
- Moi, c'est le chien.
- Quel est ton animal préféré ?
- Moi, c'est le cheval.

- Antoine, what's your favourite animal?
- It's a cat.
- Céline, what's your favourite animal?
- It's a tortoise.
- What's your favourite animal?
- (For) me, it's a butterfly.
- What's your favourite animal?
- (For) me, it's a dog.
- What's your favourite animal?
- (For) me, it's a horse.

Mot brouillés = scrambled words. The children are asked to look at the words inside the puddles in lesson 5 and lesson 6 and see if they can identify these mixed up words. If this activity has not been performed in class, some children will find this activity tricky, so assistance from parents here will be very welcome! (Answers: papillon, chien, cheval.)

Et toi ? Quel est ton animal préféré ? = And you? What is your favourite animal? Encourage your child to choose an animal from the twelve animals they have just learnt in French and to write it here, copying their spelling carefully from the words inside the red 'puddles'.

Cat H: J'entoure ce qu'il y a dans mon jardin = I circle what there is in my garden. The children are invited to look at words and identify which things they could find in their garden and circle them (answers: $un\ arbre - a$ tree, $un\ papillon - a$ butterfly, $un\ escargot - a\ snail$, $une\ fleur - a\ flower$, $un\ oiseau - a\ bird$). Encourage your child to tell you what all the words mean if they can. Are they able to pronounce them correctly?

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to reinforce all the French that your child has learnt in lessons 1-6.

Weather box: As for the previous two lessons. Encourage your child to highlight as many weather conditions as appropriate.

Cat A, track 37: Je compte jusqu'à = I count up to. As in the previous lessons, the children are invited to listen to the Audio/CD and write the last number they hear in the box. This time the number is quatorze (fourteen). The children are always encouraged to look for the spelling of numbers in French at the bottom of each page.

Compte!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen.

Cat B, track 38: The children are asked in class to listen to the correct pronunciation of the five new key words and as in previous lessons, to draw lines linking each word to the correct picture. When helping your child to remember these words, it is very important to listen to the Audio/CD so children learn to speak French correctly and with the right accent from the beginning. They can also point to the right pictures as they listen. If you have a pet, encourage your child to say what the animal is called in French and if you have more than one of the same animal to give the number in French too!

un poisson une souris un cochon d'Inde un serpent un hamster a fish a mouse a guinea pig a snake a hamster

Cat C, track 39: Je colorie = I colour. The children listen to the three colours being read on the Audio/CD and repeat after the voice. They then colour the rectangles appropriately.

Rouge, bleu, jaune.

Red, blue, yellow.

Cat D, track 40: Song: Si tu as du bleu sur toi = If you have blue on you or if you are wearing something blue. The children will be taught this song in class and learn the actions. They can practise this song at home and teach it to all the family. Those wearing blue are asked to sit down. (Assieds-toi là = sit down there.) Those wearing red are required to turn around twice! (Tourne deux fois.) Those wearing yellow are asked to look at the person leading the song! (Regarde-moi = look at me.) Parents can practise asking children, "Tu as du bleu/rouge/jaune sur toi?" to initiate the response "Oui" or "Non".

Song: Si tu as du bleu sur toi Si tu as du bleu sur toi Assieds-toi là. Si tu as du rouge sur toi Tourne deux fois. Si tu as du jaune sur toi Regarde-moi.

(Repeated)

If you have blue on you If you have blue on you Sit down there. If you have red on you Turn around twice. If you have yellow on you Look at me.

OCODIECI. Salut Céline et Antoine !

Cat E, track 41: Je dessine = I draw. If this activity has not been performed in class, children are first invited to listen to the Audio/CD and repeat after the voice. They can follow the words spoken in their books (un petit oiseau bleu = a little blue bird, une grande maison rouge = a big red house, un betit bateau jaune = a little yellow boat). They then draw the items mentioned in the blank squares provided. Try to encourage your child to make sure the bird and the boat are drawn very small compared with the house to emphasise petit and grand. The children are taught that in French, colours come AFTER the noun. Parents can help their child remember this by giving them an animal word and colour in English and asking them to put it into French – the funnier, the better!

Un petit oiseau bleu. Une grande maison rouge. Un petit bateau jaune.

A little blue bird. A large red house. A little yellow boat.

Cat F, track 42: This exercise teaches the children that there are two different ways of asking someone "How are you?" in French – an informal way for friends and family, Comment ça va?, and a formal way for those we know less well, Comment allez-vous? The response "I am very well, thank you" is respectively Ça va bien, merci and Je vais bien, merci. Antoine is saying that he doesn't feel well: Ça ne va pas. The children listen to the Audio/ CD and follow the words and pictures/symbols in their books. It is helpful for future reference if they can remember the French that is represented by these little pictures!

- **I.** Bonjour, Céline, comment ça va ?
- Ça va bien, merci.
- **2.** Bonjour, Antoine, comment ça va?
- Ca ne va bas.
- **3.** Bonjour, madame, comment allez-vous?
- Je vais bien, merci.

- I Hello, Céline, how are you? (Informal)
- I am well/fine, thank you. (Informal)
- 2 Hello, Antoine, how are you? (Informal)
- I am not well. (Informal)
- 3 Hello, madam, how are you? (Formal)
- I am well/fine, thank you. (Formal)

Cat G, track 43: Song: Comment allez-vous, madame? = How are you, madam? This song reinforces the dialogues found on the previous track and is a great way for children to practise the questions they have just learnt. Please encourage your child to listen to and sing the song as often as possible!

Song: Comment allez-vous, madame?

Comment allez-vous, madame?

Comment allez-vous?

Comment allez-vous, madame?

Bonjour, bonjour! Comment ça va, Pierre? Comment ça va ? Comment ça va, Pierre?

Comment ça va ?

Comment allez-vous, madame?

Comment allez-vous?

Comment allez-vous, madame?

Bonjour, bonjour!

How are you, madam?

How are you, madam?

How are you?

How are you, madam?

Hello, hello.

How are you, Peter?

How are you?

How are you, Peter?

How are you?

How are you, madam?

How are you?

How are you, madam?

Hello, hello.

Cat H: J'entoure l'intrus = I circle the odd one out. This is a reading/comprehension exercise. The children look at the two rows of words and see if they can pick the odd one out or the one that is different. Answers: top row - maison (house). All other words are people! Bottom row - bébé (baby). All other words are modes of transport!

Cat I: This is another opportunity for children to play lotto in class or at home.

Cat J: Another reading and comprehension activity. The children follow the strings of the balloons on the left-hand side and write un or une appropriately on the lines provided. They then look at the words on the right-hand side and draw the strings to link up with either the blue or red balloon in the middle. To ensure that they connect each balloon correctly, they will need to refer back to the 'puddles' on pages 8, 12, 14, 6, and 14 respectively. The children can then colour all the balloons in blue and red according to whether the words are masculine or feminine.

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Continue to revise all the French that your child has learnt in lessons I-7. This is the last lesson on the theme of animals and children will be given their second sticker when all the work on these two pages has been completed!

Weather box: As for the previous three lessons. Encourage your child to highlight as many weather conditions as appropriate.

Cat A, track 44: Je compte = I count. The children will have learnt numbers up to 20 in class and parents may like to help reinforce these numbers by practising with the Audio/CD. Children write the missing numbers in the blank circles in their books and then try to say all the numbers as they point to each circle.

Compte!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Cat B, track 45: As in previous lessons, children are taught the correct pronunciation of each word in class and will have linked each picture with its corresponding word. At home children are encouraged to repeat the exercise by listening to the Audio/CD and pointing to the correct picture in turn. When out and about with your children, encourage them to say (or even shout out!) the French for any animals or insects they see.

une mouche a fly une araignée a spider une abeille a bee un ver de terre a worm une grenouille a frog

Cat C: l'entoure les mots féminins (une) = I circle the feminine (une) words. If this exercise has not been completed in class, children are required to look carefully at the nine words here and circle each of the feminine (une) ones. They could also highlight these words in red and the masculine ones in blue for further reinforcement.

Cat D: Je relie les images aux mots = I link the pictures to the words. The children draw lines to link the flower with une fleur and the picture of the garden, the fish with un poisson and the picture of the river, the bird with un oiseau and the picture of the tree and the pig with un cochon and the picture of the farm. The children have not been taught the word for a river but they should be able to tell you what farm, garden, house and tree are in French.

Cat E: Je colorie = I colour. This is a simple colouring by letter code activity - jaune (yellow), rouge (red), bleu (blue). Anything other than pencils or crayons are not encouraged due to the density of the paper.

Cat F: Je regarde chat E et je compte = I look at cat E and I count. The children look at the picture they have just coloured and count in French the number of fenêtres (windows), fleurs (flowers), portes (doors) and canards (ducks) and write the numbers on the dashes provided. They are encouraged to check their spelling (sept, quatre, deux, deux) with the relevant page numbers as before.

Cat G, track 46: Song: Qu'est-ce que c'est ? = What is it? C'est un chien = It's a dog. The children should be familiar with the French for "What is it?" Children, having learnt this song in their class, can play it again at home, pointing to the pictures at the same time. Note the order of animals in the song (un chien - a dog, une mouche – a fly, un chat – a cat, une vache – a cow) is different from the book. After familiarising themselves with the song and hopefully having taught it to their families, the children write the relevant words on the dashes provided, checking their spellings carefully as before. For the last line they search in the activity book for the words une abeille.

Song: Qu'est-ce que c'est ? Qu'est-ce que c'est ?

C'est un chien!

La fille dit : Oui, oui, oui ! Le garçon : Non, non, non !

Qu'est-ce que c'est?
C'est une mouche!
La fille dit: Oui, oui, oui!
Le garçon: Non, non, non!
Qu'est-ce que c'est?

Quest-ce que c es C'est un chat!

La fille dit : Oui, oui, oui ! Le garçon : Non, non, non !

Qu'est-ce que c'est ? C'est une vache !

La fille dit : Oui, oui, oui ! Le garçon : Non, non, non ! What is it? What is it? It's a dog!

The girl says: Yes, yes, yes! The boy: No, no, no!

What is it? It's a fly!

The girl says: Yes, yes, yes! The boy: No, no, no!

What is it? It's a cat!

The girl says: Yes, yes, yes! The boy: No, no, no!

What is it? It's a cow!

The girl says: Yes, yes, yes! The boy: No, no, no!

Cat H: The children are asked to write in one number between 10 and 20 (or 0 and 20 for a longer game) in each square. Whether or not lotto has been played in lesson time, it is a very easy way for parents to practise numbers with their children.

Cat I, track 47: J'écoute l'histoire Grenouille, Mouche et Serpent = I listen to the story Frog, Fly and Snake. It is not important that your child understands every single word of the story but enjoys the fact that he/she understands what the story, entirely in French, is about. The children will listen to the story in class and some will have even acted it out. The story revises two days of the week, (Monday and Tuesday) four nouns (frog, forest, fly, snake), four phrases/expressions (how are you?, I'm not feeling well, open your mouth, goodbye) and one colour (red), as well as some 'passive vocabulary' (une branche = a branch, ma gorge = my throat, ouvre la bouche = open your mouth – Note: the French say "open the mouth"). Parents can encourage their children to listen many times to the story, repeating the French after the voice, and helping them to take the part of the frog, fly or snake at home.

Grenouille, Mouche et Serpent

Lundi, Grenouille est assise sur une branche dans la forêt.

Mouche arrive.

Mouche : Bonjour, Grenouille, comment ça va ? Grenouille : Ah. Ça ne va pas ! Regarde ma gorge.

Elle est rouge.

Mouche: Ah oui? Ouvre la bouche.

Grenouille : (snaps mouth closed) Mmm. Au revoir, Mouche. Mardi, Serpent est assis sur une branche dans la forêt.

Grenouille arrive.

Grenouille : Bonjour, Serpent, comment ça va ? Serpent : Ah. Ça ne va pas ! Regarde ma gorge.

Elle est rouge.

Grenouille: Ah oui? Ouvre la bouche. Serpent: (snaps mouth closed) Mmm.

Au revoir, Grenouille.

Frog, Fly and Snake

On Monday, Frog is sitting on a branch in the forest.

Fly arrives.

Fly: Hello, Frog, how are you?

Frog: I am not well! Look at my throat.

It is red.

Fly: Oh yes? Open your mouth. Frog: Mmm. Goodbye, Fly.

On Tuesday, Snake is sitting on a branch in the forest.

Frog arrives.

Frog: Hello, Snake, how are you?

Snake: I am not well! Look at my throat.

It is red.

Frog: Oh yes? Open your mouth.

Snake: Mmm. Goodbye, Frog.

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to revise all the French that your child has learnt in lessons I-8. The theme of the next two lessons is parts of the face and body.

Weather box: From this point onwards, the children are asked to write in the day's weather themselves, copying the correct spelling from the weather box in Lesson 8.

Cat A, track 48: Je compte jusqu'à = I count up to. As in previous lessons, the children are invited to listen to the Audio/CD and write the last number they hear in the box. This time the number is seize (sixteen). The children are asked to write this number on the dashes provided. If this has not been completed in class, please continue to encourage your child to find page 16 and to accurately copy the correct spelling in French.

Compte!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen.

Cat B, track 49: As before, children listen to the correct pronunciation of these words on the Audio/CD and point to the right pictures after linking each one with its corresponding picture. Parents can help their children remember these words by playing the Audio/CD, or by speaking the words if they know French, and asking their child to point to the right part of their face. When they are confident, try doing it in a random order! The children will probably recognise the words correctly before they remember how to say them in French!

La tête, les yeux, le nez, la bouche, les cheveux, les oreilles, le cou.

The head, the eyes, the nose, the mouth, the hair, the ears, the neck.

Cat C, track 50: Je dessine une tête = I draw a head. This is an opportunity for children to draw a head and a face without looking! If this has been done in class, they can always repeat the exercise at home on a blank sheet of paper. The children close their eyes (Ferme les yeux!), listen to the Audio/CD and follow the instructions. As the instructions are repeated, Mum or Dad can have a go and then the drawings can be compared! Un monstre = a monster. The children can either use the blank square in their books for this exercise or use the blank square to draw a somewhat 'neater' face and to label it with the words in Cat B.

Les yeux, le nez, la bouche, les oreilles, les cheveux, le cou. Encore ! (...)

Ferme les yeux ! Dessine une tête. Écoute ! Les yeux, le nez, la bouche, les oreilles, les cheveux et le cou...

À moi, à moi ! Ferme les yeux et dessine une tête : Les yeux, le nez, la bouche, les oreilles, les cheveux et le cou !

Ah, regarde le monstre!

The eyes, the nose, the mouth, the ears, the hair, the neck. Again!

Close your eyes! Draw a head. Listen!

The eyes, the nose, the mouth, the ears, the hair and the neck...

My turn, my turn! Close your eyes and draw a head: The eyes, the nose, the mouth, the ears, the hair and the neck!

Ah, look at the monster!

Cat D, track 51: Song: Touche les yeux = Touch your eyes (parents, note – the French say 'touch the eyes'). This is a fun way for children to practise the words for parts of the face. A very easy song for the whole family to learn.

Song: Touche les yeux Touche les yeux. Touche le nez Touche la bouche. Touche les oreilles. Touche les cheveux. Touche le cou.

(Repeated)

Touch the eyes Touch the eyes. Touch the nose. Touch the mouth. Touch the ears. Touch the hair. Touch the neck.

Cat E: Some children find word searches easy, some do not! Apart from bouche and cou all the words are written vertically and none of the words are written upside down or backwards. This might help! Encourage your child to read the words on the right-hand side and to tell you what they mean in English. Give lots of praise!

Cat F, track 52: Les voyelles = The vowels. All children love a good rap and this is a popular way to learn the vowels in French. Y is considered an extra vowel in French. Encourage your child to listen to this track repeatedly and point to the right letters.

Rap: Les voyelles a, e, i, o, u, y a, e, i, o, u, y a, e, i, o, u, y a, e, i, o, u, y

The vowels a, e, a, e, i, a, e, i, o, u, y a, e, a, e, i, a, e, i, o, u, y

Cat G, track 53: Je complète les mots avec la bonne lettre = I complete the words with the right letter. This is an activity on many different levels. The children are asked as a group to see if they can spot the missing letter and to say it in French. (The missing letters are all vowels!) They complete the words accordingly. If this exercise is completed at home and children find it too difficult, they can listen to the Audio/CD to help them. They can extend this activity by saying quickly all the vowels which have been left out and make up their own rap.

Un bus, un arbre, une vache, un chat, une dame, une fenêtre, un poisson, un avion.

A bus, a tree, a cow, a cat, a lady, a window, a fish, a plane.

Cat H, track 54: l'entoure la bonne réponse = I circle the right reply. The children listen to the Audio/CD, look at the pictures and circle oui or non as appropriate. (Answers: non, oui, non, oui, non.)

- C'est une dame ? Oui ? Non ? - C'est une voiture ? Oui ? Non ? – C'est un papillon ? Oui ? Non ? – C'est un arbre ? Oui ? Non ? – C'est un poisson ? Oui ? Non ?

Is it a lady? Yes? No? Is it a car? Yes? No? Is it a butterfly? Yes? No? Is it a tree? Yes? No? Is it a fish? Yes? No?

Cat I, track 55: Je dessine = I draw. The children read the French sentences, understand and draw accordingly. Encourage your child to repeat the instructions after listening to them on the Audio/CD and also to read the sentences in the book.

Un garçon avec une grande bouche.

Un bébé avec un petit cou.

Une dame avec un petit nez.

Une fille avec de grands yeux.

A boy with a big mouth.

A baby with a little neck.

A lady with a little nose.

A girl with big eyes.

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Cat A, track 56: Je compte jusqu'à = I count up to. Once again, the children are asked to listen to the Audio/CD and write in the square the last number they hear. This time the number is dix-neuf (nineteen.) The children will need to turn back three pages to accurately copy the right spelling from the bottom of the page.

Compte!

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.

Cat B, track 57: As before, the children will have drawn lines to link the pictures with the right words and they listen to the Audio/CD and point to each picture as each word is said. At home children can listen to the Audio/CD again and try to point to the correct part of their body in turn.

Les mains, les bras, les coudes, le ventre, les jambes, les pieds.

Hands, arms, elbows, tummy, legs,

Cat C, track 58: Song: Le boogie-boogie = The boogie-boogie (French equivalent of The hokey cokey!) The children will be taught this song in class and will have great fun doing the actions. It would be very helpful if you could help your child learn the difference between tourne à gauche (turn to the left) and tourne à droite (turn to the right) as a lot of children get right and left mixed up in English. The first three verses help children to remember the words for hand, foot and head. A new word in the last verse is le corps (body). The p and the s are silent in French. Please play this song as often as possible!

Song: Le boogie-boogie

Je mets ma main en avant.

le mets ma main en arrière.

le tourne, tourne, tourne,

Je tourne sur moi-même.

le danse le boogie-boogie

Et je tourne à gauche.

Je mets mon pied en avant.

le mets mon pied en arrière.

Je tourne, tourne, tourne,

Je tourne sur moi-même.

le danse le boogie-boogie

Et je tourne à droite.

le mets ma tête en avant.

Je mets ma tête en arrière.

Je tourne, tourne, tourne,

Je tourne sur moi-même.

Je danse le boogie-boogie

Et je tourne à droite.

Je mets mon corps en avant.

Je mets mon corps en arrière.

Je tourne, tourne, tourne,

Je tourne sur moi-même.

Je danse le boogie-boogie

Et je tourne à gauche.

The boogie-boogie

I put my hand forward.

I put my hand behind.

I turn, turn, turn.

I turn a full circle.

I dance the boogie-boogie

And I turn to the left.

I put my foot forward.

I put my foot behind.

I turn, turn, turn.

I turn a full circle.

I dance the boogie-boogie

And I turn to the right.

I put my head forward.

I put my head behind.

I turn, turn, turn.

I turn a full circle.

I dance the boogie-boogie

And I turn to the right.

I put my body forward.

I put my body behind.

I turn, turn, turn.

I turn a full circle.

I dance the boogie-boogie

And I turn to the left.

Cat D, track 59: The children listen to the Audio/CD and follow the pictures in their books, each of which represents a phrase they have learnt. The aim of this exercise is that after listening several times, children will be confident enough (with the help of the pictures) to ask each one of the five questions represented.

I. Bonjour, comment t'appelles-tu?

2. Où habites-tu?

3. Quel âge as-tu?

4. Comment ça va ?

5. Comment allez-vous ?

I - Hello, what's your name?

2 - Where do you live?

3 – How old are you?

4 – How are you? (informal)

5 – How are you? (formal)

Cat E: Et toi ? Où habites-tu ? = And you? Where do you live? For this activity, children read the eleven words and identify which best describes where they live. Un appartement (a flat) and un château (a castle) are new words for the children. See if your child can remember what all the other words mean. The children then write down une maison or un appartement or une ferme in the space provided (or un château!)

Cat F: Je dessine un monstre! = I draw a monster! The children use the space to draw a monster according to the instructions given: une grande tête rouge (a large red head), des petits yeux jaunes (small yellow eyes), une grande bouche (a large mouth), un grand nez (a big nose), des petites oreilles (small ears), des grands bras (large arms), des petites jambes (small legs), des grands pieds (big feet).

Cat G, track 60: Song: Alouette = Lark. This is a traditional song which is a bit macabre (see translation!) but the children love it and pick it up very easily. It is also a good song to practise the parts of the body. Please play it as often as possible – it is a great way for your child to practise the words for the head (*la tête*), the neck (*le cou*), the tummy (*le ventre*) and a new word – the back (*le dos*).

Song: Alouette

Alouette, gentille Alouette,

Alouette, je te plumerai.

Je te plumerai la tête (bis)

Et la tête (bis), Alouette (bis).

Alouette, gentille Alouette,

Alouette, je te plumerai.

Je te plumerai le cou (bis)

Et le cou (bis), et la tête (bis), Alouette (bis).

Alouette, gentille Alouette,

Alouette, je te plumerai.

le te plumerai le dos (bis)

Et le dos (bis), et le cou (bis),

et la tête (bis), Alouette (bis).

Alouette, gentille Alouette,

Alouette, je te plumerai.

Je te plumerai le ventre (bis)

Et le ventre (bis), et le dos (bis),

et le cou (bis), et la tête (bis), Alouette (bis).

Alouette, gentille Alouette,

Alouette, je te plumerai.

Lark

Alouette, sweet lark,

Lark, I will pluck you.

I will pluck your head (repeat)

And your head (repeat), lark (repeat).

Alouette, sweet lark,

Lark, I will pluck you.

I will pluck your neck (repeat)

And your neck (repeat), and your head (repeat), lark (repeat).

Alouette, sweet lark,

Lark, I will pluck you.

I will pluck your back (repeat)

And your back (repeat), and your neck (repeat),

and your head (repeat), lark (repeat).

Alouette, sweet lark,

Lark, I will pluck you.

I will pluck your tummy (repeat)

And your tummy (repeat), and your back (repeat),

and your neck (repeat), and your head (repeat), lark (repeat).

Alouette, sweet lark,

Lark, I will pluck you.

Cat H: An exercise for the children to practise masculine and feminine words. In this activity they highlight all the masculine (un) words in blue and all the feminine (une) words in red. They can then choose one of each to copy into the appropriate houses.

Cat I: Another chance for children to play lotto/bingo. They are asked to write down one number between I and 20 in each square for a game which will be played in class. Perhaps they can tell you what the numbers they have chosen are in French!

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to reinforce key vocabulary and expressions taught so far. For the next few lessons, the theme will be food and shopping, items to go on the table and drinks.

Cat A: The children count together in class and write in the box the number they can count up to.

Cat B, track 61: As in previous lessons children listen to the Audio/CD and repeat the correct pronunciation of each word. At home they can keep repeating this exercise as well as pointing to the correct pictures in their books as they hear each word read out. At home the children can practise asking for the above items in French until they are confident of getting them right!

une pomme an apple une boire a pear un fromage a cheese une tomate a tomato un œuf an egg une banane a banana une baguette a long stick of French bread

Cat C, track 62: Je colorie = I colour. The children are asked to listen to the correct pronunciation of these colours. They then colour the rectangles in the appropriate colours, leaving the white one blank. At home the children can point to different items around the house and say what colour they are in French.

Green, black, white. Vert, noir, blanc.

Cat D: le colorie = I colour. A reading comprehension. The children are asked to see if they can recognise the instructions on the left and they then colour the required number of pictures in the correct colours (answers: three green apples, four black cats, two yellow ducks and five red fish).

Cat E: Quel est ton mot français préféré ? What is your favourite French word? The children are invited to think about all the French they have learnt so far - not just the nouns, but also numbers, colours, phrases etc. Is there one word they enjoy saying more than any other? There is a space here for them to write it down.

Cat F: Qu'est-ce que c'est ? = What is it? The children look at the pictures and complete the words with the missing letter (answers: un nez, une forêt, un fromage, une tortue). They should be encouraged to check the spelling of each word in their books to ensure accuracy.

Cat G: le colorie = I colour. A revision of the six colours the children have learnt: jaune (yellow), rouge (red), bleu (blue), noir (black), blanc (white), vert (green). The children colour the picture according to the 'code'.

Cat H, track 63-64: Quelle est ta couleur préférée ? = What is your favourite colour? Je préfère le... = I prefer... (Note that in French the definite article precedes the colour.) First of all, children listen to the above question on the Audio/CD and the three different replies. They then choose one of the six colours in Cat G above to write down as their favourite colour, accurately copying the spelling. The song on track 64 with the same title as the above question is a great way to help children remember all the colours. Parents can keep pausing the Audio/CD and asking their children how many nouns they can identify as well as all the colours.

Écoute! Listen!

Quelle est ta couleur préférée ? Je préfère le rouge. What is your favourite colour? I prefer red. Quelle est ta couleur préférée ? le préfère le jaune. What is your favourite colour? I prefer yellow. Quelle est ta couleur préférée ? Je préfère le bleu. What is your favourite colour? I prefer blue.

Song: Quelle est ta couleur préférée ? Quelle est ta couleur préférée ? Rouge, bleu, jaune ? Vert, noir, blanc ? Quelle est ta couleur préférée ?

Je préfère le rouge Comme les poissons rouges. Moi, j'aime le blanc Comme les lapins blancs.

Quelle est ta couleur préférée ? Rouge, bleu, jaune ? Vert, noir, blanc ? Quelle est ta couleur préférée ?

Je préfère le jaune Comme le soleil jaune. Moi, j'aime le vert Comme les jardins verts.

Quelle est ta couleur préférée ? Rouge, bleu, jaune ? Vert, noir, blanc ? Quelle est ta couleur préférée ?

Je préfère le bleu Comme les oiseaux bleus. Moi, j'aime le noir Comme les forêts noires.

Quelle est ta couleur préférée ? Rouge, bleu, jaune ? Vert, noir, blanc ? Quelle est ta couleur préférée ? What is your favourite colour? What is your favourite colour? Red, blue, yellow? Green, black, white? What is your favourite colour?

I prefer red Like red fish. I like white Like white rabbits.

What is your favourite colour? Red, blue, yellow? Green, black, white? What is your favourite colour?

I prefer yellow Like the yellow sun. I like green Like green gardens.

What is your favourite colour? Red, blue, yellow? Green, black, white? What is your favourite colour?

I prefer blue Like blue birds. I like black Like black forests.

What is your favourite colour? Red, blue, yellow? Green, black, white? What is your favourite colour?

Cat I: Je relie les questions aux réponses = I link the questions to the replies. Answers: l'oiseau (the bird) lives dans l'arbre (in the tree), le cochon (the pig) lives dans la ferme (on the farm) and l'escargot (the snail) lives dans le jardin (in the garden).

LESSON 12

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to revise the food vocabulary in the previous lesson.

Cat A, track 65: Je compte de... à zéro = I count from... to zero. The children are asked to listen to the Audio/CD and write down the first number they hear in the first box and the last number they hear in the second box. (Answers: 10 - dix and 0 - zéro.)

Compte!

Dix, neuf, huit, sept, six, cinq, quatre, trois, deux, un, zéro!

Count

Ten, nine, eight, seven, six, five, four, three, two, one, zero!

Cat B, track 66: Some more food words for the children to learn. Please see the guidelines in previous lessons.

une saucissea sausageune pomme de terrea potatoun pouleta chickenune carottea carrotun oignonan onionune fritea chipun choua cabbage

Cat C: Qu'est-ce que c'est ? = What is it? The children fill in the blanks to spell the words correctly (answers: une frite, un œuf, un fromage). They should be encouraged to look up the spelling of each word in their books. They can then circle which of the four items they like best.

Cat D, track 67: Song: Savez-vous planter les choux ? = Do you know how to plant cabbages? This is a traditional song which reinforces the word choux (here in its plural form – note the 'x' instead of an 's'), plus various parts of the body: main (hand), nez (nose), coude (elbow) and pied (foot). Children will learn this song in class accompanied by lots of actions. Try to encourage your child to teach them to all the family and play the song as often as possible.

Song: Savez-vous planter les choux? Savez-vous planter les choux, à la mode, à la mode? Savez-vous planter les choux, à la mode de chez nous? On les plante avec la main, à la mode, à la mode. On les plante avec la main, à la mode de chez nous.

On les plante avec le nez. (bis)
On les plante avec le coude. (bis)
On les plante avec le pied. (bis)
Savez-vous planter les choux, à la mode, à la mode?
Savez-vous planter les choux, à la mode de chez nous?

Do you know how to plant cabbages?

Do you know the fashionable/trendy way to plant cabbages? The fashionable/trendy way we do it at our house? We plant them with (our) hand, in the trendy way, in the trendy way
We plant them with (our hand), in the trendy way

at home. (repeat)

We plant them with (our) nose. (repeat)
We plant them with (our) elbow. (repeat)
We plant them with (our) foot. (repeat)

Do you know the fashionable/trendy way to plant cabbages? The fashionable/trendy way we do it at our house?

Cat E: Another chance to colour a picture using a code.

Cat F, track 68: Je voudrais = I would like. The idea of these 'cue cards' is for the children to eventually be able to 'read' entirely in French by using the pictures as prompts. Please encourage your child to listen to track 68 several times until he/she is confident and then to have a go 'reading' through each sketch. At home please help your child to remember how to say je voudrais, (I would like), C'est combien? (how much is it?), s'il vous plaît (please), and merci (thank you). Help your child to practise going shopping for meat à la boucherie (at the butcher's), for vegetables au marché (at the market) and for bread à la boulangerie (at the baker's).

I. Bonjour, monsieur, je voudrais une baguette, s'il vous plaît.

Voilà.

- C'est combien ?

Un euro.

Merci. Au revoir.

2. Bonjour, madame, je voudrais un poulet, s'il vous plaît.

Voilà.

C'est combien ?Cinq euros.

Merci. Au revoir.

3. Bonjour, madame, je voudrais une tomate et une banane, s'il vous plaît.

Voilà.

C'est combien ?Deux euros.

Merci. Au revoir.

Hello, sir, I'd like a stick of French bread

please. Here it is. How much is it? One euro.

Thank you. Goodbye.

Hello, madam, I'd like a chicken, please.

Here it is. How much is it? Five euros.

Thank you. Goodbye.

Hello, madam, I'd like a tomato and

a banana, please. Here they are. How much are they?

Two euros.

Thank you. Goodbye.

Cat G, track 69: Song: Je voudrais un gâteau = I would like a cake. This is a very easy song which can be played over and over at home. The only new word is *choisissez* (choose). Can your child work out which are the two pairs of rhyming words?

Song: Je voudrais un gâteau Je voudrais un gâteau, s'il vous plaît. Un petit ou un grand? Choisissez, monsieur Leblanc! Je voudrais un piano, s'il vous plaît. Un noir ou un blanc? Choisissez, madame Durand! (Repeated) I would like a cake
I would like a cake please.
A small or large one?
Choose, Mr Leblanc!
I would like a piano please.
A black or a white one?
Choose, Mrs Durand!

Cat H: Je dessine un beau poisson: I draw a beautiful fish. The children should be reminded that beautiful fish are colourful fish. Encourage your child to talk in French about the colours he/she is using.

LESSON 13

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to encourage your child to ask for as many food items in French as possible. Keep revising all the key words learnt so far.

Cat A, track 70: Je compte de... à zéro = I count from... to zero. The children are asked to listen to the Audio/CD and write down the first number they hear in the first box and the last number they hear in the second box. Answers: 15 (quinze) and 0 (zéro).

Compte! Count!

Quinze, quatorze, treize, douze, onze, dix, neuf, huit, sept, six, cinq, quatre, trois, deux, un, zéro! Fifteen, fourteen, thirteen, twelve, eleven, ten, nine, eight, seven, six, five, four, three, two, one, zero!

Cat B, track 71: Seven further food items. Please see the guidelines in previous lessons for how to help your child learn the key words.

une sucettea lollipopun bonbona sweetun gâteaua cakeune glacean ice creamune crêpea pancake

un pain au chocolat a pain au chocolat a croissant a croissant

Cat C, track 72: J'écoute et j'entoure les images: I listen and circle the pictures. The children are asked in teams, pairs or as individuals to listen to the Audio/CD and to circle every item they hear mentioned. There should be five items left on the table which have not been circled (cabbage, onion, tomato, sausages, egg). See if you can get your child to name these five items left over in French.

Oh! J'ai faim! Regarde! II y a du poulet, des pommes de terre, des carottes, des bonbons, un croissant, un pain au chocolat, une baguette et il y a un gâteau au chocolat comme dessert. Oh! I am hungry! Look! There's chicken, potatoes, carrots, sweets, a croissant, a pain au chocolat, a baguette and there's a chocolate cake for dessert.

Cat D: More practice with masculine and feminine words. Please see instructions as for Lesson 7, Cat J, page 12.

Cat E, track 73: Song: C'est bon = It's good! The children will be asked to listen to the Audio/CD and listen out for all the words they recognise. This exercise can be repeated many times at home! They then point to the pictures illustrating the first verse which should help your child to remember the lyrics. Even if this is hard for them, all children enjoy singing out c'est bon, c'est bon (it's good, it's good, it's good). On the right-hand side of the page, the children can draw in four items of food they like, choosing from French words they have been taught and fill in c'est bon on the spaces provided. They are then invited to sing their own version of the first verse to their families. As with all the other songs in the programme, please play as often as possible. A great way to consolidate nine key nouns!

Song: C'est bon Les gâteaux et les chocolats C'est bon, c'est bon, c'est bon. Les sucettes et les bonbons C'est bon, c'est bon, c'est bon.

Mais il faut aussi manger Des tomates et des pommes, Du poisson, des carottes Et du fromage blanc.

Les gâteaux et les chocolats C'est bon, c'est bon, c'est bon. Les sucettes et les bonbons C'est bon, c'est bon, c'est bon.

Mais il faut aussi manger Des tomates et des pommes, Du poisson, des carottes Et du fromage blanc.

Les gâteaux et les chocolats C'est bon, c'est bon, c'est bon. Les sucettes et les bonbons C'est bon, c'est bon, c'est bon. It's good
Cakes and chocolates
It's good x3.
Lollies and sweets
It's good x3.

But you also need to eat
Tomatoes, apples,
Fish, carrots
And fromage blanc. (A rich creamy dessert available in tiny pots. It is
often mixed with fruits.)
Cakes and chocolates
It's good x3.
Lollies and sweets

But you also need to eat Tomatoes, apples, Fish, carrots And fromage blanc.

It's good x3.

Cakes and chocolates It's good x3.
Lollies and sweets It's good x3.

Cat F, track 74: Bonjour, je voudrais = Hello, I would like. This is an excellent activity for developing accurate spelling. The children are asked to complete the shopping list according to the pictures given. They listen to the Audio/CD and follow the pictures in their books. They then fill in the list copying the spelling of numbers from the bottom of the relevant pages or from the list of numbers on page 44. The number in a blue circle next to each item on the shopping list indicates the page number on which that item can be found, so that the children can correctly copy the French for apples, onions, tomatoes and bananas. Please help your child to remember that although the 's' for plural words cannot be heard in French, it should always appear at the end of plural words: except words that end with eau, in which case the plural is an 'x', as the example shows. C'est combien? = How much is it? Onze euros = eleven euros.

- Bonjour, je voudrais trois pommes, six oignons, quatre tomates, huit bananes et deux gâteaux, s'il vous plaît.
- C'est combien ?
- Onze euros.

- Hello, I would like three apples, six onions, four tomatoes, eight bananas and two cakes, please.
- How much is it?
- Eleven euros.

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Continue to practise all the food words taught in the last three lessons with your child and practise counting and the French alphabet. Encourage your child to check that the numbers of each lesson have been written in all the white rectangles at the top of each page and also that page numbers are up to date!

Remind your child of the seven weather conditions he/she has learnt. Can they point to each picture in turn on page 45 and say what they are? Encourage your child to say the day's weather every day.

Cat A: Je compte jusqu'à = I count up to. The children have been taught numbers up to twenty (vingt); however some children may be able to count up to more than this. The children write here in French the number they can confidently count up to on their own. They can copy the spelling from the numbers written on page 44. (If by any chance they can count higher than 50, they will need some help).

Cat B, track 75: un couteau (a knife), une fourchette (a fork), un verre (a glass), une chaise (a chair), une assiette (a plate), une table (a table), une tasse (a cup), une cuillère (a spoon). As before the children listen carefully to the pronunciation of each word on the Audio/CD and point to the right picture in turn. Parents can encourage their children to set the table in French at home and then to count the numbers of knives, forks, spoons etc!

Un couteau, une fourchette, un verre, une chaise, une assiette, une table, une tasse, une cuillère.

A knife, a fork, a glass, a chair, a plate, a table, a cup, a spoon.

Cat C, track 76: Song/rap: *Un, deux, trois, sautez trois fois* = One, two, three, jump three times. This is a great way of practising numbers up to twenty. Ask your child to teach you the actions which accompany this rap, if they have learnt some in class. Otherwise, perhaps they could make up actions/mimes of their own at home! Parents can ask children if they can remember which word rhymes with *trois* (*fois*), *neuf* (œuf), *douze* (*Toulouse*), seize (*chaise*), and *vingt* (*mains*).

Rap: Un, deux, trois, sautez trois fois

Un, deux, trois, Sautez trois fois. Quatre, cinq, six, Dessinez un six. Sept, huit, neuf, Mangez un œuf. Dix, onze, douze,

Visitez Toulouse. Treize, quatorze, quinze, seize,

Montez sur une chaise.

Dix-sept, dix-huit, dix-neuf, vingt !

Frappez des mains!

(Repeated)

One, two, three, jump three times

One, two, three, Jump three times. Four, five, six, Draw a six. Seven, eight, nine, Eat an egg.

Ten, eleven, twelve, Visit Toulouse.

Thirteen, fourteen, fifteen, sixteen

Climb on a chair.

Seventeen, eighteen, nineteen, twenty!

Clap your hands!

Cat D, track 77: J'entoure la bonne réponse = I circle the right answer. This exercise can be used as a reading or a listening comprehension or both! However if used as a reading exercise, and even if this has been filled in during the lesson, listening to the French voice on the Audio/CD at a later stage is always a good idea. (Answers: oui, non, non, oui, non, oui, non, oui, non, oui,)

C'est une pomme ? Oui.
C'est un poulet ? Non.
C'est une sucette ? Non.
C'est une fourchette ? Oui.
C'est une poire ? Non.
C'est un couteau ? Non.
C'est une glace ? Oui.
C'est un oignon ? Non.
C'est un œuf ? Oui.

Is it an apple? Yes.
Is it a chicken? No.
Is it a lollipop? No.
Is it a fork? Yes.
Is it a pear? No.
Is it a knife? No.
Is it an ice cream? Yes.
Is it an onion? No.
Is it an egg? Yes.

Cat E: Je finis de mettre la table = I finish setting the table. The children are invited to draw the missing items on the table, so that all the place settings are complete. Ask your child to tell you in French which items they have drawn (un couteau = a knife, un verre = a glass, une fourchette = a fork and une assiette = a plate).

Cat F: Lotto. The children are asked, as in previous lessons, to write down one number between I and 20 in each of the squares for a game of lotto/bingo in class.

Cat G: Je souligne ce qui est à moi = I underline the things belonging to me. The children are asked to see if they can read all of the words in the list and underline those which they have (un serpent = a snake, une grenouille = a frog, un chien = a dog, un cochon d'Inde = a guinea pig, un poisson = a fish, un lapin = a rabbit, une maison = a house, un train = a train, une bouche = a mouth, un papillon = a butterfly, un nez = a nose, un cou = a neck, une voiture = a car, un arbre = a tree, un chat = a cat). To extend this activity, parents could then ask their children to name all the animal words, all the words describing parts of the face and the two transport words.

Cat H, track 78: Bonjour = hello, je voudrais = I would like, et = and, s'il vous plaît = please. The children listen to their Audio/CD where Céline is asking for four items in a shop. This is also illustrated in the little picture. They then write une glace, une baguette and deux croissants on the dashes provided. If this exercise has not been completed in class, please encourage your child to look up the correct spellings in their books. C'est combien? = how much is it? The children listen to how much Céline's shopping comes to and write in the correct number of euros. Answer: quatre (four).

- Bonjour, je voudrais une glace, une baguette et deux croissants, s'il vous plaît. C'est combien ?
- Quatre euros.

- Hello, I would like an ice cream, a baguette and two croissants, please. How much is it?
- Four euros.

LESSON 15

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

This is the last lesson in the food and drink section.

Cat A, track 79: Je compte jusqu'à = I count up to. Here the children listen to numbers from twenty to thirty and they write the number 30 in figures in the little square and *trente* (thirty) on the dashes provided. Please help your child to practise counting and if possible, to remember numbers out of sequence: try saying a number in French and see if they can say it back in English and vice versa (only up to 30 at this stage!)

Compte!

Vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente.

Count! 20, 21, 22, 23, 24, 25, 26, 27, 28, 29,

30.

Cat B, track 80: Seven drinks. As before, it is very important that children listen to their Audio/CDs at home, so they can practise the correct pronunciation of all the new words week by week. Ask your child to tell you in French which of these drinks he/she likes best and which one he/she thinks you like best. Make sure that every time they drink one of these drinks at home, they ask for it in French. Pretend that you are in a café and that your child is responsible for ordering drinks for the whole family. Write down in English what you want them to order and see if they can order correctly in French without peeping at the book.

une limonade
du lait
some milk
un café
a coffee
un thé
a tea
un jus d'orange
un chocolat chaud
a lemonade
some milk
a coffee
a tea
a hot chocolate

de l'eau

Cat C, track 81: Je relie les images aux mots = I link the pictures with the words. This exercise teaches children the difference between c'est bon (it's good) and c'est mauvais (it's bad). They listen to the Audio/CD at the same time as looking at the pictures. They have to decide whether each item is good or bad and draw lines linking each picture to the correct phrase.

some water

Une banane noire, c'est bon ? C'est mauvais ?

Une banane jaune, c'est bon ? C'est mauvais ?

Un fromage, c'est bon ? C'est mauvais ?

Un fromage jaune et noir, c'est bon ? C'est mauvais ?

Une pomme et un ver de terre, c'est bon ? C'est mauvais ?

Une pomme rouge, c'est bon ? C'est mauvais ?

Une pomme rouge, c'est bon ? C'est mauvais ?

Une pomme rouge, c'est bon ? C'est mauvais ?

Une poulet, c'est bon ? C'est mauvais ?

A chicken, is it good or bad?

A chicken, is it good or bad?

A chicken, is it good or bad?

A green chicken, is it good or bad?

Cat D, track 82: J'ai faim = I'm hungry, j'ai soif = I'm thirsty. Encourage your child to repeat these phrases at home every time they are hungry or thirsty! The children listen to the Audio/CD and draw in the box what Céline says she would like to eat and what Antoine says he would like to drink (answers: a chicken and tomato sandwich and an orange juice). The children may like to draw in another food item they think Céline would like, choosing from one of the nouns they have learnt in French of course, and similarly draw in another drink for Antoine. If your children would like to write in the words to accompany their pictures, please encourage them to look up the correct spellings in their books.

- Céline : J'ai faim ! Je voudrais un sandwich poulettomates.
- Antoine : J'ai soif ! Je voudrais un jus d'orange.
- Céline: I'm hungry! I would like a chicken and tomato sandwich.
- Antoine: I'm thirsty! I would like an orange juice.

Cat E, track 83: A listening, looking, reading and writing comprehension. On the Audio/CD the children will hear a detailed shopping list. They are asked to firstly link the correct number in the left-hand column with the item in the middle column. The first three items have been illustrated in full, although the next five all appear as single items whereas in fact they are numerous! The children can draw in six more potatoes, one more cheese, three more bananas, five more tomatoes and two more pears if they wish, to make the numbers of food items correct. In the third column, children write the correct number in the box and then complete the words on the dashes provided, copying their spellings carefully from the words in the box on the far right of the page. Please help your child to remember that plurals in French have an 's', just as they do in English, except the 's' is not pronounced in French.

– Un gâteau ?

Oui, un gâteau.

– Huit pommes ?

- Oui, huit pommes.

- Cinq limonades?

Oui, cinq limonades.

– Sept pommes de terre ?

- Oui, sept pommes de terre.

- Deux fromages?

- Oui, deux fromages.

- Quatre bananes ?

Oui, quatre bananes.

– Six tomates ?

- Oui, six tomates.

– Et... trois poires ?

- Oui, trois poires.

- One cake?

- Yes, one cake.

- Eight apples?

Yes, eight apples.

- Five lemonades?

- Yes, five lemonades.

– Seven potatoes?

Yes, seven potatoes.

– Two cheeses?

- Yes, two cheeses.

Four bananas?

Yes, four bananas.

Six tomatoes?

Yes, six tomatoes.

– And... three pears?

- Yes, three pears.

Cat F: J'entoure l'intrus = I circle the odd one out (answers: top row – poulet – this is the only thing that is edible! Bottom row – table –this is the only thing that is inedible!) Encourage your child to read all of these words out loud and to say what they mean in English.

Cat G: Mots brouillés = scrambled-up words. All of these words appear in Cat F above. Answers: (reading across) fourchette (fork), saucisse (sausage), poulet (chicken), fromage (cheese).

LESSON 16

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Keep encouraging your children by telling them how clever they are to know and remember so many French words! In this lesson your child will have an opportunity to use their imagination and make up their own very simple sentences!

Cat A, track 84: Je compte de... à... = I count from... to... The children listen to their Audio/CD and write down the correct numbers in figures in the boxes (30 and 40 respectively) and the word trente (thirty) on the dashes provided. Please keep encouraging your child to practise counting as often as possible – in twos, threes, fives, tens, in odd numbers and even numbers and whenever and wherever they can!

Compte!

Trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante.

Count!

30, 31, 32, 33,

34, 35, 36, 37,

38, 39, 40.

Cat B, track 85: The numbers inside the blue circles indicate the page numbers where the French words required can be found, so that the children can copy the spellings correctly for this activity. They are encouraged in class to think up silly sentences and at this point, having looked at the pictures in Cat B, are introduced to the word bizarre (c'est bizarre = it's strange). After writing in the missing words for the first four pictures (tasse, chaise, glace, maison), the children are invited to think of the most ridiculous thing that a pig could be on top of (sur). Look back through the book with your child and help him/her to make up lots of different possibilities as you look at all the words and pictures together. You could then help your child to choose which is the most bizarre to write in the book!

Une tasse sur la tête. Une chaise sur un arbre. Une glace sur le nez. Une pomme sur une maison. Un cochon sur... A cup on the head. A chair on a tree.

An ice cream on the nose. An apple on a house.

A pig on...

Cat C: J'entoure le bon mot = I circle the right word. Note bon means correct or right as well as good. Which of the two words under the picture is the right one? Can your child tell you what the other word means?

Cat D: Je relie les images aux mots = I link the pictures with the words. By now the children should be familiar with what is bought in which shops, but if not, they can refresh their memories by looking at the pictures on page 27 and Cat E, page 35. Answers: boulangerie/pâtisserie (bread and cake shop), marché (market), boucherie (butcher's). Encourage your child to tell you what all of the items are in French, as you point to each one.

Cat E: Où est la boulangerie ? = where is the baker's? The children find their way through the maze. Can they also find their way to le marché and la boucherie?

Cat F: *Mots brouillés* = scrambled-up words. Here the French for butcher's, baker's and market are all mixed up. The children are invited to 'unscramble' each word and put the letters in the right order.

Cat G, track 86: Song: J'aime les pommes = I like apples; track 87. Song: Je n'aime pas les escargots = I don't like snails. These two songs really help the children to remember a lot of the food items they have already learnt in French, as well as a few new ones – les glaces à la fraise – strawberry ice creams, les cuisses de grenouille – frogs' legs (!) and la soupe aux nouilles (noodle soup). As they listen to the first song, the children are asked to draw and/or write in French one or more of the food items the singer likes in the first box and then underneath to add a food item they themselves like – either something mentioned in the song or another word they have learnt. Et toi ? = And you? (j'aime = I like). Similarly with the second song, the children are asked to choose one of the four things the singer doesn't like and draw and/or write it in the second box and underneath to write what they themselves don't like to eat, choosing from one of the words they have learnt in French (je n'aime pas = I don't like). Help your child to think of (and say in French) as many things as they can that they like eating and the same with things they don't like eating. (Hopefully this list will be a lot shorter!)

Song: J'aime les pommes
J'aime les pommes.
J'aime les frites.
J'aime le lait, le poulet et les crêpes.
J'aime les pommes.
J'aime les frites.

J'aime le lait, le poulet et les glaces à la fraise.

(Repeated)

I like apples
I like apples.
I like chips.

I like milk, chicken and pancakes.

I like apples.
I like chips.

I like milk, chicken and strawberry ice creams.

Song: Je n'aime pas les escargots

Je n'aime pas les escargots. Je n'aime pas les oignons.

Je n'aime pas les carottes et les cuisses de grenouille.

Mais j'aime bien les pommes de terre.

J'aime bien les frites.

J'aime bien les saucisses et la soupe aux nouilles.

(Repeated)

I don't like snails. I don't like snails. I don't like onions.

I don't like carrots and frog's legs.

But I really like potatoes.

I really like chips.

I really like sausages and noodle soup.

Cat H: Here the children will be asked to write in one number between 30 and 40 or (for a longer game!) between 20 and 40 in each of the pink squares for another game of lotto/bingo in class.

LESSON 17

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to practise numbers and counting with your child. See if he/she can count backwards from 40 to 0!

Cat A: Je compte jusqu'à... = I count up to. The children write in figures and words which number they can confidently count up to in French. Hopefully this will be as much as 40 by now!

Cat B, track 88: Help your child to learn these words with the help of the Audio/CD. Note: une botte = a boot (this is any sort of boot, not just a wellington boot). Perhaps he/she could practise saying each of the words in French every time he/she puts on one of these items and also tell you what colour it is in French!

un sac à dos a backpack une botte a boot un manteau a coat une chaussure a shoe un bonnet a woolly hat

Cat C, track 89: Song: Les mois = the months. This is a very easy song which will help children to learn the months of the year. Please play it as often as possible. To begin with, children can point to each month in chronological order (written in little blue letters) as each month appears in the song. Once they are more confident, they might like the challenge of trying to point to the correct month set out in random order inside the oval. Please notice that months are not written with capital letters in French unless they are the at the start of a sentence.

The months **Song:** Les mois Janvier, février. January, February. Mars. avril. March, April.

May, June, July, August. Mai, juin, juillet, août.

Septembre, octobre, novembre, décembre. September, October, November, December.

lanvier, février. January, February. Mars, avril. March, April.

Mai, juin, juillet, août. May, June, July, August.

September, October, November, December. Septembre, octobre, novembre, décembre.

Cat D, track 90: Song: Joyeux anniversaire = happy birthday. The children will quickly learn this song and will sing it regularly in class when someone has a birthday. Mon anniversaire, c'est le... = my birthday is the... The children fill in their own birthdays on the line provided. (In French, dates are just the definite article + number, followed by the month, e.g. 9th July = le 9 juillet.) The children then write down their own age on the line provided and draw in the relevant number of candles on the cake.

Song: Joyeux anniversaire Happy birthday Joyeux anniversaire, Happy birthday... Joyeux anniversaire, (Repeated)

Joyeux anniversaire,

Joyeux anniversaire.

Cat E: A reading comprehension and colouring exercise. Je colorie = I colour. The children read Céline's shopping list and colour in the correct number of each item listed.

Cat F: Je souligne assiette à chaque fois que je le vois = I underline assiette (plate) every time I see it.

Cat G, track 91: As before with similar exercises, the children follow the strings of the balloons to find out if each of the words on the left-hand side of the page are masculine or feminine. They then write either un or une in each balloon. The children then look up the words on the right-hand side of the page in their books to see if these words are masculine or feminine and draw in the strings accordingly and write in the indefinite article. All the balloons can then be coloured in red or blue as appropriate. Answers can be checked with the Audio/CD.

Écoute! Listen!

Un oignon, une table, une poire, un verre, une cuillère.

An onion, a table, a pear, a glass, a spoon.

Une crêpe, une glace, un œuf, une assiette, un couteau.

A pancake, an ice cream, an egg, a plate, a knife.

Cat H: une tortue = a tortoise, une sucette = a lollipop, un papillon = a butterfly, une carotte = a carrot, une tomate = a tomato, une mouche = a fly, un gâteau = a cake, un chien = a dog. The children decide whether each of these words would be more likely to be found in a market (un marché) or in a garden (un jardin). They link them to the right picture.

LESSON 18

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Look at the songs, pages 42 and 43, with your child and ask which are his/her favourites. Can he/she tell you why? Play these songs again and see if your child can sing along with the CD. Play a few more, revising the vocabulary as you go along.

Cat A, track 92: Je compte de... $\dot{a} = 1$ count from... to... In class your child will learn the numbers from 40 to 50. These appear on the Audio/CD. Please listen to them with your child and help him/her to practise counting, before filling in the blank squares in the book with 40 and 50 respectively and writing quarante (forty) in full on the dashes provided.

Compte! Count!

Quarante, quarante-et-un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, 44, 45, 46, quarante-sept, quarante-huit, quarante-neuf, cinquante. 47, 48, 49, 50.

Cat B, track 93: As written in the guidelines previously, the importance of listening to the correct pronunciation of key words is paramount, especially when certain words (e.g. *robe*) look like English ones! Ask your child to tell you in French what one or more members of family are wearing. Can they also say the right colour? Help them to learn any words they find difficult!

une jupea skirtune chaussettea sockune chemisea shirtun pantalontrousersune robea dress

Cat C: There are ten words to find in the wordsearch. (All the words apart from *manteau* and *couteau* are written in a vertical position!) Can your child tell you what all the words mean in English?

Cat D: Je colorie = I colour. The children follow the instructions to colour the clothes (answers: la chaussette est rouge = the sock is red, le pantalon est vert = the trousers are green, la chaussure est bleue = the shoe is blue, le manteau est noir = the coat is black).

Cat E, track 94: J'écoute ! = I listen! This is a listening comprehension. At home the children can listen to the conversation between the two characters again, pausing the Audio/CD and telling their families what is being said at the end of each line. They can then play the Audio/CD a second time and this time pause to insert their own answers.

- Bonjour, comment t'appelles-tu?

– Je m'appelle Sylvie.

- Où habites-tu?

– J'habite à Paris.

– Aimes-tu les gâteaux au chocolat ?

- Oui.

- Aimes-tu les oignons ?

- Ah, non!

- Aimes-tu le fromage ?

Oui.

- Hello, what's your name?

- My name is Sylvie.

- Where do you live?

- I live in Paris.

- Do you like chocolate cakes?

Yes.

- Do you like onions?

- Ah, no!

- Do you like cheese?

Yes.

Cat F: J'entoure la bonne réponse = I circle the correct reply. This is a reading comprehension where children read out each question and then circle oui or non as appropriate. (Aimes-tu... = do you like lollipops/cheese/chicken/onions/carrots/ice-cream/chocolate cake/beautiful butterflies.) Please help your child to learn any words they have forgotten.

Cat G, track 95: Je dessine et je colorie = I draw and I colour. Une grande assiette verte = a big green plate, une petite jupe bleue = a little blue skirt, une grande sucette rouge = a large red lollipop, une petite maison jaune = a little yellow house. The children need to show here that they have understood the differentiation between grand and petit and so the small items should really be a lot smaller than the large ones. They listen to the Audio/CD to perfect their pronunciation.

Une grande assiette verte. Une petite jupe bleue. Une grande sucette rouge. Une petite maison jaune. A big green plate. A small blue skirt. A big red lollipop. A small yellow house.

Cat H: The children will use these squares to play lotto in class between 40 and 50. Ask your child to tell you in French which numbers he/she has chosen.

Cat I: Which of these things would be found in a shopping basket? The children can draw arrows as per the example or highlight or circle their answers: de l'eau (water – already shown), une poire (a pear), une crêpe (a pancake), une baguette (a long stick of French bread), une saucisse (a sausage), un poulet (a chicken). Can your child remember what all the other words mean? Un train = a train (!), un monsieur = a gentleman, une fenêtre = a window, une plage = a beach, une maison = a house, un avion = an aeroplane, un arbre = a tree.

LESSON 19

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Cat A, track 96: Je compte de cinquante à... = I count from fifty to... In this final lesson, the children are helped by the Audio/CD to count backwards from fifty to zero and here they write 50 in the first box and zéro on the dashes provided. Continue to help your child recognise numbers up to 50 out of sequence by lots of practice counting things around the home.

Compte!

Count!

Cinquante, quarante, trente, vingt, dix, zéro!

50, 40, 30, 20, 10, zero!

Cat B, track 97: These are the last key words in the book. Give lots of praise to your child for learning 106 nouns! Encourage your child to tell you in French how many pairs of shorts and T-shirts they have. Ask them if they have une casquette or un chapeau or both for the summer months? What colour are they? Look at some pictures of people in magazines or books or comics. Can your child tell you in French what everyone is wearing? Remind your child that colours come after the noun in French.

une casquettea capdes lunettes de soleilsunglassesun shortshortsun T-shirta T-shirtun chabeaua hat

Cat C, track 98: J'entoure la bonne réponse = I circle the correct answer. The children are asked to listen to the Audio/CD at the same time as looking at the words and pictures in their books and then circle oui or non as appropriate (answers: non, oui, non, non, oui). In the case of non, can your child tell you what the items are? (Answers: des lunettes de soleil, une chaussure, une casquette.)

C'est une jupe ? Non.
C'est un pantalon ? Oui.
C'est une chaussette ? Non.
C'est un sac à dos ? Non.
C'est un manteau ? Oui

Is it a skirt? No.
Are these trousers? Yes.
Is it a sock? No.
Is it a backpack? No.
Is it a coat? Yes.

Cat D: Je souligne chapeau à chaque fois que je le vois = I underline chapeau (hat) every time I see it. Chapeau appears three times. Encourage your child to read and translate the other words in the line (answers: cheveux = hair, chaussette = sock, chaussure = shoe, chaise = chair).

Cat E: Je dessine et je colorie = I draw and I colour. Another opportunity for children to draw and colour according to the instructions. Une chemise bleue = a blue shirt, un pantalon vert = green trousers, des chaussures rouges = red shoes, des lunettes de soleil noires = black sunglasses. Hopefully by now children will remember that colours come after the noun in French! Ask your child if he/she can remember the six colours they have been taught in this programme.

Cat F: Qui porte? = who is wearing? The children look at the picture and decide who is wearing un pantalon (trousers), un chapeau (a hat), une casquette (a cap), un T-shirt (a T-shirt), une robe (a dress), un sac à dos (a rucksack) and des lunettes (glasses). They write Céline or Antoine on the lines provided. Et toi? = And you? Je porte = I'm wearing. The children are asked to write down two or three things that they are wearing, using the words they have recently learnt in French. Please encourage your child to copy the spelling of their chosen items carefully from the relevant page/s in their books.

Cat G, track 99: Song: Je suis champion = I am a champion. The children will have learnt this song in class and should find it quite easy, since so many sports in English are the same in French, except with a slightly different pronunciation! Ask your child to show you the various mimes to the song they have learnt – or make up some of your own! Ask your child to point to the right pictures as he/she follows the song on the Audio/CD. (Natation = swimming, équitation = horse riding.) Can your child say which sport he/she likes best?

Song: Je suis champion Je suis champion, Je suis champion De rugby, de football, Tennis, basketball, Judo, ski, natation, Danse, équitation. Je suis champion. Le sport, c'est si bon! (Repeated) I am a champion
I am a champion,
I am a champion
Of rugby, of football,
Tennis, basketball,
Judo, skiing, swimming,
Dance, horse riding
I am a champion.
Sport is so good!

Cat H: A final opportunity to play lotto.

On page 46 there is an opportunity for children to write in details about themselves. *Tout sur moi*! = everything about me! After filling in their names, where they live and how old they are, children are invited to write down (in French of course) their favourite animal, day, means of transport, insect, colour, song, menu, fruit, sandwich, drink, French word and sport. This is a page which the children may have been completing throughout the course of the programme, but if not, it is an ideal time for a spot of revision of key words. They should be encouraged to look up the French spelling on the relevant pages. Perhaps the children could help their parents to think of their favourite things too!

Bravo! Well done! Give lots of praise. Now onto Bonjour la France!



Happy Language Learning

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