

Salut Céline et Antoine !



Happy Language Learning



French Parent Guide

Salut Céline et Antoine !

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 – *préférée* – and then page 46 can be filled in gradually, as your child's vocabulary increases.

LESSON 1

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 1: 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)

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.
(Repeated)

One, two, three, where do you live?
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.

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 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 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.
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 11: *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 1. 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.

1. *Madame Durand : Bonjour, comment t'appelles-tu ?* – Madame Durand: Hello, what's your name?
– *Céline : Je m'appelle Céline.* – Céline: My name is Céline.
– *Madame Durand : Où habites-tu ?* – Madame Durand: Where do you live?
– *Céline : J'habite à Paris.* – Céline: I live in Paris.
2. *Monsieur Leblanc : Bonjour, comment t'appelles-tu ?* – Monsieur Leblanc: Hello, what's your name?
– *Antoine : Je m'appelle Antoine.* – Antoine: My name is Antoine.
– *Monsieur Leblanc : Où habites-tu ?* – Monsieur Leblanc: Where do you live?
– *Antoine : J'habite en France.* – Antoine: I live in France.

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 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 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 !

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

Count!

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*

A B C D E F G

H I J K L M N O P

Q R S

T U V

W X Y Z

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. J'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 1 and 15 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.

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)

The days

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?

LESSON 7

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.

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 petit 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!

1. *Bonjour, Céline, comment ça va ?*
– *Ça va bien, merci.*
2. *Bonjour, Antoine, comment ça va ?*
– *Ça ne va pas.*
3. *Bonjour, madame, comment allez-vous ?*
– *Je vais bien, merci.*

- 1 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.

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 ?
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.

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

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: *J'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 ?*

Is it a lady? Yes? No?

– *C'est une voiture ? Oui ? Non ?*

Is it a car? Yes? No?

– *C'est un papillon ? Oui ? Non ?*

Is it a butterfly? Yes? No?

– *C'est un arbre ? Oui ? Non ?*

Is it a tree? Yes? No?

– *C'est un poisson ? Oui ? Non ?*

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.*

A boy with a big mouth.

– *Un bébé avec un petit cou.*

A baby with a little neck.

– *Une dame avec un petit nez.*

A lady with a little nose.

– *Une fille avec de grands yeux.*

A girl with big eyes.

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.

- | | |
|--|------------------------------|
| 1. <i>Bonjour, comment t'appelles-tu ?</i> | 1 – Hello, what's your name? |
| 2. <i>Où habites-tu ?</i> | 2 – Where do you live? |
| 3. <i>Quel âge as-tu ?</i> | 3 – How old are you? |
| 4. <i>Comment ça va ?</i> | 4 – How are you? (informal) |
| 5. <i>Comment allez-vous ?</i> | 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.
Je 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 1 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!

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 1: *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 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 only consolidate the language they have already learnt 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 !
Quinze, quatorze, treize, douze, onze, dix, neuf, huit, sept,
six, cinq, quatre, trois, deux, un, zéro !

Count!
 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 sucette
un bonbon
un gâteau
une glace
une crêpe
un pain au chocolat
un croissant

a lollipop
 a sweet
 a cake
 an ice cream
 a pancake
 a pain au chocolat
 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 ! Il 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.

LESSON 14

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 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, 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 1 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.

<i>une limonade</i>	a lemonade
<i>du lait</i>	some milk
<i>un café</i>	a coffee
<i>un thé</i>	a tea
<i>un jus d'orange</i>	an orange juice
<i>un chocolat chaud</i>	a hot chocolate
<i>de l'eau</i>	some water

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.

<i>Une banane noire, c'est bon ? C'est mauvais ?</i>	A black banana, is it good or bad?
<i>Une banane jaune, c'est bon ? C'est mauvais ?</i>	A yellow banana, is it good or bad?
<i>Un fromage, c'est bon ? C'est mauvais ?</i>	A cheese, is it good or bad?
<i>Un fromage jaune et noir, c'est bon ? C'est mauvais ?</i>	A yellow and black cheese, is it good or bad?
<i>Une pomme et un ver de terre, c'est bon ? C'est mauvais ?</i>	An apple with a worm, is it good or bad?
<i>Une pomme rouge, c'est bon ? C'est mauvais ?</i>	A red apple, is it good or bad?
<i>Un poulet, c'est bon ? C'est mauvais ?</i>	A chicken, is it good or bad?
<i>Un poulet vert, c'est bon ? C'est mauvais ?</i>	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.

- | | |
|---|---|
| – <i>Céline : J'ai faim ! Je voudrais un sandwich poulet-tomates.</i> | – Céline: I'm hungry! I would like a chicken and tomato sandwich. |
| – <i>Antoine : J'ai soif ! Je voudrais un jus d'orange.</i> | – 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.

- | | |
|-------------------------------------|------------------------|
| – <i>Un gâteau ?</i> | – One cake? |
| – <i>Oui, un gâteau.</i> | – Yes, one cake. |
| – <i>Huit pommes ?</i> | – Eight apples? |
| – <i>Oui, huit pommes.</i> | – Yes, eight apples. |
| – <i>Cinq limonades ?</i> | – Five lemonades? |
| – <i>Oui, cinq limonades.</i> | – Yes, five lemonades. |
| – <i>Sept pommes de terre ?</i> | – Seven potatoes? |
| – <i>Oui, sept pommes de terre.</i> | – Yes, seven potatoes. |
| – <i>Deux fromages ?</i> | – Two cheeses? |
| – <i>Oui, deux fromages.</i> | – Yes, two cheeses. |
| – <i>Quatre bananes ?</i> | – Four bananas? |
| – <i>Oui, quatre bananes.</i> | – Yes, four bananas. |
| – <i>Six tomates ?</i> | – Six tomatoes? |
| – <i>Oui, six tomates.</i> | – Yes, six tomatoes. |
| – <i>Et... trois poires ?</i> | – And... three pears? |
| – <i>Oui, trois poires.</i> | – 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 only consolidate the language they have already learnt 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 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 !

*Un oignon, une table, une poire, un verre, une cuillère.
Une crêpe, une glace, un œuf, une assiette, un couteau.*

Listen!

An onion, a table, a pear, a glass, a spoon.
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... à* = I 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 !

*Quarante, quarante-et-un, quarante-deux, quarante-trois,
quarante-quatre, quarante-cinq, quarante-six,
quarante-sept, quarante-huit, quarante-neuf, cinquante.*

Count!

40, 41, 42, 43,
44, 45, 46,
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 jupe
une chaussette
une chemise
un pantalon
une robe*

a skirt
a sock
a shirt
trousers
a 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 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.

<i>une casquette</i>	a cap
<i>des lunettes de soleil</i>	sunglasses
<i>un short</i>	shorts
<i>un T-shirt</i>	a T-shirt
<i>un chapeau</i>	a 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*.)

<i>C'est une jupe ? Non.</i>	Is it a skirt? No.
<i>C'est un pantalon ? Oui.</i>	Are these trousers? Yes.
<i>C'est une chaussette ? Non.</i>	Is it a sock? No.
<i>C'est un sac à dos ? Non.</i>	Is it a backpack? No.
<i>C'est un manteau ? Oui</i>	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: <i>Je suis champion</i>	I am a champion
<i>Je suis champion,</i>	I am a champion,
<i>Je suis champion</i>	I am a champion
<i>De rugby, de football,</i>	Of rugby, of football,
<i>Tennis, basketball,</i>	Tennis, basketball,
<i>Judo, ski, natation,</i>	Judo, skiing, swimming,
<i>Danse, équitation.</i>	Dance, horse riding
<i>Je suis champion.</i>	I am a champion.
<i>Le sport, c'est si bon !</i>	Sport is so good!
(Repeated)	

Cat H: A final opportunity to play lotto.



Happy Language Learning

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