

Bonjour la France



Happy Language Learning



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 learn along with their children! Here are some guidelines we've put together for each lesson and a transcript of the Audios with a translation.

Please be aware that it is very important that some activities are done in class with the teacher, and therefore it would be advisable to wait for communication from the teacher, rather than helping your child to complete exercises in advance.

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 Audios/CDs. 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 Audios/CDs have been specially created to help your child listen, speak, read and write French in a fun way.

GENERAL GUIDELINES

This programme can be a starting point for learning French, but very often it is a continuation from *Salut Céline et Antoine !*

Map: The map on page 2 is for reference and clearly shows each child the position of France in Europe. Paris and other major cities are marked on the map, together with rivers and mountains. Pages 3 and 4 are useful reference pages for your child and page 5 will be filled in as and when the teacher introduces the vocabulary.

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 on page 4.

Numbering each lesson: Children copy the correct spelling for the number of each lesson at the top of the page on the single line after the word *Leçon*.

Counting: Children count up to a higher number each lesson and write this number in figures inside the box and the number in letters on the dashes provided.

Weather box: Children follow instructions and either write the correct weather phrase under each picture, write the weather phrase relevant to the day on which they do their homework or listen to an Audio track and write the weather phrase they hear. At all times the children are encouraged to check their spellings carefully with the weather conditions listed on page 3.

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 reading/writing activity only. For complete beginners to *Bonjour la France*, the French alphabet is not taught until lesson 6, but the children will hear the first ten letters of the alphabet as receptive language over the first five lessons. You will find the track numbers of the Audio written in small rectangles under each of the cats wearing headphones.

For self-assessment purposes, some cats do not have mouths. The children are invited to draw a mouth on their faces. They can draw a smile depending on the way they 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 each noun is presented with its corresponding picture. At the discretion of the teacher, children who already know these words well can be introduced to the extra words in the 'Et encore' section. Here they can link each picture to the correct word.

Songs: All the French words to the songs (*chansons*) are written on pages 44 and 45 and can also be found in this Parents' Guide, along with the English translation.

Role plays: There are many short role plays (*petites saynètes*) in this programme and the French for these is found on page 46, as well as in this Parents' Guide, along with the English translation. Encourage your child by acting out the different roles at home together!

Final pages: *Mon dictionnaire/Tout sur moi*: these can be filled in gradually at the teacher's discretion.

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 child/ren to only consolidate the language they have already learnt in their lessons.

LESSON 1

Quel temps fait-il ? (What's the weather like?).

Cat A Child's Audio 1, track 1

zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix (pause)	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pause)
trois, cinq, sept, neuf	
trois, cinq, sept, neuf	3, 5, 7, 9 (x 2)

Je compte jusqu'à (I count up to). Practise counting up to 10 with your child.

Children write 10 in the box and dix on the dashes provided.

J'écoute et j'entoure les numéros (I listen and circle the numbers). Children listen to the Audio and circle just numbers they hear.

Cat B Child's Audio 1, track 2

Song: Salut, bonjour, bonsoir, bonne nuit.

Hi, hello, good evening, goodnight.

Salut, bonjour, bonsoir, bonne nuit.
Salut, bonjour, bonsoir, bonne nuit.

Hi, hello, good evening, goodnight.
Hi, hello good evening, goodnight

Salut, comment t'appelles-tu ?
Bonjour ! On joue dans la cour ?

Hi, what's your name?
Hello! Shall we play in the playground?

Bonsoir, il fait noir.
Bonne nuit, ne fais pas de bruit !

Good evening, it's dark.
Good night, don't make a sound.

Salut, bonjour, bonsoir, bonne nuit.
Salut, bonjour, bonsoir, bonne nuit.

Hi, hello, good evening, good night.
Hi, hello, good evening, good night.

Au revoir, à bientôt.

Goodbye, see you soon.

Cat C Child's Audio 1, track 3

Song: Jamais on n'a vu

Jamais on n'a vu, vu, vu,
Jamais on n'verra, ra, ra,
Une petite souris, ris, ris,
Sur l'oreille d'un chat, chat, chat.

We have never seen seen seen,
We will never see -ee -ee,
A little mouse -ouse -ouse,
On the ear of a cat cat cat.

(Repeated)

Cat D Child's Audio 1, track 4 Rappelle-toi ! C'est... (Remember! It's/This is)

The children listen carefully to the five nouns on the Audio. If the teacher has introduced the extra words (Et encore section), they can draw a line to link each word with the correct picture.

une voiture, un bateau, un avion, un train, un bus
(pause)

a car, a boat, an aeroplane, a train, a bus
(pause)

un vélo, une moto, une trottinette, un camion

a bike, a motorbike, a scooter, a lorry

Cat E *Je complète les mots* (I complete the words). Children can refer to the correct spelling at Cat D

Cat F Child's Audio 1, track 5

Song: Nord, sud, est, ouest

Nord, sud, est, ouest.
 Nord, sud, est, ouest.
 Où habites-tu ?
 Où habites-tu ?

J'habite en Belgique
 C'est fantastique.
 J'habite en Allemagne
 À la campagne.
 J'habite en Italie
 Oh, la belle vie.

Nord, sud, est, ouest.
 Nord, sud, est, ouest.
 Où habites-tu ?
 Où habites-tu ?

J'habite en Espagne
 À la montagne.
 J'habite au Luxembourg
 Bonjour !
 J'habite en Suisse
 Sur la neige, je glisse.

Nord, sud, est, ouest.
 Nord, sud, est, ouest.
 Où habites-tu ?
 Où habites-tu ?

Nord, sud, est, ouest.
 Nord, sud, est, ouest.
 Où habites-tu ?
 Où habites-tu ?

North, south, east, west.

North, south, east, west.
 North, south, east, west.
 Where do you live?
 Where do you live?

I live in Belgium
 It's fantastic.
 I live in Germany
 In the country.
 I live in Italy
 Oh, the beautiful life.

North, south, east, west.
 North, south, east, west.
 Where do you live?
 Where do you live?

I live in Spain
 In the mountains.
 I live in Luxembourg
 Hello!
 I live in Switzerland
 I am sliding on the snow.

North, south, east, west.
 North, south, east, west.
 Where do you live?
 Where do you live?

North, south, east, west.
 North, south, east, west.
 Where do you live?
 Where do you live?

Cat G Child's Audio 1, track 6

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a (male) or (female) friend). Note: *un copain* = a male friend, *une copine* = a female friend.

- *Bonjour, comment t'appelles-tu ?*
- *Je m'appelle Ophélie.*
- *Où habites-tu ?*
- *J'habite à Paris.*
- *C'est dans le nord de la France ?*
- *C'est dans le sud de la France ?*
- *C'est dans le nord de la France.*

- Hello, what's your name?
- My name is Ophélie.
- Where do you live?
- I live in Paris.
- Is it in the north of France?
- Is it in the south of France?
- It's in the north of France.

Cat H *Et toi ?* (And you?). The children fill in their name and where they live.

Cat I Child's Audio 1, track 7

J'écoute et je complète les phrases (I listen and I complete the sentences).

Children listen to the Audio and search amongst the words in the box for the correct answer to write down.

- | | |
|--|--|
| – <i>Où habites-tu, Mathieu ?
J'habite en Espagne.</i> | – Where do you live, Mathieu?
I live in Spain. |
| – <i>Où habites-tu, Agathe ?
J'habite en Italie.</i> | – Where do you live, Agathe?
I live in Italy. |
| – <i>Où habites-tu, Alexis ?
J'habite en Suisse.</i> | – Where do you live, Alexis?
I live in Switzerland. |

Cat J The children write the capital of France on the line provided.

LESSON 2

Quel temps fait-il ? (What's the weather like?).

Cat A Child's Audio 1, track 8

Je compte jusqu'à (I count up to). Practise counting to 15 with your child.

Children write 15 in the box and write *quinze* on the dashes provided.

J'écoute les numéros (I listen to the numbers).

<i>onze, douze, treize, quatorze, quinze</i>	11, 12, 13, 14, 15 (x2)
<i>onze, douze, treize, quatorze, quinze</i>	

Cat B *Je relie les mots aux numéros* (I link the words to the numbers). Help your child to practise and become familiar with numbers 1-15 out of sequence.

Cat C Child's Audio 1, track 9

Rappelle-toi ! C'est... (Remember! It's/This is).

The children listen carefully to the five nouns on the Audio. If your child already knows these words, help him/her to learn the words in the *Et encore* section.

<i>une dame, un monsieur, une fille, un garçon, un bébé</i>	a lady, a man, a girl, a boy, a baby
(pause)	(pause)

<i>un frère, une sœur, un père, une mère, un grand-père, une grand-mère, un cousin, une cousine</i>	a brother, a sister, a father, a mother, a grandfather, a grandmother, a cousin (boy), a cousin (girl)
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Cat D Child's Audio 1, track 10

J'écoute, je lis et j'invente un rythme avec un copain ou une copine (I listen, I read and I invent a rhythm with a friend). What type of beat will your child invent?

Je dessine ma famille ici ! (I draw my family here!).

Nous sommes une famille de : (We are a family of:). Children write down in French on the line provided how many people there are in their family.

<i>Une famille de deux.</i>	A family of two.
<i>Une famille de six.</i>	A family of six.
<i>Une famille de quatre.</i>	A family of four.
<i>Une famille de dix !</i>	A family of ten!
<i>Père, mère,</i>	Father, mother,
<i>Frère et sœur.</i>	Brother and sister.
<i>Grand-père, grand-mère,</i>	Grandfather, grandmother,
<i>Bébé qui pleure ! Oin, oin !</i>	Baby who is crying! Waah, waah!

Cat E: Loto (Lotto/bingo). Teachers will play a game in class.

Cat F Child's Audio 1, track 11

Petit ou grand ? (Little or big?)

J'écoute et je copie les bons numéros dans les cases (I listen and copy the correct numbers into the squares).

<i>un – un petit avion, deux – un grand train,</i>	1 – a small plane, 2 – a large train,
<i>trois – un grand avion, quatre – une petite fille,</i>	3 – a large plane, 4 – a small girl,
<i>cinq – trois grandes voitures, six – un petit garçon,</i>	5 – 3 large cars, 6 – a small boy,
<i>sept – deux grands bus, huit – une petite voiture,</i>	7 – 2 large buses, 8 – a small car,
<i>neuf – cinq petits trains, dix – un grand garçon,</i>	9 – 5 small trains, 10 – a tall boy,
<i>onze – un petit bus, douze – trois grandes filles.</i>	11 – a small bus, 12 – 3 tall girls.

Cat G *Qu'est-ce que c'est ?* (What is it?). Children look and circle yes (*oui*) or no (*non*) appropriately.

Cat H *Je complète les mots* (I complete the words). Children can refer to Cat C for accurate spelling.

Cat I Is Lille in the north or south of France? Children write down the correct answer and write *Lille* next to the map.

LESSON 3

Quel temps fait il ? (What's the weather like?)

Cat A Child's Audio 1, track 12

Je compte jusqu'à (I count up to). Practise counting to 20 with your child.

Children write 20 in the box and write the number in word on the line provided.

<i>seize, dix-sept, dix-huit, dix-neuf, vingt</i>	16, 17, 18, 19, 20 (x2)
<i>seize, dix-sept, dix-huit, dix-neuf, vingt</i>	

Cat B Child's Audio 1, track 13

Song: *Salut, bonjour !*

Hi, Hello!

Salut, bonjour !

Hi, Hello!

Bonjour, salut.

Hello, hi.

Comment t'appelles-tu ?

What's your name?

Comment t'appelles-tu ?

What's your name?

Salut, bonjour !

Hi, Hello!

Bonjour, salut.

Hello, hi.

Où habites-tu ?

Where do you live?

Où habites-tu ?

Where do you live?

Salut, bonjour !

Hi, Hello!

Bonjour, salut.

Hello, hi.

Quel âge as-tu ?

How old are you?

Quel âge as-tu ?

How old are you?

Cat C Child's Audio 1, track 14

J'écoute et je remplis les cases (I listen and fill in the boxes).

Et toi ? Quel âge as-tu ? (And you? How old are you?). Children fill in their own age.

J'ai 8 ans.

I am eight years old.

J'ai 9 ans.

I am nine years old.

J'ai 10 ans.

I am ten years old.

J'ai 11 ans.

I am eleven years old.

Et toi ? Quel âge as-tu ?

And you? How old are you?

Cat D Child's Audio 1, track 15

Rappelle-toi ! C'est... (Remember! It's/This is).

The children listen carefully to the six nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), they can draw a line to link each word with the correct picture.

une maison, une fenêtre, une porte, un jardin, une fleur,

a house, a window, a door, a garden, a flower,

un arbre

a tree

(pause)

(pause)

Une cuisine, une chambre, un salon, un lit.

A kitchen, a bedroom, a lounge, a bed.

Cat E *Mots brouillés* (Scrambled words). Children look at the words at Cat D to help them write the letters in their correct order.

Cat F Child's Audio 1, track 16

Quelle est ta couleur préférée ? (What's your favourite colour?).

Je préfère le (I prefer). Note: In French we say "I prefer THE red or THE blue' etc

rouge, bleu, jaune, vert, noir, blanc

red, blue, yellow, green, black, white

Cat C Child's Audio 1, track 21

The children listen carefully to the four nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), they can draw a line to link each word with the correct picture.

un parc, une ferme, une forêt, une plage
(pause)

a park, a farm, a forest, a beach
(pause)

la montagne, la campagne, la mer

the mountains, the countryside, the sea

Cat D Child's Audio 1, track 22

Je souligne les dix mots avec le son : on (I underline the ten words with the sound 'on').

(BONjour, maisON, papillon, camiON, bONsoir, cochON, liON, garçON, salON, aviON).

Bonjour, je suis dans une maison avec un papillon.

Hello, I am in a house with a butterfly.

Louis est dans un camion. Il dit "Bonsoir" à un cochon et un lion.

Louis is in a lorry. He says "Good evening" to a pig and a lion.

Le garçon est dans le salon. Il joue avec un avion.

The boy is in the lounge. He is playing with an aeroplane.

Cat E Child's Audio 1, track 23

Le rap du temps

The weather rap

Il fait froid, il fait chaud.

It's cold, it's hot.

Il fait mauvais, il fait beau.

It's bad/horrible weather, it's nice/lovely weather.

Il neige, il pleut, il y a du vent.

It's snowing, it's raining, it's windy.

C'est comme ça, le temps !

That's how it is with the weather!

(Repeated)

Cat F Child's Audio 1, track 24

Song: *Quel temps fait-il ?*

What's the weather like?

Quel temps fait-il ?

What's the weather like?

Aujourd'hui, il fait froid.

Today, it's cold.

Je reste et je joue chez moi.

I'm staying in and playing at home.

Quel temps fait-il ?

What's the weather like?

Aujourd'hui, il fait chaud.

Today, it's hot.

Je porte un grand chapeau.

I'm wearing a big hat.

Quel temps fait-il ?

What's the weather like?

Il fait mauvais.

It's bad/horrible weather.

Chante en français !

Sing in French!

Quel temps fait-il ?

What's the weather like?

Aujourd'hui, il fait beau.

Today, it's nice/lovely weather.

Je visite un château.

I'm visiting a castle.

Quel temps fait-il ?

What's the weather like?

Aujourd'hui, il neige.

Today, it's snowing.

Regarde les boules de neige !

Look at the snowballs!

(continued)

Quel temps fait-il ?
Il y a du vent.
Regarde les cerfs-volants !

What's the weather like?
It's windy.
Look at the kites!

Quel temps fait-il ?
Aujourd'hui, il pleut
Et le ciel n'est pas bleu.

What's the weather like?
Today, it's raining
And the sky is not blue.

Cat G Child's Audio 1, track 25

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a friend).

Role play: *Quel temps fait-il à Marseille ?*

What's the weather like in Marseille?

- Salut ! Quel temps fait-il à Marseille ?
- Il fait beau. Je suis dans le jardin. Quel temps fait-il à Paris ?
- À Paris, il y a du vent et il fait froid. Brrr ! Je rentre chez moi !

- Hi! What's the weather like in Marseille?
- It's nice/It's lovely. I'm in the garden. What's the weather like in Paris?
- In Paris, it's windy and it's cold. Brrr! I'm going home!

Cat H

C'est un ou une ? J'écris les mots sur le bon tableau (Is it un or une? I write the words on the correct 'whiteboard'). Children can refer to the preceding pages to ensure accurate spelling.

Cat I

Je complète les mots (I complete the words).

As before, children can check their spelling on preceding pages.

Cat J

Loto (lotto/bingo).

Cat K

Is it hotter or colder in *Marseille* than in *Lille*? As it is generally warmer in the south of France, children write *chaud* on the line provided before writing *Marseille* next to the green map.

LESSON 5

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Cat A Child's Audio 1, track 26

Je compte de: à (I count from: to). Help your child to practise counting backwards!

dix, neuf, huit, sept, six, cinq, quatre, trois, deux, un, zéro 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

Cat B Can your child recognise these numbers written in French and work out the answers to the sums?
Correct spelling of numbers can be found on page 4.

Cat C Child's Audio 1, track 27

Rappelle-toi ! C'est... (Remember! It's/This is).

The children listen carefully to the six nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), they can draw a line to link each word with the correct picture.

<i>un cochon, un papillon, un chien, un chat, un canard,</i>	a pig, a butterfly, a dog, a cat, a duck,
<i>une poule</i>	a hen
(pause)	(pause)

<i>un mouton, un poussin, un fermier, un tracteur</i>	a sheep, a chick, a farmer, a tractor
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Cat D

Je cherche le mot caché. (I look for the hidden word).

If children look closely, they will see an extra letter in between *papillon/poule/canard/cochon* and *chien*, spelling the hidden word *CHAT*!

Cat E

Je complète les mots (I complete the words). Children refer to the nouns at Cat C and to the numbers at the foot of pages 2 and 3 to ensure accurate spelling.

Cat F Child's Audio 1, track 28

Je complète les phrases (I complete the sentences). Continue to encourage your child to check their spelling with the printed words in their book.

<i>Voici un cochon.</i>	Here is a pig.
<i>Non, ce n'est pas un cochon, c'est un chien.</i>	No, it isn't a pig, it's a dog.

<i>Voici un chat.</i>	Here is a cat.
<i>Non, ce n'est pas un chat, c'est une poule.</i>	No, it isn't a cat, it's a hen.

<i>Voici un papillon.</i>	Here is a butterfly.
<i>Non, ce n'est pas un papillon, c'est un canard.</i>	No, it isn't a butterfly, it's a duck.

Cat G Child's Audio 1, track 29

Song: *Quel jour sommes-nous ?*

*Quel jour sommes-nous ?
Quel jour sommes-nous ?
Lundi, mardi, mercredi,
Jeudi, vendredi,
Samedi, dimanche.
Lundi, mardi, mercredi,
Jeudi, vendredi.
Samedi,
Je reste au lit.
Dimanche,
Je fais de la planche.
Quel jour sommes-nous ?
Quel jour sommes-nous ?*

What day is it?

What day is it?
What day is it?
Monday, Tuesday, Wednesday,
Thursday, Friday,
Saturday, Sunday.
Monday, Tuesday, Wednesday,
Thursday, Friday.
Saturday,
I stay in bed.
Sunday,
I go surfing.
What day is it?
What day is it?

Note: *Je reste* means **I stay** in French and **NOT** I rest!

Cat H Child's Audio 1, track 30

J'écoute et j'écris les bons numéros à côté des phrases et des images (I listen and I write the correct numbers next to the sentences and pictures).

*Le lundi, je marche dans le jardin.
Le mardi, je suis au parc.
Le mercredi, je danse sur la plage.
Le jeudi, je saute sur le lit.
Le vendredi, je cours dans la forêt.
Le samedi, je joue au tennis.
Le dimanche, je joue au football.*

Monday, I walk in the garden.
Tuesday, I am at the park.
Wednesday, I dance on the beach.
Thursday, I jump on the bed.
Friday, I run in the forest.
Saturday, I play tennis.
Sunday, I play football.

Quel est ton jour préféré ? (What is your favourite day?).

Cat I

Je complète les phrases (I complete the sentences). Children write down in French the first, third and fifth days of the week.

Cat J

Je lis et je colorie correctement (I read and I colour correctly). Children colour the small butterfly red, yellow and blue, the big butterfly green, black and white, the small duck yellow, green and blue and the big duck blue, black and red.

Cat K Child's Audio 1, track 31

Song: *Je ne comprends pas, répétez, s'il vous plaît*

I don't understand, repeat, please

*Comment t'appelles-tu ?
Je ne comprends pas,
Répétez, s'il vous plaît.*

What's your name?
I don't understand,
Repeat, please.

*Où habites-tu ?
Je ne comprends pas,
Répétez, s'il vous plaît.*

Where do you live?
I don't understand,
Repeat, please.

*Quel âge as-tu ?
Je ne comprends pas,
Répétez, s'il vous plaît.*

How old are you?
I don't understand,
Repeat, please.

*Qu'est-ce que c'est ?
Je ne comprends pas,
Répétez, s'il vous plaît.*

What is it?
I don't understand,
Repeat, please.

Cat L What is the name of the river which flows through *Rouen*? Children can look at the map on page 2 to find out which river is the same as the one illustrated on the small green map here. They circle *La Seine* before writing *Rouen* onto the line provided.

LESSON 6

Cat A Child's Audio 1, track 32

Je compte de: à (I count from: to). Help your child to practise counting from twenty one to thirty and to copy the correct pronunciation of each number.

Children write 30 in the box and write the number in words on the line provided.

vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, 21, 22, 23, 24, 25,
vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente 26, 27, 28, 29, 30

Cat B Child's Audio 1, track 33

Quel temps fait-il ? (What's the weather like?).

Children listen to the Audio and then write down the weather conditions they hear onto the lines provided. There is then space for them to write down the current weather relevant to the day they complete their book work.

*Quel temps fait-il ?
Il fait beau et il fait chaud.*

What's the weather like?
It's a lovely day/It's lovely weather and It's hot.

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat C Child's Audio 1, track 34

J'écris mon prénom et je prononce la première lettre (I write my first name and I pronounce the first letter). It is very helpful for children to know the French alphabet, but if they are beginners, it will only happen with lots of practise! Play the alphabet rap as often as possible!

Rap: *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 !*

(Repeated)

Cat D

Je complète (I complete). Children fit the seven days of the week into the squares.

Cat E Child's Audio 1, track 35

Rappelle-toi ! C'est ... Voici ... (Remember! It's/This is... Here is...).

The children listen carefully to the six nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), they can draw a line to link each word with the correct picture.

*un oiseau, une vache, un cheval, une tortue, un escargot,
un lapin*
(pause)

a bird, a cow, a horse, a tortoise, a snail,
a rabbit
(pause)

*un éléphant, un lion, un crocodile, un singe, un ours,
un tigre*

an elephant, a lion, a crocodile, a monkey, a bear,
a tiger

Cat F Child's Audio 1, track 36

Je souligne les dix mots avec le son : ch (I underline the ten words with the sound : ch).

(CHaud, CHEz, CHambre, CHats, CHEval, CHIens, vaCHes, dimanCHe, CHoucroute, CHocolats.) This is a listening exercise as well as a reading one. Pause the Audio and encourage your child to listen for the sounds before looking at them in the book.

*Il fait chaud. Chez moi, dans ma chambre, il y a deux
chats, un cheval, trois chiens et quatre vaches. Dimanche,
je mange de la choucroute et des chocolats.*

It's a hot day. At home, in my bedroom, there are two
cats, a horse, three dogs and four cows. On Sunday, I
eat some sauerkraut and some chocolates.

Cat G

Je complète avec le / la ou l' (I complete with *le/la* or *l'*). Note for non French speakers: *Le* is the masculine word for 'the', *la* is the feminine word for 'the' and *l'* is what the French write before a noun beginning with a vowel. Children can look back to Lesson 4, cat H to help them with this exercise.

Cat H

Je complète les mots (I complete the words). *Les* is the plural word for 'the'. This exercise is to remind children to add an 's' after the noun, as in French it is not pronounced for plural words, as it is in English.

Cat I Child's Audio 1, track 37

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a (male) or (female) friend).

Role play: *C'est le chien de Pierre*

It's Pierre's dog

- | | |
|---|------------------------------------|
| – <i>Écoute ! Qu'est-ce que c'est ?</i> | – Listen! What is it?/What's that? |
| – <i>Je ne sais pas. Ouvre la fenêtre.</i> | – I don't know. Open the window. |
| – <i>Non, toi, ouvre la fenêtre !</i> | – No, you, open the window! |
| – <i>D'accord.</i> | – Okay. |
| – <i>C'est un chat ?</i> | – Is it a cat? |
| – <i>Non, ce n'est pas un chat, c'est un chien.</i> | – No, it isn't a cat, it's a dog. |
| – <i>C'est le chien de Sophie ?</i> | – Is it Sophie's dog? |
| – <i>Non, c'est le chien de Pierre.</i> | – No, it's Pierre's dog. |

Cat J Child's Audio 1, track 38

Je complète les phrases (I complete the sentences). Children listen to the Audio and fill in the gaps appropriately. Note that in French we say 'It is the tortoise of Pierre/It is the dog of Sophie' and the children will have been taught this by their teacher.

- | | |
|--------------------------------------|---------------------------|
| – <i>C'est la tortue de Pierre</i> | – It's Pierre's tortoise. |
| – <i>C'est le chien de Sophie.</i> | – It's Sophie's dog. |
| – <i>C'est le lapin de François.</i> | – It's François' rabbit. |
| – <i>C'est le cheval de Karine.</i> | – It's Karine's horse. |
| – <i>C'est l'oiseau d'Émilie.</i> | – It's Émilie's bird. |

Cat K

Je cherche et j'entoure les six animaux (I look for and circle the six animals).

Cat L

What is the traditional dish of *Strasbourg*? Children circle the correct answer which is *la choucroute* (sauerkraut).

LESSON 7

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 1, track 39

Je compte de: à (I count from: to) Help your child to count from 31 to 40, as well as practising numbers from 1-30!

Children write 40 in the box and write the number in words on the line provided.

- | | |
|--|-----------------|
| <i>trente-et-un, trente-deux, trente-trois, trente-quatre,</i> | 31, 32, 33, 34, |
| <i>trente-cinq, trente-six, trente-sept, trente-huit,</i> | 35, 36, 37, 38, |
| <i>trente-neuf, quarante</i> | 39, 40 |

Cat B Child's Audio 1, track 40

J'écoute et j'écris les numéros (I listen and write the numbers). Children listen to the Audio and write down the numbers they hear in the squares provided.

vingt-et-un, vingt-huit, trente, trente-quatre, trente-sept 21, 28, 30, 34, 37

Cat C Child's Audio 1, track 41

Quelle est ta couleur préférée ? (What is your favourite colour?).

Je préfère le / l' (I prefer the) – See note to parents, lesson 3, cat F. Here, if the favourite colour of your child is orange, it will be preceded by *l'*. All the other colours will be preceded by *le*.

rose, marron, gris, orange, violet pink, brown, grey, orange, purple

Cat D Child's Audio 1, track 42

Rappelle-toi ! C'est ... Voici ... C'est le/lal' ... de ... (Remember! It's/This is ... Here is...

It is X's...). The children listen carefully to the five nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), they can draw a line to link each word with the correct picture.

<i>un poisson, une souris, un cochon d'Inde, un serpent,</i>	a fish, a mouse, a guinea pig, a snake,
<i>un hamster</i>	a hamster
(pause)	(pause)
<i>une cage, un panier, un aquarium, un clapier</i>	a cage, a basket, an aquarium, a rabbit hutch

Cat E

Je classe les mots par ordre alphabétique. (I class these words into alphabetical order).

Cat F Child's Audio 1, track 43

Rap: *Bonjour, comment ça va ?* Hello, how are you?

<i>Bonjour, comment ça va ?</i>	Hello, how are you?
<i>Ça va bien ou ça ne va pas ?</i>	Are you well or not well?
<i>Bonjour, comment ça va ?</i>	Hello, how are you?
<i>Ça va bien, merci.</i>	I am well, thank you.

<i>Bonjour, comment ça va ?</i>	Hello, how are you?
<i>Ça va bien ou ça ne va pas ?</i>	Are you well or not well?
<i>Bonjour, comment ça va ?</i>	Hello, how are you?
<i>Ça ne va pas !</i>	I am not well!

(Repeated)

Cat G Child's Audio I, track 44

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a (male) or (female) friend).

Role play: *Comment ça va ? Comment allez-vous ?*

How are you?(fam) How are you?

- Salut, Pierre.
- Salut, Peter. Voici mon petit frère. Il a quatre ans.
- Bonjour, comment allez-vous ?
- Non, non ! C'est « Salut, comment ça va ? »
- Ah, d'accord ! Salut, comment ça va ?

- Peter, voici ma grand-mère.
- Salut ! Comment ça va ?
- Non, non, non ! C'est « Bonjour, madame, comment allez-vous ? »
- Ah, zut alors ! Pardon, bonjour, madame, comment allez-vous ?
- Je vais bien, merci.

- Hi, Pierre.
- Hi, Peter. Here is my little brother. He is four years old.
- Hello, how are you?
- No, no! It's "Hi, how are you?"
- Ah, Okay! Hi, how are you?

- Peter, here is my grandmother.
- Hi! How are you?
- No, no, no! It's "Hello, madam, how are you?"
- Oh, bother! Sorry, hello, madam, how are you?
- I'm well, thank you.

Cat H Child's Audio I, track 45

Song: *C'est le chat de la sorcière*

*C'est le chat de la sorcière.
Il s'appelle Léon Gouttière.
Il habite dans une poubelle,
31, rue de Bruxelles.*

It's the witch's cat.
His name is Léon Gouttière. (Une gouttière is a drainpipe).
He lives in a dustbin,
31, rue de Bruxelles.

*C'est le chat de la sorcière.
Il s'appelle Léon Gouttière.
Il a deux sœurs et trois frères,
Qui ont mauvais caractère.*

It's the witch's cat.
His name is Léon Gouttière.
He has two sisters and three brothers,
Who are bad-tempered.

*C'est le chat de la sorcière.
Il s'appelle Léon Gouttière.
Il aime le poisson pané,
Pour son petit-déjeuner.*

It's the witch's cat.
His name is Léon Gouttière.
He likes breaded fish,
For his breakfast.

Cat I

Children fill in their name, age, the town where they live, and how many sisters and brothers they have (if any). *Je suis fils/fille unique* means I am an only child – in French we say 'I am an only son' or 'I am an only daughter'. *Fille* means daughter as well as girl. Children can either stick in a photo of themselves here or draw a self portrait.

Children listen again to the song and/or look at the words to the song in the back of the book and fill in the gaps accordingly. They can decide themselves how old *Léon* is!

Children write about one of their friends.

Cat J Loto (lotto/bingo).

Cat K In Nice, the famous seafront is called *La Promenade des Anglais*. Children circle the correct response and write *Nice* next to the small green map.

LESSON 8

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Cat A Child's Audio 1, track 46

Je compte de: à (I count from: to). Help your child to practise counting from 41 to 50.

Children write 50 in the box and write the number in words on the line provided.

<i>quarante-et-un, quarante-deux, quarante-trois,</i>	41, 42, 43,
<i>quarante-quatre, quarante-cinq, quarante-six,</i>	44, 45, 46,
<i>quarante-sept, quarante-huit, quarante-neuf, cinquante</i>	47, 48, 49, 50

Cat B Child's Audio 1, track 47

Encourage your child to listen to the day of the week described on the Audio and to write it here.

Quel jour sommes-nous ?

Mercredi !

What day is it?

Wednesday!

Cat C

Je calcule et j'écris le numéro qui manque (I calculate and work out the missing number).

Does your child recognise these big numbers written in French without looking them up? Give lots of praise!

Cat D Child's Audio 1, track 48

Rappelle-toi ! C'est ... Voici ... C'est le/lal' ... de ... (Remember! It's/This is... Here is... It's the... of...). The children listen carefully to the five nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), they can draw a line to link each word with the correct picture.

<i>une mouche, une abeille, une grenouille, une araignée,</i>	a fly, a bee, a frog, a spider,
<i>un ver de terre</i>	a worm
(pause)	(pause)

<i>la rivière, la terre, le ciel, une branche, une feuille</i>	the river, the soil, the sky, a branch, a leaf
--	--

Cat E Child's Audio 1, track 49

J'écoute et j'écris les animaux (I listen and I write down the animals).

Quel est ton animal préféré ? (What's your favourite animal?). *Je préfère les* (I prefer the).

In French we say I prefer *the* cats (for example), not simply I prefer cats.

- | | |
|---|---------------------------------------|
| – s-o-u-r-i-s. | – (Spelling of) mouse. |
| – <i>Je ne comprends pas, répétez, s'il vous plaît.</i> | – I don't understand, repeat, please. |
| – s-o-u-r-i-s. | – (Spelling of) mouse. |
| – h-a-m-s-t-e-r. | – (Spelling of) hamster. |
| – <i>Je ne comprends pas !</i> | – I don't understand! |
| – h-a-m-s-t-e-r. | – (Spelling of) hamster. |
| – l-a-p-i-n. | – (Spelling of) rabbit. |
| – <i>Répétez, s'il vous plaît.</i> | – Repeat, please. |
| – l-a-p-i-n. | – (Spelling of) rabbit. |

Cat F Child's Audio 1, track 50

The verb *être* (to be) is one of the two most important verbs in the French language. Please help your child to learn it by listening to the song as often as possible!

Song: *Je suis, tu es*

I am, you are

Je, tu, il, elle

I, you (familiar/singular), he, she

Nous, vous, ils, elles

We, you (formal/plural), they (masculine or masculine and feminine), they (feminine)

Je, tu, il, elle

I, you (familiar/singular), he, she

Nous, vous, ils, elles

We, you (formal/plural), they (masculine or masculine and feminine), they (feminine)

Je suis

I am

Tu es

You are

Il est

He is

Elle est... Répétez !

She is... Repeat!

Je suis

I am

Tu es

You are

Il est

He is

Elle est

She is

Nous sommes

We are

Vous êtes

You are

Ils sont

They are

Elles sont

They are

Nous sommes

We are

Vous êtes

You are

Ils sont

They are

Elles sont

They are

(continued)

Cat L

What is the favourite sport in *Toulouse*? Children circle *le rugby* and write *Toulouse* next to the small green map.

LESSON 9

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 1, track 53

Je compte de ... à (I count from ... to). Help your child to practise counting from 51 – 60 as well as recognising numbers from 1-50 in and out of sequence.

Children write 60 in the box and write the number in words on the line provided.

<i>cinquante-et-un, cinquante-deux, cinquante-trois,</i>	51, 52, 53,
<i>cinquante-quatre, cinquante-cinq, cinquante-six,</i>	54, 55, 56,
<i>cinquante-sept, cinquante-huit, cinquante-neuf, soixante</i>	57, 58, 59, 60

Cat B Child's Audio 1, track 54

Song: *Un oiseau dans le poirier*

<i>Un oiseau dans le poirier.</i>	A bird in the pear tree.
<i>J'entends l'oiseau qui chante.</i>	I hear the bird that sings.
<i>Un oiseau dans le poirier.</i>	A bird in the pear tree.
<i>J'entends l'oiseau chanter.</i>	I hear the bird singing.
<i>J'entends l'oiseau. J'entends l'oiseau.</i>	I hear the bird. I hear the bird.
<i>J'entends l'oiseau qui chante.</i>	I hear the bird that sings.
<i>J'entends l'oiseau. J'entends l'oiseau.</i>	I hear the bird. I hear the bird.
<i>J'entends l'oiseau chanter.</i>	I hear the bird singing.

(Repeated)

Cat C Child's Audio 1, track 55

Rappelle-toi ! Voici ... (Remember! Here is...).

The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

<i>la tête, les yeux, le nez, la bouche, les oreilles, les cheveux,</i>	the head, the eyes, the nose, the mouth, the ears, the hair,
<i>le cou</i>	the neck
(pause)	(pause)

<i>les cheveux... blonds, bruns, noirs, roux</i>	the hair... blond, brown, black, redhead
<i>les yeux... verts, bleus, marron, gris</i>	the eyes... green, blue, brown, grey

Cat J

Lyon is famous for its restaurants. Children circle the correct answer and write *Lyon* on the line next to the little green map.

LESSON 10

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 1, track 60

Je compte de... à (I count from ... to). Help your child to practise numbers from 61 to 70 both in and out of sequence.

Children write 70 in the box and write the number in words on the line provided.

<i>soixante-et-un, soixante-deux, soixante-trois,</i>	61, 62, 63,
<i>soixante-quatre, soixante-cinq, soixante-six, soixante-sept,</i>	64, 65, 66, 67,
<i>soixante-huit, soixante-neuf, soixante-dix</i>	68, 69, 70

Cat B Child's Audio 1, track 61

See if your child can do the actions at the same time as singing!

Song: *Secouez les mains*

Shake your hands

Attention !

Watch out!

Secouez les mains.

Shake your hands. (lit. the hands)

Secouez les bras.

Shake your arms. (lit. the arms)

Touchez le ventre,

Touch your tummy (lit. the tummy)

Les jambes,

Your legs, (lit. the legs)

Les pieds.

Your feet. (lit. the feet)

Tournez à gauche

Turn to the left

Et recommencez !

And start again!

Encore une fois !

One more time!

Secouez les mains.

Shake your hands.

Secouez les bras.

Shake your arms.

Touchez le ventre,

Touch your tummy,

Les jambes,

Your legs,

Les pieds.

Your feet,

Tournez à droite.

Turn to the right.

C'est terminé !

It's finished/over!

Cat C Child's Audio 1, track 62

Rappelle-toi ! Voici ... (Remember! Here is...).

The children listen carefully to the six nouns on the Audio. They could point to their various body parts as they do so!

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

the hands, the arms, the tummy, the elbows, the legs,
the feet

Cat D Child's Audio I, track 63

Je relie les mots aux images (I join the words to the pictures). There are a lot of extra words here. The more your child can listen to this track and point to the right pictures, the quicker he/she will remember all the new vocabulary.

Je fais... de la gym, de la course, de la danse,
de la natation, du judo, du ski, de l'équitation
(pause)

I do gymnastics, I run, I dance, I swim, I do judo, I ski,
I go horse riding
(pause)

Je joue... au football, au tennis, au rugby, au basketball,
à la console, de la guitare

I play... football, tennis, rugby, basketball, on my games
console, I play the guitar.

Cat E Child's Audio I, track 64

Song: Je suis champion

I am a 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 !

I am a champion,
I am a champion
At rugby, at football,
Tennis, basketball,
Judo, skiing, swimming,
Dance, horse riding.
I am a champion.
Sport is so good!

(Repeated)

Quel est ton sport préféré ? (What is your favourite sport?) Children choose one of the sports listed.

Cat F

Je lis et je dessine (I read and I draw). A man with blond hair, a boy with a big mouth, a lady with small ears, a girl with big eyes.

Cat G Child's Audio I, track 65

Je complète avec les voyelles (I complete with the vowels).

Strasbourg, Paris, Nantes, Marseille, Nice, Rouen, Toulouse, Lyon, Lille, Bordeaux.

Rap: Les voyelles

The vowels

a, e, i, o, u, y
a, e, i, o, u, y
a, e, i, o, u, y
a, e, i, o, u, y
a, e,
a, e, i,
a, e, i, o, u, y
a, e,
a, e, i,
a, e, i, o, u, y

Cat H Child's Audio 1, track 66

J'écoute et j'écris le bon numéro dans le petit cercle (I listen and I write down the correct number in the little circle).

*Un, je fais de la gym. Deux, je joue au tennis.
Trois, je fais de la danse. Quatre, je fais de la natation.
Cinq, je joue au football. Six, je joue à la console.
Sept, je joue de la guitare. Huit, je fais de la course.*

1, I'm doing gymnastics. 2, I play tennis.
3, I dance. 4, I swim.
5, I play football. 6, I play games on the games console.
7, I play the guitar. 8, I run.

Cat I Child's Audio 1, track 67

Tu viens jouer ?

Are you coming to play?

1 – *Salut, je m'appelle Martin. Comment t'appelles-tu ?*
2 – *Je m'appelle Clément.*
1 – *Que fais-tu ?*
2 – *Je joue à la console.*
1 – *Ah, génial !*
2 – *Tu viens jouer ?*
1 – *Oui, merci.*

1 – Hi, my name is Martin. What's your name?
2 – My name is Clément.
1 – What are you doing?
2 – I'm playing on the games console.
1 – Ah, great!
2 – Are you coming to play? (lit.) Are you playing?
1 – Yes, thanks.

Cat J

J'invente une autre saynète. Je travaille avec un copain ou une copine (I invent another sketch. I work with a (male) or (female) friend). Children can choose which activity or sport to fill in, referring to the correct spellings at cat D.

Cat K

The fine wines of *Bordeaux* are famous throughout the world. *J'écris la bonne réponse (I write the correct answer.)* Children write *vins* in the space provided and also *Bordeaux* on the line next to the little green map.

LESSON 11

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 1, track 68

Je compte de ... à ... (I count from... to ...). To help your child learn the numbers 71-75, start by practising counting from 11 -15.

Children write 75 in the box and write the number in words on the line provided.

*soixante-et-onze, soixante-douze, soixante-treize,
soixante-quatorze, soixante-quinze*

71, 72, 73,
74, 75

Cat B Child's Audio 1, track 69

Rappelle-toi ! C'est ... Voici ... Je vois ... Je sens ... (Remember... It's...Here is... I see... I smell ...). The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

une pomme, une poire, un fromage, une tomate, un œuf, an apple, a pear, cheese, a tomato, an egg, a banana,
une banane, une baguette a stick of French bread
(pause) (pause)

un fruit, un panier, une orange, une fraise, une clémentine, a piece of fruit, a basket, an orange, a strawberry,
un pain a clementine, a loaf of bread

Cat C Child's Audio 1, track 70

J'écoute et je complète (I listen and I complete).

p-o-m-m-e (Spelling of) apple.
Je ne comprends pas, répétez, s'il vous plaît. I don't understand, repeat, please.
p-o-m-m-e (Spelling of) apple.

b-a-n-a-n-e (Spelling of) banana.
Je ne comprends pas ! I don't understand!
b-a-n-a-n-e (Spelling of) banana.

p-o-i-r-e (Spelling of) pear.
Répétez, s'il vous plaît ! Repeat, please!
p-o-i-r-e (Spelling of) pear.

Cat D

Quel est ton fruit préféré ? Je préfère les (What is your favourite fruit? I prefer (the). Note that in French we say "I prefer **the** pears/apples/bananas" etc. Make sure your child writes an 's' on the end of their favourite fruit! E.g.: *Je préfère les poires.* In French the plural 's' is not pronounced.

Cat E Child's Audio 1, track 71

Song: *Des baguettes dans une boulangerie* (Some) Baguettes in a baker's shop

Des baguettes dans une boulangerie. (Some) Baguettes in a baker's shop
Une baguette, s'il vous plaît – merci ! One baguette, please – thank you!

Des saucisses dans une boucherie. (Some) Sausages in a butcher's shop
Trois saucisses, s'il vous plaît – merci ! Three sausages, please – thank you!

Des tomates dans un grand marché. (Some) Tomatoes in a big market.
Cinq tomates, s'il vous plaît – merci ! Five tomatoes, please – thank you!

(Repeated)

Cat F

Je regarde le plan et je complète les phrases (I look at the plan and I complete the sentences). Children have been taught that colours sometimes have an extra 'e' if the noun is feminine and so they will need to consult the tables at the foot of the page to ensure correct spelling here.

Cat G Child's Audio 1, track 72

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a (male) or (female) friend).

Role play: *Où est la boulangerie ?*

- *Pardon, madame, où est la boulangerie ?*
- *Je ne sais pas.*
- *Pardon, monsieur, où est la boulangerie ?*
- *Je suis anglais, je ne comprends pas !*
Répétez, s'il vous plaît.

Where is the baker's shop?

- Excuse me, madam, where is the baker's shop?
- I don't know.
- Excuse me, sir, where is the baker's shop?
- I'm English, I don't understand.
Repeat, please.

Note: the Englishman speaks French with a strong English accent so the children can be encouraged by realising how well they speak French because they don't sound like that!

- *Où est la boulangerie ?*
- *Ah, je ne comprends pas !*
- *Zut alors ! Pardon, mademoiselle. Où est la boulangerie ? C'est à droite ? C'est à gauche ?*
- *La boulangerie ? C'est à gauche !*
- *Merci beaucoup ! Au revoir.*

- Where is the baker's shop?
- Ah, I don't understand!
- Bother! Excuse me, miss. Where is the baker's shop? Is it on the right? Is it on the left?
- The baker's shop? It's on the left!
- Thank you very much! Goodbye.

Cat H

Je regarde dans le panier et j'entoure 'vrai' ou 'faux' (I look in the basket and I circle 'true' or 'false'). Encourage your child to count the items in French. Can your child tell you which items do not appear at all? (oranges and tomatoes!) 12 apples (True), 16 pears (False, there are 13), 14 bananas (True), 5 baguettes (False, there are 6), 7 cheeses (True).

Cat I

Je cherche (I look for). Six numbers are hidden in the wordsearch.

Cat J

Loto (Lotto/Bingo).

Cat K

A tourist boat in *Paris* on the river *Seine* is called a '*bateau mouche*'. *J'entoure la bonne réponse* (I circle the correct answer). Children complete the word *La Seine* on the line provided.

LESSON 12

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?)

Cat A Child's Audio 1, track 73

Je compte de ... à ... (I count from... to...).

To help your child practise counting from 76 to 80, practise the numbers from 16 to 19. Ask your child if he/she can work out what the translation of eighty is in French. (Four twenties!)

Children write 80 in the box and write the number in words on the line provided.

soixante-seize, soixante-dix-sept, soixante-dix-huit, 76, 77, 78,
soixante-dix-neuf, quatre-vingts 79, 80

Cat B Child's Audio 1, track 74

Song: *C'est combien ?*

How much is it?

C'est combien ?

How much is it?

Trois euros.

Three euros.

C'est combien ?

How much is it?

Treize euros.

Thirteen euros.

C'est combien ?

How much is it?

Vingt-trois euros.

Twenty-three euros.

C'est combien ?

How much is it?

Trente-trois euros.

Thirty-three euros.

C'est combien ?

How much is it?

Six euros.

Six euros.

C'est combien ?

How much is it?

Seize euros.

Sixteen euros.

C'est combien ?

How much is it?

Vingt-six euros.

Twenty-six euros.

C'est combien ?

How much is it?

Trente-six euros.

Thirty-six euros.

Cat C Child's Audio 1, track 75

Quel jour sommes-nous ? (What day is it?). Make sure your child refers to cat D, lesson 6 to ensure the correct spelling of *vendredi*.

Quel jour sommes-nous ?

What day is it?

Vendredi !

Friday!

Cat D Child's Audio 1, track 76

Je lis les numéros (I read the numbers).

un, onze, vingt-et-un, trente-et-un

1, 11, 21, 31

cinq, quinze, vingt-cinq, trente-cinq

5, 15, 25, 35

deux, douze, vingt-deux, trente-deux

2, 12, 22, 32

quatre, quatorze, vingt-quatre, trente-quatre

4, 14, 24, 34

Cat E Child's Audio 1, track 77

Rappelle-toi ! C'est ... Voici ... Je vois ... Je sens ... (Remember! It's... Here is... I see... I smell). The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

*une saucisse, des frites, un poulet, une pomme de terre,
un oignon, une carotte, un chou*
(pause)

a sausage, some chips, a chicken, a potato,
an onion, a carrot, a cabbage
(pause)

un légume, des petits pois, un poisson, un chou-fleur

a vegetable, some peas, a fish, a cauliflower

Cat F Child's Audio 1, track 78

J'écoute et je complète (I listen and I complete).

– *c-h-o-u*
– *Je ne comprends pas, répétez, s'il vous plaît.*
– *c-h-o-u*

– (Spelling of) cabbage
– I don't understand, repeat, please.
– (Spelling of) cabbage

– *c-a-r-o-t-t-e*
– *Je ne comprends pas !*
– *c-a-r-o-t-t-e*

– (Spelling of) carrot
– I don't understand!
– (Spelling of) carrot

– *o-i-g-n-o-n*
– *Répétez, s'il vous plaît.*
– *o-i-g-n-o-n*

– (Spelling of) onion
– Repeat, please.
– (Spelling of) onion

Cat G

Quel est ton légume préféré ? (What is your favourite vegetable?). Please see notes in cat D, lesson 11.

Cat H

Je cherche le mot caché (I look for the hidden word). If children look closely they will see the hidden letters of *p – o – u – l – e – t* (chicken) between the words *oignon, frite, tomate, oeuf, saucisse, pomme de terre*.

Cat I

Je colorie les animaux et les maisons (I colour the animals and the houses).

Cat J Child's Audio 1, track 79

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a (male) or (female) friend).

Role play: Au marché

- Bonjour, madame, je voudrais des bananes, s'il vous plaît.
- Des petites bananes ou des grandes bananes ?
- Des grandes bananes, s'il vous plaît.
- Des bananes vertes ou des bananes jaunes ?
- Je voudrais trois bananes jaunes, s'il vous plaît.
- Voici trois grandes bananes jaunes.
- C'est combien ?
- Deux euros.
- Merci.

At the market

- Hello, madam, I would like some bananas, please.
- Some small bananas or some large bananas?
- Some large bananas, please.
- Some green bananas or some yellow bananas?
- I would like three yellow bananas, please.
- Here are three large yellow bananas.
- How much is it?
- Two euros.
- Thank you.

Cat K Child's Audio 1, track 80

Je complète (I complete). Can your child spell jardin without looking it up?

- Où sont les bananes ? Elles sont au marché.*
- Où sont les oignons ? Ils sont dans le jardin.*
- Où sont les saucisses ? Elles sont dans la boucherie.*
- Où sont les poulets ? Ils sont dans le restaurant.*

- Where are the bananas? They are at the market.
- Where are the onions? They are in the garden.
- Where are the sausages? They are at the butcher's shop.
- Where are the chickens? They are in the restaurant.

Cat L Child's Audio 1, track 81

Je lis et je comprends l'e-mail (I read and I understand the email).

Salut ! Ça va ? Je suis à Marseille dans la grande ferme de ma grand-mère. C'est génial ! Il fait très beau et très chaud. Je suis ici pour cinq jours. Lundi, je joue au football au stade et mardi, je joue au tennis dans le parc. Mercredi, je fais un pique-nique avec mon cousin dans la forêt. Jeudi, je joue à la console. À bientôt, Clément.

Hi! How are you? I am in Marseille at my grandma's big farm. It's great! The weather is very nice and very hot. I am here for five days. Monday, I play football at the stadium and Tuesday, I play tennis in the park. Wednesday, I'm having a picnic with my cousin in the forest. Thursday, I play on the games console. See you soon, Clément.

Cat M Child's Audio 1, track 82

Je répons comme Clément (I answer as Clément).

- Où es-tu ?
- Je suis à Marseille dans la grande ferme de ma grand-mère.
- Quel temps fait-il ?
- Il fait très beau et très chaud.
- Que fais-tu lundi ?
- Lundi, je joue au football.
- Que fais-tu mardi ?
- Mardi, je joue au tennis.
- Où joues-tu au tennis ?
- Je joue au tennis dans le parc.

- Where are you?
- I am in Marseille, at my grandma's big farm (lit. in the farm)
- What's the weather like?
- It's very nice and very hot.
- What are you doing on Monday?
- On Monday, I play football.
- What are you doing on Tuesday?
- On Tuesday, I play tennis.
- Where do you play tennis?
- I play tennis in the park.

(continued)

- Où fais-tu le pique-nique ?
- Je fais le pique-nique dans la forêt.

- Que fais-tu jeudi ?
- Jeudi, je joue à la console.

- Where do you have the picnic?
- I have the picnic in the forest.

- What are you doing on Thursday?
- On Thursday I play on my games console.

Cat N

Along the river *Loire*, many castles (*châteaux*) can be seen. *J'entoure la bonne réponse* (I circle the correct answer). Children also write *La Loire* on the line next to the small green map.

LESSON 13

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 2, track 1

Je compte de ... à ... (I count from ... to...). Help your child to practise counting to from 81 – 90 and to revise all the numbers he/she has learnt to date.

Children write 90 in the box and write the number in words on the line provided.

<i>quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois,</i>	81, 82, 83,
<i>quatre-vingt-quatre, quatre-vingt-cinq, quatre-vingt-six,</i>	84, 85, 86,
<i>quatre-vingt-sept, quatre-vingt-huit, quatre-vingt-neuf,</i>	87, 88, 89,
<i>quatre-vingt-dix</i>	90

Cat B Child's Audio 2, track 2

J'entoure les numéros que j'entends (I circle the numbers that I hear).

douze, quatorze, dix-huit, vingt 12, 14, 18, 20

Cat C Child's Audio 2, track 3

Rappelle-toi ! C'est ... Voici ... Je vois ... Je sens ... Je voudrais ... (Remember! It's... Here is ... I see... I smell... I would like ...). The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

<i>une sucette, un gâteau, un bonbon, une glace, une crêpe,</i>	a lollipop, a cake, a sweet, an ice cream, a pancake,
<i>un pain au chocolat, un croissant</i>	a pain au chocolat, a croissant
(pause)	(pause)

<i>un biscuit, une glace à la fraise/à la vanille/au chocolat/ au caramel</i>	a biscuit, a strawberry/vanilla/chocolate/ caramel ice cream
---	---

Cat D Child's Audio 2, track 4

Je souligne les onze mots avec le son : ou (I underline the eleven words with the sound: ou).

Answers: **doux**, **poule**, **rouge**, **cou**, **chou**, **souris**, **court**, **grenouille**, **ouvre**, **bouche**, **mouche**.

Il fait doux. Regarde la poule rouge.

It's mild (weather). Look at the red hen.

Elle a un long cou. Elle mange un chou.

It has a long neck. It's eating a cabbage.

Regarde la souris. Elle court vite.

Look at the mouse. It's running fast.

La grenouille ouvre la bouche et mange une mouche.

The frog opens its mouth and eats a fly.

Cat E Child's Audio 2, track 5

Song: *Je voudrais aller au cinéma*

I would like to go to the cinema

Je voudrais aller au cinéma

I would like to go to the cinema

Et manger une pizza.

And eat pizza.

Je voudrais jouer avec toi,

I would like to play with you,

Céline, Maud et François.

Céline, Maud and François.

Je voudrais écouter la radio

I would like to listen to the radio

Dans ma petite Renault.

In my little Renault.

Je voudrais gagner au loto

I would like to win the lottery

Et vivre à Monaco.

And live in Monaco.

Je voudrais manger des spaghettis

I would like to eat spaghetti

Avec tous mes amis.

With all my friends.

Je voudrais regarder la télé,

I would like to watch telly,

Goûter une crème brûlée !

And taste a crème brûlée!

Cat F Je lis et je souligne ce que je préfère (I read and underline what I prefer). Listen to your child read out each completed sentence in turn and give lots of praise for good pronunciation!

Cat G Child's Audio 2, track 6

J'écoute et je travaille avec un copain ou une copine (I listen and work with a (male) or (female) friend).

Encourage your child to act this and other role plays with you at home.

Role play: *Je voudrais*

– *Je voudrais aller au cinéma, et toi ?*

– I'd like to go to the cinema, and what about you?

– *Moi, je voudrais aller au restaurant.*

– Me (lit.), I'd like to go to the restaurant.

– *D'accord. Je voudrais manger des saucisses.*

– Okay. I'd like to eat some sausages.

– *Non, moi, je voudrais manger des spaghettis.*

– No, me (lit.), I'd like to eat some spaghetti.

– *D'accord, des saucisses et des spaghettis !*

– Okay, some sausages and some spaghetti!

– *Et une grande glace au chocolat.*

– And a large chocolate ice cream.

– *Non, une crème brûlée !*

– No, a crème brûlée!

– *Mmm... Je voudrais goûter une crème brûlée.*

– Mmm... I'd like to taste a crème brûlée.

– *D'accord, une grande glace au chocolat et deux crèmes brûlées ! On y va !*

– Okay, a large chocolate ice cream and two crèmes brûlées! Let's go!

Cat H Child's Audio 2, track 7

J'écoute et je complète (I listen and I complete). Children select the appropriate words from the box to fill in the blanks.

Listening:

Bonjour, je voudrais un gâteau, deux pains au chocolat, six croissants et trois baguettes, s'il vous plaît.

C'est combien ?

Onze euros cinquante.

Merci, au revoir.

Hello, I would like one cake, two pains au chocolat, six croissants and three baguettes, please.

How much is it ?

Eleven euros fifty.

Thank you, goodbye.

Cat I

Here is an opportunity for children to learn the location of another river – the *Garonne*, which flows through *Toulouse* (before ending its journey in the Atlantic Ocean). Children can consult their maps on page 2 (*Je regarde la carte, page 2*) to find out the name of the city marked with a dot on the green map, which is the answer to the question! *J'entoure la bonne réponse* (I circle the right answer). Your child can write *La Garonne* on the line next to the small green map.

LESSON 14

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 2, track 8

Je compte de ... à ... (I count from... to...)

Now your child can count from 11-20, and also from 80-90, the next few numbers should not present any problems!

Children write 95 in the box and write the number in words on the line provided.

quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, 91, 92, 93,
quatre-vingt-quatorze, quatre-vingt-quinze 94, 95

Cat B

Je corrige les six fautes (I correct the six mistakes).

Cat C Child's Audio 2, track 9

Rappelle-toi ! C'est ... Voici ... Je vois ... Je voudrais ... (Remember! It's... Here is... I see... I would like...).

The children listen carefully to the eight nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

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

(pause)

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

(pause)

une serviette de table, un bol, un plateau, le sel, le poivre a napkin, a bowl, a tray, the salt, the pepper

Cat H

Loto (lotto/bingo).

Cat I

Je lis les phrases. Je regarde les images et j'entoure 'vrai' ou 'faux' (I read the sentences and I circle 'true' or 'false').

12 croissants – False (there are 10 croissants, 20 sausages – true, 4 tables – false, there are 3 tables, 2 large chocolate cakes – false, there are 3 large chocolate cakes, 5 chairs in the restaurant – true, 7 chickens in the butcher's shop.

Cat J

The river *Rhône* ends its journey in the Mediterranean Sea. Children can look at their maps on page 2 to find the answer to the question. *J'entoure la bonne réponse (I circle the right answer).* They then write *Le Rhône* on the line provided.

LESSON 15

Quel temps fait-il ? (What's the weather like?).

En quelle saison sommes-nous ? (Which season are we in?).

Quel jour sommes nous ? (What day is it?).

Cat A Child's Audio 2, track 13

Je compte de ... à ... (I count from... to...). This is a good point to revise all the numbers from 1 to 100. Practise counting in 10s, in 5s and even in 2s!

Children write 100 in the box and write the number in words on the line provided.

<i>quatre-vingt-seize, quatre-vingt-dix-sept,</i>	96, 97,
<i>quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent</i>	98, 99, 100

Cat B Child's Audio 2, track 14

Rappelle-toi ! C'est ... Voici ... Je vois ... Je sens ... Je voudrais ... (Remember! It's... Here is... I smell...I would like...). Ask your child to practise using the new vocabulary with these phrases to form whole sentences.

Quelle est ta boisson préférée ? (What is your favourite drink?). The definite article has been pre-written and so children only need to fill in the noun.

The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

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

<i>une boisson, une brique de lait, un jus de pomme</i>	a drink, a carton of milk, an apple juice
---	---

Cat I Child's Audio 2, track 18

Song: *La ola*

Préparez-vous !

Qui a les pommes ? Les fromages ? Les gâteaux ?

Les glaces ?

On y va !

J'aime les pommes. J'aime les fromages.

J'aime les gâteaux. J'aime les glaces.

J'aime les pommes, les fromages, les gâteaux, les glaces !

Très bien, on recommence !

Qui a les oignons ? Les carottes ? Les tomates ?

Les bananes ?

On y va !

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

Je n'aime pas les tomates. Je n'aime pas les bananes.

*Je n'aime pas les oignons, les carottes, les tomates,
les bananes.*

The ola (Mexican Wave)

Get ready!

Who has the apples? The cheese? The cakes?

The ice creams?

Let's go!

I like apples. I like cheese.

I like cakes. I like ice creams.

I like apples, cheese, cakes, ice creams!

Very good, let's start again!

Who has the onions? The carrots? The tomatoes?

The bananas?

Let's go!

I don't like onions. I don't like carrots.

I don't like tomatoes. I don't like bananas.

I don't like onions, carrots, tomatoes,
bananas.

Cat J Child's Audio 2, track 19

J'aime Je n'aime pas. Et toi ? (I like, I don't like. What about you?).

This is an excellent exercise to strengthen aural skills. Children listen carefully to the Audio. In their books, they leave the hearts as they are if *Camille*, *Victor*, *Léa* and *Maxime* like the food illustrated at the top of each column, but put a cross through the hearts if the children say they don't like something. Answers below:

Camille : J'aime les choux. J'aime les frites. Je n'aime pas les pommes et je n'aime pas les oignons.

Victor : Je n'aime pas les choux. J'aime les frites et j'aime les pommes. Je n'aime pas les oignons.

Léa : Je n'aime pas les choux. Je n'aime pas les frites. Je n'aime pas les pommes. J'aime les oignons.

Maxime : J'aime les choux. J'aime les frites. Je n'aime pas les pommes. J'aime les oignons.

Camille: I like cabbages. I like chips. I don't like apples and I don't like onions.

Victor: I don't like cabbages. I like chips and I like apples. I don't like onions.

Léa: I don't like cabbages. I don't like chips. I don't like apples. I like onions.

Maxime: I like cabbages. I like chips. I don't like apples. I like onions.

Cat K Child's Audio 2, track 20

J'écoute et je relie les images (I listen and link up the pictures).

Une tasse de thé et un gâteau au chocolat.

Un jus d'orange et un sandwich au fromage.

Une limonade et une glace à la vanille.

Un chocolat chaud et un croissant.

De l'eau et un poulet avec des frites.

A cup of tea and a chocolate cake.

An orange juice and a cheese sandwich.

A lemonade and a vanilla ice cream.

A hot chocolate and a croissant.

Some water and chicken with some chips.

Cat C Child's Audio 2, track 24

As children will only hear the names of the shops in this song, they could point to the various 'counters' or 'aisles' in their books as they listen. The order is different in the book making this activity more of a challenge!

Song: *Le supermarché*

The supermarket

Je suis avec Zoé au supermarché.

I am with Zoé in the supermarket

*Je vois Émilie
Au rayon boucherie.*

I see Émilie
At the meat counter.

*Je vois Louis
Au rayon poissonnerie.*

I see Louis
At the fish counter.

*Je vois Henri
Au rayon pharmacie.*

I see Henri
At the chemist (lit.)/health and beauty aisle.

*Je vois Sylvie
Au rayon pâtisserie.*

I see Sylvie
In the cake aisle.

*Je vois Élodie
Au rayon boulangerie.*

I see Élodie
In the bread aisle.

*Je vois Sophie
Au rayon fromagerie.*

I see Sophie
At the cheese counter.

*Zoé, je présume,
Est au rayon légumes.*

Zoé, I presume,
Is in the vegetable aisle.

*Et moi, je suis
Au rayon fruits.*

And I am
In the fruit aisle.

Cat D Child's Audio 2, track 25

Je travaille avec un copain ou une copine (I work with a (male) or (female) friend).

Ask your child to tell you in French where each of the food items listed at Cat D, and read out on the Audio track above, would be found in a supermarket. Non French speakers can check their child's pronunciation with the song on the previous track. Children can colour code each of the items from A to P according to the signs above each of the eight aisles.

*des saucisses, six yaourts, douze sardines, deux biftecks,
cinq crevettes, une tarte aux fruits, du thon, deux
baguettes, trois pains au chocolat, une crème solaire,
un chou, un shampoing, sept croissants, des fraises, un
hamburger, du fromage*

some sausages, six yoghurts, twelve sardines, two steaks,
five prawns, a fruit tart, some tuna, two baguettes, three
pains au chocolat, sun cream, a cabbage, shampoo, seven
croissants, some strawberries, a hamburger, some cheese

Cat E Child's Audio 2, track 26

This song is a fun way to introduce the verb 'avoir' (to have). One of the two most important verbs in French. The more your child can listen to this and sing along the better!

Song: *J'ai des bonbons*

I have some sweets

J'ai des bonbons.

I have some sweets.

Tu as des bonbons.

You have some sweets. (familiar/singular)

Il a des bonbons.

He has some sweets.

Elle a des bonbons.

She has some sweets.

Nous avons des bonbons.

We have some sweets.

Vous avez des bonbons.

You have some sweets. (formal/plural)

Ils ont des bonbons.

They have some sweets. (masculine or masculine and feminine)

Elles ont des bonbons.

They have some sweets. (feminine)

(Repeated)

Cat F Child's Audio 2, track 27

Children refer to the table in Cat E and join up the pronouns with the correct part of the verb.

J'ai, tu as, il a,

I have, you have (familiar/singular), he has,

elle a, nous avons, vous avez,

she has, we have, you have (formal/plural), they have

ils ont,

(masculine or masculine and feminine),

elles ont

they have (feminine)

Cat G

Je relie les phrases aux images. (I link the sentences with the pictures).

Cat H Child's Audio 2, track 28

J'écoute et je travaille avec un copain ou une copine (I listen and work with with a (male) or (female) friend).

Role play: *J'ai faim ! J'ai soif !*

I'm hungry! I'm thirsty!

Dans la cuisine :

In the kitchen:

– *Maman, maman, j'ai faim ! Je voudrais un gâteau !*

– Mum, Mum, I am hungry! I would like a cake!

– *Non, voici une pomme.*

– No, here's an apple.

– *Oh non ! Je n'aime pas les pommes. Je voudrais un gâteau ! S'il te plaît.*

– Oh, no! I don't like apples. I would like a cake! Please.

– *Non, chérie, voici une banane.*

– No, darling, here's a banana.

– *Oh non, je n'aime pas les bananes. Je voudrais un gâteau.*

– Oh no, I don't like bananas. I would like a cake.

– *Non, non, non. Pas de gâteau. Voici une poire !*

– No, no, no. No cake. Here's a pear!

– *Ah, zut alors !*

– Ah, bother!

(continued)

Au café, papa regarde le menu :

In a café, Dad looks at the menu:

Papa, j'ai soif ! Je voudrais une limonade.

– Dad, I am thirsty! I would like a lemonade.

– Non, il n'y a pas de limonade. Il y a du lait.

– No, there is no lemonade. There's milk.

– Non. Je n'aime pas le lait. Je voudrais une limonade !
S'il te plaît.

– No. I don't like milk. I would like a lemonade!
Please.

– Non, il n'y a pas de limonade. Ah ! Un jus d'orange !
Tu aimes le jus d'orange ?

– No, there is no lemonade. Ah, an orange juice!
Do you like orange juice?

– Ah oui ! Super ! J'aime beaucoup le jus d'orange !

– Ah yes! Super! I really like orange juice!

Cat I

Loto (lotto/bingo).

Cat J

Je colorie les mots en vert, jaune ou bleu (I colour the words in green, yellow or blue). *Légumes* (vegetables), *fruits* (fruit), *boissons* (drinks).

Cat K

In the *Jura* I eat ... *J'entoure la bonne réponse* (I circle the right answer). Children should already know the meaning of four of these words from previous lessons and so should be able to rule out fork and plate straight away! They can check on the internet for the correct answer which is *une raclette* – a speciality cheese dish. Children can see where the *Jura* mountains are on the little green map and write *Le Jura* on the line provided.

LESSON 17

En quelle saison sommes-nous ? (What season are we in?).

Quel jour sommes-nous ? (What day is it?).

Cat A Child's Audio 2, track 29

Je compte jusqu'à : (I count up to). Encourage your child to continue counting in tens up to 200.

Children write 200 in the box and write the number in words on the line provided.

cent-cinquante, cent-soixante, cent-soixante-dix,
cent-quatre-vingts, cent-quatre-vingt-dix, deux-cents

150, 160, 170,
180, 190, 200

Cat B Child's Audio 2, track 30

Quel temps fait-il ? (What's the weather like?). Once again children have to listen carefully to the weather conditions described on the Audio and then write them down on the lines provided, checking spelling carefully with the reference page at the beginning of the book.

On the phone:

– *Allô ! Salut ! Je suis à la montagne. Il fait mauvais et il y a un orage !*

– Hello! Hi! I'm in the mountains. It's nasty weather and there is a storm!

– *Salut ! Je suis à la plage. Il fait chaud et il y a du vent.*

– Hi! I'm at the beach. It's hot and windy.

Cat C Child's Audio 2, track 31

J'écoute et j'écris les numéros (I listen and I write the numbers).

quatre-vingts, soixante-deux, soixante-douze, vingt-huit 80, 62, 72, 28

Cat D Child's Audio 2, track 32

Rappelle-toi ! Voici ... Je vois ... Je voudrais ... J'ai ... Je porte ... (Remember! Here is... I see... I would like...I'm wearing...)

The children listen carefully to the five nouns on the Audio. If the teacher has introduced the extra words (*Et encore* section), children can point to the relevant picture as they hear the words on the Audio.

<i>un sac à dos, des bottes, un manteau, des chaussures,</i>	a rucksack/backpack, some boots, a coat, some shoes,
<i>un bonnet</i>	a woolly hat
(pause)	(pause)

<i>une écharpe, des gants, un pull</i>	a scarf, some gloves, a pullover
--	----------------------------------

Cat E

Je cherche le mot caché (I look for the hidden word). Answer: *manteau*.

Cat F Child's Audio 2, track 33

Song: *Les mois*

The months

<i>Janvier, février.</i>	January, February.
<i>Mars, avril.</i>	March, April.
<i>Mai, juin, juillet, août.</i>	May, June, July, August.
<i>Septembre, octobre, novembre, décembre.</i>	September, October, November, December.
<i>Janvier, février.</i>	January, February.
<i>Mars, avril.</i>	March, April.
<i>Mai, juin, juillet, août.</i>	May, June, July, August.
<i>Septembre, octobre, novembre, décembre.</i>	September, October, November, December.

Cat G Child's Audio 2, track 34

J'écoute et je travaille avec un copain ou une copine (I listen and I work with a (male) or (female) friend). Practise the role play with your child. He/she could change the date for their own birthday and also invent another idea for a present.

Role play: *Joyeux anniversaire !*

Happy birthday!

Dans la classe :

In class:

- *Le maître : Quel jour sommes-nous ?*
- *Juliette : Nous sommes mercredi !*
- *Le maître : Quelle est la date d'aujourd'hui ?*
- *Juliette : Le 3 avril.*
- *Lucas : C'est l'anniversaire de Marc !*
- *Le maître : Viens ici, Marc. Regarde le cadeau sur la table.*
- *Marc : C'est pour moi ?*
- *Le maître : Oui, c'est pour toi.*
- *Marc : Qu'est-ce que c'est ?*
- *Le maître : Je ne sais pas, vite, ouvre !*
- *Marc : Génial ! Des bonbons, merci !*
- *Tous : Joyeux anniversaire !*

- What day is it? (lit.: What day are we?)
- It's Wednesday! (lit.: We are Wednesday!)
- What's today's date?
- The 3rd of April.
- It's Marc's birthday!
- Come here, Marc. Look at the present on the table.
- Is it for me?
- Yes, it's for you.
- What is it?
- I don't know, quick, open it!
- Fantastic! Some sweets, thank you!
- Happy birthday!

Cat H Child's Audio 2, track 35

J'écoute, ensuite je lis et je traduis en anglais (I listen, then I read and translate into English).

Voici une fille. C'est une copine. Elle s'appelle Camille. Elle habite à Paris. Elle a dix ans. Elle porte un manteau vert, des bottes noires et un bonnet rouge. Elle aime les choux et les crêpes. Elle n'aime pas les oignons. Elle n'aime pas les poires.

Here is a girl. She's a friend. Her name is Camille. She lives in Paris. She is ten years old. She is wearing a green coat, some black boots and a red woolly hat. She likes cabbage and pancakes. She doesn't like onions. She doesn't like pears.

Cat I Child's Audio 2, track 36

Je complète les phrases et j'écoute (I complete the sentences and I listen). Help your child to complete the passage by looking at the pictures. All the spellings can be found within the pages of the book. Children can check their answers by listening to the Audio.

Voici un garçon. C'est un copain. Il s'appelle Martin. Il habite à Nantes. Il a neuf ans. Il porte un manteau bleu, des chaussures noires, un bonnet jaune et un sac à dos vert. Il aime les carottes et les croissants. Il n'aime pas les saucisses. Il n'aime pas le café.

Here is a boy. He's a friend. His name is Martin. He lives in Nantes. He is nine years old. He is wearing a blue coat, some black shoes, a yellow woolly hat and a green rucksack/backpack. He likes carrots and croissants. He doesn't like sausages. He doesn't like coffee.

Cat J

Which country is the closest to the Vosges? J'entoure la bonne réponse (I circle the right answer)

Children will be able to see from the map on page 2 that the country closest to this mountain range is Germany – *L'Allemagne*. They write *Les Vosges* on the line provided.

Cat E Child's Audio 2, track 40

Je reconnais les images et je lis les phrases (I recognise the pictures and I read the sentences). This is a very useful revision exercise to see how many of the phrases and words illustrated your child can remember! Some children might be able to swap the pictures around and invent some very bizarre sentences!

*Je vois douze frites et un poulet sur la table.
J'entends une souris sous la chaise.
Je sens deux chaussettes dans le sac à dos.
Je vois six mouches noires sur le fromage.
Je sens des croissants dans la boulangerie.
Je vois deux cuillères grises sous l'assiette.*

I see twelve chips and a chicken on the table.
I hear a mouse under the chair.
I smell two socks in the rucksack/backpack.
I see six black flies on the cheese.
I smell croissants in the bakery.
I see two grey spoons under the plate.

Cat F Child's Audio 2, track 41

J'écoute et je travaille avec un copain ou une copine (I listen and work with a friend). Remind your child that the word *il* in French means it as well as he. (*Elle* means it as well as she.)

Role play: *Où est mon lapin ?*

Where is my rabbit?

– *Où est mon lapin ?*
– *Je ne sais pas.*
– *J'ai perdu mon lapin !*
– *Regarde, il est dans le jardin !*

– Where is my rabbit?
– I don't know.
– I've lost my rabbit!
– Look, it's in the garden!

Cat G Child's Audio 2, track 42

J'écoute et je souligne la bonne réponse (I listen and I underline the correct answer).

*As-tu un petit chat ? Non, j'ai un grand chien.
As-tu un beau cheval ? Oui, j'ai un beau cheval.
As-tu un grand frère ? Non, j'ai une petite sœur.
As-tu une belle chemise ? Non, j'ai un beau pantalon.*

Do you have a little cat? No, I have a big dog.
Do you have a beautiful horse? Yes, I have a beautiful horse.
Do you have a big brother? No, I have a little sister.
Do you have a beautiful shirt? No, I have beautiful trousers.

Cat H

Loto (lotto/bingo). If not played in class, this is a good opportunity to play bingo in French as a family to practise the higher numbers or to revise numbers lower than one hundred.

Cat I Child's Audio 2, track 43

Quelle est la date d'aujourd'hui ? J'écoute et j'écris les dates. (What's the date today? I listen and I write the dates).

Quelle est la date d'aujourd'hui ?

What is the date today?

*Aujourd'hui, c'est le dix-huit juillet.
Aujourd'hui, c'est le douze février.
Aujourd'hui, c'est le vingt-six août.
Aujourd'hui, c'est le trois novembre.*

Today, it's the 18th of July.
Today, it's the 12th of February.
Today, it's the 26th of August.
Today, it's the 3rd of November.

Cat J

In *Le Massif Central* there are: *J'entoure les bonnes réponses* (I circle the correct answers).

Answers: volcanoes, a mountain, mineral water. Children might like to look up the answers on the internet themselves.

Cat E Child's Audio 2, track 48

Je souligne les vingt-quatre mots avec le son : au/eau (I underline the twenty four words with the sound: au/eau). Make sure that your child understands that French words and sounds are not pronounced the same way as in English and emphasise the importance of listening carefully to the correct pronunciation on the Audio. It would be a good idea to keep pausing the Audio, so that your child can copy the pronunciation of the voice/s.

Answers: *mauvais, chaud, chaussettes, chaussures, chapeau, manteau, saute, bateau, Audrey, Renaud, gauche, oiseau, jaune, beau, saucisse, gâteau, couteaux, l'eau, Maud, château, cadeau, seau, râteau, faux.*

Il fait mauvais mais il fait chaud. Je porte des chaussettes, des chaussures, un chapeau et un manteau. It's bad/horrible weather but it's hot. I'm wearing socks, shoes, a hat and a coat.

Je saute sur un bateau avec Audrey et Renaud. I'm jumping on a boat with Audrey and Renaud.

À gauche, je vois un oiseau jaune. Il est beau. Je mange une saucisse et un gâteau avec deux couteaux. Je bois de l'eau. Maud est dans un château. Elle ouvre un cadeau. Qu'est-ce que c'est ? Un seau, une pelle et un râteau. C'est vrai ou faux ? On the left, I see a yellow bird. It's beautiful. I'm eating a sausage and a cake with two knives. I drink some water. Maud is in a castle. She opens a present. What is it? A bucket, a spade and a rake. Is it true or false?

Cat F

Qu'est-ce que tu portes aujourd'hui ? Je porte ... (What are you wearing today? I'm wearing...). Your child can choose whether to underline, circle or colour all the clothes he/she is wearing.

Cat G Child's Audio 2, track 49

Help your child to learn the following rap by reciting it and leaving certain words for him/her to fill in.

Rap: *Le rap des vêtements*

The clothes rap

*Un sac à dos
Et un manteau.
Des chaussures bleues
Et un bonnet affreux.
Et... des bottes !*

A rucksack/backpack
And a coat.
Some blue shoes
And an awful woolly hat.
And... some boots!

*Une chemise
Et une jupe grise.
Des chaussettes
Et une robe violette.
Et... un pantalon !*

A shirt
And a grey skirt.
Some socks
And a purple dress.
And... some trousers!

*Une casquette
Et des lunettes.
Un chapeau chic
Et un short pratique.
Et... un T-shirt !*

A cap
And some glasses.
A trendy hat
And practical shorts.
And... a T-shirt!

Cat H

J'écris les mots à la bonne place (I write the words in the correct place). Animal words should be written over Noah's Ark, clothes words over the picture of a child and food items in the shopping trolley. All the nouns are written in either blue or red so that children can add *un/une* before each noun as appropriate.



Happy Language Learning

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