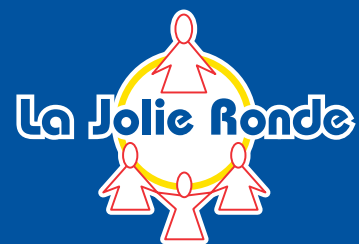


Les aventures de Minou et Trotline et les jouets



Happy Language Learning



French Parent Guide

Bonjour !

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I **Bonjour ! (Hello!) Pages 2-3**

CD 1, Track 1

Song: Toc, toc, toc.

*Toc, toc, toc !
Qui est là ?
Bonjour, c'est moi.
Comment t'appelles-tu ?
Je m'appelle...*

Knock, knock, knock!

Knock, knock, knock!
Who's there?
Hello, it's me.
What's your name?
My name is...

(Repeated)

CD 1, Track 2

**Page 2, Cat 1: Mini story: Bonjour !
Listen to the story and colour.**

Hello!

1. Here is *Minou*. He is a kind French cat. Let's say "hello" to *Minou* in French... Listen!
– Children : *Bonjour !*
– *Minou* : *Bonjour, je m'appelle Minou. Je suis un chat !*
2. *Minou* has a cheeky little French friend, a little mouse called *Trottine*.
Let's say "hello" to *Trottine* in French. Listen!
– Children : *Bonjour !*
– *Trottine* : *Bonjour, je m'appelle Trottine. Je suis une souris !*
3. One morning when they are at home, the doorbell rings.
Qui est là ?
– *François* : *C'est moi, François. Je suis un soldat ! Bonjour !*
– *Marco* : *Bonjour, je m'appelle Marco. Je suis un robot !*

1. Hello! My name is *Minou*. I am a cat.

2. Hello! My name is *Trottine*. I am a mouse.

3. Who's there?
It's me, *François*. I am a soldier! Hello!
Hello, my name is *Marco*. I am a robot!

(continued)

4. Minou et Trottine are pleased to see François and his friend Marco.
Later on, the doorbell rings again.
Qui est là ?
– Nounours : *C'est moi, Nounours ! Bonjour, je suis un ours !*
– Gaston : *Bonjour, je m'appelle Gaston. Je suis un ballon !*
5. What a full house! François, le soldat, Marco, le robot, Nounours, l'ours, and Gaston, le ballon. Let's count in French how many friends Minou and Trottine have: *un, deux, trois, quatre.*
Are you sure? Look again. There is someone very shy. Can you see? Yes, *une poupée!*
– Audrey : *Bonjour, je m'appelle Audrey, je suis une poupée.*
Let's count again:
– Children: *Un, deux, trois, quatre, cinq ! Bravo !*
6. Minou and Trottine give their friends some drinks. But soon it is time to leave. Listen to all the toys and guess who is saying goodbye in French.
Au revoir ! Au revoir ! Au revoir !...
4. Who's there? It's me, Nounours! Hello, I am a bear! Hello, my name is Gaston, I am a balloon.
5. Hello, my name is Audrey. I am a doll. One, two, three, four, five! Well done!
6. Goodbye! Goodbye! Goodbye!

order: Minou, Trottine, François, Marco, Gaston, Nounours, Audrey.

At home encourage your child to listen to his/her CD and follow the story in his/her book! Help him/her to distinguish between the different voices of the characters.

CD 1, Track 3 Song: *Mes jouets*

*Voici mes jouets, voici mes jouets !
Un ours, je m'appelle Nounours.
Une poupée, je m'appelle Audrey.
Un ballon, je m'appelle Gaston.
Un soldat, je m'appelle François.
Un robot, c'est moi, Marco !*

My Toys

Here are my toys, here are my toys!
A bear, I am called Nounours.
A doll, I am called Audrey.
A balloon, I am called Gaston.
A soldier, I am called François.
A robot, it's me, Marco!

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2 Au marché (At the market) Pages 4-5

CD 1, Track 5

Page 4, Cat 1: Mini story: *Au marché*

At the market

Listen to the story and colour.

1. *Trottine* is off to the market with seven euros in her pocket:
un, deux, trois, quatre, cinq, six, sept.
1. 1, 2, 3, 4, 5, 6, 7.
2. She needs some fruit. How many apples and pears is she buying? Listen!
– *Trottine : Bonjour Monsieur. Deux pommes et quatre poires, s'il vous plaît.*
2. Hello, sir. Two apples and four pears, please.
3. Now *Trottine* buys some bananas. Listen carefully.
– *Trottine : Cinq bananes, s'il vous plaît. Merci. Au revoir, Monsieur !*
3. Five bananas, please. Thank you. Goodbye, sir.
4. She puts everything in her bag and skips along the lane, saying hello to all her friends.
– *Trottine : Bonjour Nounours ! Bonjour Gaston !* But her bag has a hole in it and she starts losing her shopping. How many apples and bananas has she already lost?
4. Hello, Nounours! Hello, Gaston!
5. *Trottine* stops to buy some vegetables.
– *Trottine : Bonjour Madame. Quatre pommes de terre et trois carottes, s'il vous plaît. Merci. Au revoir !*
5. Hello, madam. Four potatoes and three carrots please. Thank you. Goodbye!
6. Isn't she lucky? *François*, the soldier, has noticed the torn bag and comes to her rescue.
– *François : Hou ! Hou ! Trottine ! Voici deux pommes et trois bananes ! Attention ! Regarde ton sac !*
– *Trottine : Oh, merci ! Merci !*
6. Here are two apples and three bananas! Be careful! Look at your bag! Oh, thank you! Thank you!

Listen to the story with your child whilst looking at the pictures in the activity book. Pause the CD after *Trottine* has asked for the carrots and see if your child can remember what comes next. (*Merci et au revoir* – thank you and goodbye).

CD 1, Track 6

Song: *Deux pommes, s'il vous plaît*

*Bonjour Monsieur,
Deux pommes, s'il vous plaît.
Merci, au revoir.*

Two apples, please

Hello, sir,
Two apples, please.
Thank you, goodbye.

*Bonjour Monsieur,
Cinq bananes, s'il vous plaît.
Merci, au revoir.*

Hello, sir,
Five bananas, please.
Thank you, goodbye.

*Bonjour Madame,
Trois carottes, s'il vous plaît.
Merci, au revoir.*

Hello, madam,
Three carrots, please.
Thank you, goodbye.

(including instrumental)

When your child is confident singing this song, encourage him/her to tell you how many apples/pears/bananas/potatoes/carrots he/she would like to buy and sing the song again to the instrumental version, inserting your own words.

Encourage your child to ask for apples, pears, bananas, potatoes and carrots in French. ("*Une pomme/poire/banana/pomme de terre/carotte s'il vous plaît.*")

CD 1, Track 7

Page 5, Cat 2

Which route does *Trottine* take to go to the market?

*Une pomme de terre – une poupée – une poire
– un ours – un soldat.*

A potato, a doll, a pear,
a bear, a soldier.

Listen to the words and find the route that *Trottine* needs to take to get to the market. Your child can then highlight the completed route. Encourage him/her to say the French words for: a potato, a doll, a pear, a bear, a soldier and also a carrot, a banana and a robot!

Encourage your child to count up to seven by counting different things around the house. Keep holding up a different number of fingers and get your child to count how many they can see! (Non-French-speaking parents: please listen to the correct pronunciation of these numbers at the beginning of the story.)

Ask your child to say "please" and "thank you" in French ("*s'il vous plaît*" and "*merci*") each time they ask for something and are given something.

Prepare/find pictures of the fruit and vegetables in this story and ask your child to point to the right one as you say the words in French or as they listen to the story/song again.

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3 Le pique-nique (The picnic) Pages 6-7

CD 1, Track 8

Action chant: *Il pleut, il y a du vent.*

It's raining. It's windy.

Il pleut, il pleut dans mon jardin.

It's raining, it's raining in my garden.

Il y a du vent, il y a du vent dans mon jardin.

It's windy, it's windy in my garden.

CD 1, Track 9

Page 6, Cat 1: Mini story: *Le pique-nique*

The picnic

Listen to the story. Stick the correct picture on square '6'.

1. On a fine autumn morning, *Minou* decides to have a picnic.

1. Goodbye, *Trottine*!

– *Minou* : *Au revoir, Trottine !*

2. Unfortunately, *Minou* has a problem: he cannot make up his mind where to have his picnic.

2. In the park? No.

– *Minou* : *Dans le parc ? Non.*

3. *Minou* : *Dans la forêt ? Non.*

3. In the forest? No.

4. *Minou* : *Sur la plage ? Non.*

4. On the beach? No.

5. *Minou* : *Dans le jardin ? Oui !*

5. In the garden. Yes!

6. He finally decides to have his picnic in the garden. But suddenly something happens! Guess what?

6. Ah! It's windy! It's raining! What a pity!

The sky becomes full of black clouds. The wind starts to blow and it starts to rain.

What a shame!

– *Minou* : *Ah ! Il y a du vent ! Il pleut !*

Quel dommage !

Encourage your child to listen to the story and point to the pictures in the book, page 6.

Encourage your child to say “Il pleut” and “Il y a du vent” every time it rains or is windy. You could also ask your child every day “Il pleut ?” “Il y a du vent ?” and your child could answer “Oui” or “Non”. Ask your child to say “dans le jardin” every time he/she goes into the garden and “dans le parc” each time you go to the park. If the weather is too bad to go outside, ask your child to say “Quel dommage !” (What a shame!)

Make a simple weather chart with your child. Encourage him/her to put a symbol or a sticker next to each day of the week that it rains or is windy. Then at the end of the week, count together in French how many rainy days and windy days (if any!) there have been during that week. This will consolidate numbers up to seven at the same time! (Non-French-speaking parents can find the correct pronunciation of one to seven in French on track 5, at the beginning of the story *Au marché.*)

CD I, Track 10

Listening:

Rouge, jaune, marron, orange, jaune, rouge, orange, marron.

Red, yellow, brown, orange, yellow, red, orange, brown

Your child can listen to this track and point to items of these colours in the house or in the book, page 7.

CD I, Track 11

Song: *Les couleurs d'automne*

The colours of autumn

*Les couleurs d'automne, les couleurs d'automne.
Rouge, jaune, marron et orange.
Les couleurs d'automne, les couleurs d'automne.
Rouge, jaune, marron et orange.*

The colours of autumn, the colours of autumn.
Red, yellow, brown and orange.

*Il pleut sur le rouge.
Il pleut sur le jaune.
Il pleut sur le marron.
Il pleut sur l'orange.*

It's raining on the red.
It's raining on the yellow.
It's raining on the brown.
It's raining on the orange.

*Les couleurs d'automne, les couleurs d'automne.
Rouge, jaune, marron et orange.
Les couleurs d'automne, les couleurs d'automne.
Rouge, jaune, marron et orange.*

CD I, Track 12

Action chant: *Il pleut très fort*

It's raining very hard.

*Il pleut un petit peu.
Il pleut très fort.
Il pleut très, très fort !*

It's raining a little.
It's raining very hard.
It's raining very, very hard!

CD 1, Track 13

Song: *Plic plac*

Plic, plac, plic, plac.
Tu aimes la pluie ?
Moi, oui, oui, oui.
Je prends mon petit parapluie.
Je mets mes bottes et mon chapeau.
Je danse, je saute dans les flaques d'eau.
Plic, plac, plic, plac.

(Repeated)

Splish, splash

Splish splash splish splash.
Do you like the rain?
Me, yes, yes, yes.
I take my little umbrella.
I put on my boots and my hat.
I dance, I jump in the puddles.
Splish splash splish splash.

Encourage your child to act out the song when singing the above words in French, i.e. he/she could pretend to be holding an umbrella, putting on boots and a hat and jumping in the puddles! Perhaps children will have learnt similar actions in class; if not there are always opportunities to make up actions at home!

CD 1, Track 14

Song: *Cinq petits oiseaux*

Cinq petits oiseaux
Sur un fil.
Un oiseau dit :
“Moi, je vole.”
“Où voles-tu ?”
“Vers le sud !”

Quatre petits oiseaux

...

Trois petits oiseaux

...

Deux petits oiseaux

...

Un petit oiseau

Sur un fil.

L'oiseau dit :

“Moi, je vole.”

“Où voles-tu ?”

“Vers le sud !”

Five little birds

Five little birds
On a wire.
One bird says:
“I am flying.”
“Where are you flying to?”
“To the south!”

Four little birds

....

Three little birds

...

Two little birds

....

One little bird

On a wire.

The bird says:

“I am flying.”

“Where are you flying to?”

“To the south!”

Page 7, Cat 2

As your child listens to the song, he/she can tick or point to each bird in turn.

Children can also use their fingers to count down from five birds to one bird. If your child likes doing actions to songs, how about asking them to hold finger and thumb together to indicate 'petit', pretend to fly and be a bird every time they hear the word 'oiseau', point to themselves for 'moi' and pretend to fly for 'je vole'. The more times children listen to and sing the songs, the quicker they will pick up the key words and phrases! Parents too!

At home, encourage your child to talk about what he/she is learning. For example, ask what the song on Track 14 is all about.

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4 **Bravo, petite feuille ! (Bravo, little leaf!) Pages 8-9**

CD 1, Track 17

Action chant: *Deux petits soldats*

*Deux petits soldats dans le jardin.
Bonjour !
Bonjour ! Comment ça va ?
Ça va bien, merci, et toi ?
Ça ne va pas. Il pleut.
Je rentre chez moi !*

Two little soldiers in the garden.
Hello!
Hello! How are you?
Very well, thank you, and you?
I am not well. It's raining.
I'm going home!

Practise asking your child regularly how they are feeling. He/she could stick two thumbs in the air each time they say "Ça va bien merci" and two thumbs downwards for "Ça ne va pas".

CD 1, Track 18

Page 8, Cat 1: Mini story: **Bravo, petite feuille !** (completely in French.)

Listen to the story and colour the leaf.

Bravo, little leaf

- | | |
|---|--|
| 1. <i>Voici une petite feuille.</i> | 1. Here is a little leaf. |
| 2. <i>Voici deux grandes feuilles. Les grandes feuilles ne sont pas gentilles.
– Grande feuille 1 : Ah ! Ah ! Tu es petite !
– Grande feuille 2 : Tu es fragile !</i> | 2. Here are two large leaves. The large leaves are unkind.
Big leaf 1: "Ah! Ah! You are small!"
Big leaf 2: "You're a weakling!" |
| 3. <i>La petite feuille est triste. Le soleil est gentil. Il dit :
– Soleil : Tu es forte !</i> | 3. The little leaf is sad. The sun is kind. He says:
"You are strong!" |
| 4. <i>Le vent souffle. Attention !</i> | 4. The wind blows. "Look out!" |
| 5. <i>Et le vent souffle, souffle très fort. Les grandes feuilles s'envolent.
– Petite feuille : Au revoir !</i> | 5. The wind blows, blows very strongly. The large leaves are blown away.
"Goodbye!" |
| 6. <i>Mais la petite feuille est forte. Elle reste sur la branche. La petite feuille est contente.
– Soleil : Bravo, petite feuille !</i> | 6. But the little leaf is strong. It stays on the branch. The little leaf is happy!
"Bravo, little leaf!" |

Encourage your child to listen to the story and point to the pictures in the book, page 8.

There are several adjectives in this story. Ask your child to think of actions to illustrate 'petit' (small) 'grand' (big), 'fort' (strong), 'gentil' (kind), 'pas gentil' (unkind), 'triste' (sad), 'content' (happy). They could then use these actions when listening to the story and also when listening to the song 'Je suis petite' on track 20 of the CD .

CD 1, Track 19

Song: Les feuilles

*C'est l'automne. Il y a du vent.
Le vent souffle sur les feuilles rouges.*

The leaves

It is autumn. It is windy.
The wind blows on the red leaves.

*Les feuilles dansent en l'air, dansent en l'air.
Les feuilles tombent par terre, tombent par terre.*

The leaves dance in the air, dance in the air.
The leaves fall to the ground, fall to the ground.

*C'est l'automne. Il y a du vent.
Le vent souffle sur les feuilles orange.*

It is autumn. It is windy.
The wind blows on the orange leaves.

*Les feuilles dansent en l'air, dansent en l'air.
Les feuilles tombent par terre, tombent par terre.*

The leaves dance in the air, dance in the air.
The leaves fall to the ground, fall to the ground.

*C'est l'automne. Il y a du vent.
Le vent souffle sur les feuilles jaunes.*

...on the yellow leaves

*Les feuilles dansent en l'air, dansent en l'air.
Les feuilles tombent par terre, tombent par terre.*

*C'est l'automne. Il y a du vent.
Le vent souffle sur les feuilles marron.*

... on the brown leaves.

*Les feuilles dansent en l'air, dansent en l'air.
Les feuilles tombent par terre, tombent par terre.*

Children can pretend to be the wind blowing and the leaves dancing and falling to the ground. A great song for revising the four colours they have learnt so far.

CD 1, Track 20
Song: Je suis petite

*Je suis petite, je suis gentille.
Je suis une petite feuille.
Les grandes feuilles se moquent de moi.
Elles ne sont pas gentilles.*

*Je suis petite et je suis triste.
Je suis une petite feuille.
Le soleil dit :
"Tu es petite
Mais tu es très très forte."*

*Je suis petite et je suis forte.
Je suis une petite feuille.
Le vent souffle fort.
Les feuilles s'envolent.
Et moi je suis contente !*

*Je suis petite. Je suis contente !
Je suis une petite feuille.
Le soleil dit :
"Bravo ! Bravo !"
Je reste sur la branche !*

I am small

I am small, I am kind.
I am a small leaf.
The large leaves laugh at me.
They are not kind.

I am small and I am sad.
I am a small leaf.
The sun says:
"You are small
But you are very very strong."

I am small and I am strong.
I am a small leaf.
The strong wind blows.
The leaves fly away.
And I am happy!

I am small. I am happy!
I am a small leaf.
The sun says:
"Well done! Well done!"
I'm staying on the branch!

CD 1, Track 21
Page 9, Cat 2
How are you? Listen!

Who is well and who is unwell? Listen and complete the different faces (make it a happy face if the person is well or a sad face if the person is unwell).

1. *Comment ça va ?
Ça va bien, merci.*

How are you?
I'm well thank you.

2. *Comment ça va ?
Ça ne va pas.*

How are you?
I'm not well.

3. *Comment ça va ?
Ça va bien, merci.*

How are you?
I'm well thank you.

4. *Comment ça va ?
Ça ne va pas.*

How are you?
I'm not well.

Page 9, Cat 3
Count the leaves, then copy the correct number in the box.

Try saying the numbers in French!

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5 Où est Trotline ? (Where is Trotline?) Pages 10-11

CD 1, Track 22

Song: Je peux sauter comme ça

I can jump like this.

*Je peux sauter, je peux sauter comme ça.
Je peux sauter, je peux sauter, regarde-moi !
Un, deux, trois, quatre, cinq !
Je peux marcher, je peux marcher comme ça.
Je peux marcher, je peux marcher, regarde-moi !
Un, deux, trois, quatre !
Je peux tourner, je peux tourner comme ça.
Je peux tourner, je peux tourner, regarde-moi !
Un, deux, trois !
Cours ! Marche ! Saute ! Tourne !
Saute par ici, saute par là.
Marche à grands pas.
Marche à petits pas.
Marche au pas.*

I can jump, I can jump like this.
I can jump, I can jump, look at me!
One, two, three, four, five!
I can walk, I can walk like this.
I can walk, I can walk, look at me!
One, two, three, four!
I can turn around, I can turn around like this.
I can turn around, I can turn around, look at me!
One, two, three!
Run! Walk! Jump! Turn around!
Jump over here, jump over there.
Walk with big steps.
Walk with little steps.
March in step.

This is another great La Jolie Ronde song which the children love doing the actions to! Encourage your child by joining in with the actions, pointing to yourselves for 'moi', counting down from five to three and singing at the same time!

CD 1, Track 23

Action chant: Où est Minou ?

*Où est Minou ?
Ici.
Où est Trotline ?
Trotline ?
Ah, la coquine !*

Where is Minou?
Here.
Where is Trotline?
Trotline?
Oh, the rascal!

CD 1, Track 24

Page 10, Cat 1: Mini story:

Où est Trottime ?

Listen to the story and colour.

1. Minou cannot find Trottime. He has looked everywhere in the house. She must be in the garden, *dans le jardin*. So he shouts for her.

– Minou : Trottime ! Trottime ! Où est Trottime ?
Where is Trottime?

2. In the garden, *dans le jardin*. Minou sees some of his friends playing but Trottime is not there. Where is Trottime?

– Minou : Gaston ! Marco ! François ! Où est Trottime ? Où est Trottime ?

3. Minou sees Gaston jumping.

– Gaston : Je saute ! Un, deux, trois !

François comes to help Minou look for Trottime. He walks with big steps.

– François : Je marche à grands pas. Un, deux, trois !

Where is Trottime?

– Minou : Où est Trottime ?

4. Minou sees Marco dancing.

– Marco : Je danse ! Un, deux, trois ! Audrey comes to help Minou look for Trottime. She walks with little steps.

– Audrey : Je marche à petits pas. Un, deux, trois ! Where is Trottime?

– Minou : Où est Trottime ?

5. Nounours can run quickly. He runs to the end of the garden.

– Nounours : Je cours ! and... guess what?

– Nounours : J'ai trouvé Trottime ! He has found Trottime hiding under a huge pile of leaves.

– Trottime : Je me cache ! Coucou ! Beuh ! What a rascal she is!

– Minou : Trottime, tu es coquine !

6. Minou is pleased that Trottime has been found.

– Minou : Je suis content ! and so is Trottime because it is so cold outside.

– Trottime : Il fait froid ! What does she want to drink to warm herself up?

– Trottime : Un chocolat chaud, s'il vous plaît !

Where is Trottime?

1. Trottime! Trottime! Where is Trottime?

2. Gaston, Marco, François! Where is Trottime?
Where is Trottime?

3. I am jumping! One, two, three! I am walking with big steps. One, two, three! Where is Trottime?

4. I am dancing! One, two, three! I am walking with small steps. One, two, three! Where is Trottime?

5. I am running! I've found Trottime! I am hiding! Peek-a-boo! Trottime, you are a rascal!

6. I am happy! It is cold! A hot chocolate, please.

Encourage your child to listen to the story and point to the pictures in the book, page 10.

If you have made stick/finger puppets in lesson 1, hide them and ask your child to say "Où est Minou/Marco/Audrey ?", etc.

Où est Trottine ?
Où est Trottine ?
Là, sous les feuilles !
Là, sous les feuilles !

There, under the leaves!

J'ai trouvé Trottine !

J'ai trouvé Trottine ! Petite coquine !
J'ai trouvé Trottine !
Je suis content !
Je suis content !

I have found Trottine! Little rascal!

I am happy!

J'ai trouvé Trottine !

Children can pretend to hide to the words 'se cache', run on the spot to the word 'cours', point when singing the word 'là' and look happy when singing 'content' or alternatively they can make up their own actions!

CD 1, Track 28 Page 11, Cat 2

Saute (4); Tombe par terre (2); Marche à grands pas (5); Danse (3); Cours (1); Marche à petits pas (6).

Jump! Fall down! Walk with big steps. Dance. Run. Walk with small steps.

Listen with your child to track 28 and respond by miming the actions and ticking/circling the appropriate pictures.

CD 1, Track 29 Page 11, Cat 3 Where is...?

Before listening to the CD, help your child to follow the maze to find out where the four toys are hiding. Then check with the CD to see if he/she was right! Encourage your child to practise saying the words for park, leaves, forest and garden.

Minou : Je me cache dans le parc.
Trottine : Je me cache sous les feuilles.
Nounours : Je me cache dans la forêt.
Audrey : Je me cache dans le jardin.

I'm hiding in the park.
I'm hiding under the leaves.
I'm hiding in the forest.
I'm hiding in the garden.

4. What has *Minou* found for the snowman's ears?
- *Minou* : *Deux pommes de terre pour les oreilles !* *Trottine* is happy and her snowman is now looking really good!
 - *Trottine* : *Ah, ah ! Je suis contente ! La, la, la, la, la !*
 - *Minou* : *Voici les yeux, le nez, la bouche et les oreilles !*
5. Now for the hair. What has *Minou* decided to do?
- *Minou* : *Des feuilles pour les cheveux !* *Trottine* laughs. She thinks it's funny! She's never seen a snowman with hair before!
 - *Trottine* : *Ah, ah ! Hi, hi, hi !* The snowman is almost finished!
 - *Minou* : *Voici les yeux, le nez, la bouche, les oreilles et les cheveux !*
6. But now *Minou* is stuck. He has nothing left in his bag for the snowman's neck!
- *Minou* : *Oh là là ! Quel dommage !* What a shame. He feels sad.
 - *Minou* : *Ah, je suis triste !* He wanted so much to help *Trottine* and finish the snowman. But *Trottine* knows what to do. She takes off her scarf and puts it around the snowman's neck.
 - *Trottine* : *Une écharpe pour le cou !* All their friends arrive to admire the snowman.
 - *Audrey* : *Regardez le bonhomme de neige !* They like the snowman and clap.
 - *Gaston, Marco, François* : *Bravo, Trottine ! Bravo, Minou !*
4. Two potatoes for the ears. I am happy! Here are the eyes, the nose, the mouth and the ears.
5. Some leaves for the hair. Here are the eyes, the nose, the mouth, the ears and the hair.
6. Oh dear! What a pity! I am sad. A scarf for the neck. Look at the snowman! Well done *Trottine*! Well done *Minou*!

Encourage your child to listen to the story and point to the pictures in the book, page 12.

CD 1, Track 31

Action chant: *Voici ma main*

*Voici ma main, voici mes doigts.
 Bonjour. Un, deux, trois, quatre.
 Et moi ! Et moi ! Cinq ! Cache-toi !
 Voici ma main, voici mes doigts.
 Bonjour. Six, sept, huit, neuf... et moi !
 Et moi ! Dix ! Cache-toi !*

Here is my hand

Here is my hand, here are my fingers.
 Hello! 1, 2, 3, 4.
 And me! And me! 5! Hide!
 Here is my hand. Here are my fingers.
 Hello! 6, 7, 8, 9... and me!
 And me! 10! Hide!

Suggested actions: '*Voici ma main*' – hold out one hand. '*Voici mes doigts*' – wiggle the fingers of same hand. Count four fingers. '*Et moi*' – wiggle thumb. Count five. '*Cache-toi*' – hide thumb inside fingers. Repeat with second hand.

CD 1, Track 35
Song: Les petites mains

*Les petites mains dansent, dansent.
Les petites mains dansent comme ça.
Les petites mains tournent, tournent.
Les petites mains tournent comme ça.
Les petites mains frappent, frappent.
Les petites mains frappent comme ça.*

Little hands

Little hands dance, dance.
Little hands dance like this.
Little hands turn, turn.
Little hands turn like that.
Little hands clap, clap.
Little hands clap like that.

(Repeated)

Another easy action song! Your child should now be familiar with 'danse' and 'tourne'. This song also teaches them 'frappe' (clap).

Page 13, Cat 2
Complete the snowman.

First colour the different items on the extra page inserted between page 12 and 13, with familiar colours (brown, red, yellow, orange) and say the French words for them; then help your child to cut out and stick them onto the correct places to complete the picture.

CD 1, Track 36
Listening activity for autumn scenes, page 34.

le jardin, le parc, la forêt, la plage, Audrey, Gaston, Nounours, Marco, François, un ours, une poupée, un ballon, un soldat, un robot, un garçon, une fille, une boîte, une poche, un sac, une souris, un chat, une poire, une pomme de terre, une pomme jaune, une pomme rouge, une carotte, une banane, un oiseau, une branche, une écharpe marron, une écharpe orange, une feuille rouge, une feuille jaune, une feuille marron, une feuille orange, les cheveux, les yeux, le nez, la bouche, le cou, Minou, Trottime, la tête, les épaules, les genoux, les pieds, un chocolat chaud.

the garden, the park, the forest, the beach, Audrey, Gaston, Nounours, Marco, François, a bear, a doll, a balloon, a soldier, a robot, a boy, a girl, a box, a pocket, a bag, a mouse, a cat, a pear, a potato, a yellow apple, a red apple, a carrot, a banana, a bird, a branch, a brown scarf, an orange scarf, a red leaf, a yellow leaf, a brown leaf, an orange leaf, hair, eyes, the nose, the mouth, the neck, Minou, Trottime, the head, the shoulders, the knees, the feet, a hot chocolate.

This is an excellent activity to revise all the core vocabulary from the autumn section of the programme and this track can be played again and again, so developing your child's confidence in how much he/she has learnt. To begin with, pause the CD after each word and ask your child if he/she understands what the word means. Then ask him/her to look carefully at both autumnal pictures and find the relevant illustration. There are forty-six in total to find and so it might be too much to do at one sitting the first time! NB: The first two words are the settings for the two pictures! The beach is the hardest word to find: just in front of Trottime's left hand!

At the end of this autumn module, children should be able to:

- Say hello and goodbye.
- Say what their name is and whether they are a boy or a girl.
- Count up to 10.
- Go shopping for certain fruit and vegetable items.
- Say please and thank you.
- Describe rainy, windy and cold weather.
- Know the names of four places where they could have a picnic.
- Understand and say four autumnal colours.
- Say whether they are feeling fine or not well.
- Understand the French for sad, happy, kind, unkind, little, big.
- Follow instructions for a variety of different action verbs (turn around, dance, run, walk, walk with little/big steps, clap, fall to the ground).
- Ask where someone is.
- Say the words for the parts of the face, and some parts of the body.
- Express disappointment and whether they are feeling happy or sad.
- Understand most of the key words listed on CD I Track 36.

Not a bad start for a 4-6 year old!



Bonjour !

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I La fête (The party) Pages 14-15

CD 1, Track 37

Page 14, Cat 1: Mini story: *La fête*.
Listen to the story and colour.

The party

1. *Minou* and *Trottine* are having a party to celebrate the New Year. They are all wishing each other Happy New Year in French.

 - François : *Bonne année, Minou et Trottine !*
 - Trottine : *Bonne année, François !*
 - Gaston : *Bonne année, Marco !*
 - Minou : *Bonne année, Nounours et Audrey !*
 - Audrey : *Bonne année, Gaston !*

They are all having a good time. *Écoutez la musique !*
 2. *Regardez la table !* Look at the table with all the food! *Il y a des gâteaux, de la limonade, des chips, des sandwichs, des crêpes, des glaces; hmm c'est bon !*
 3. *Minou* and *Nounours* are offering food to all their friends. *Écoutez !* Do you understand what they are eating? *Audrey mange des chips et un petit gâteau.*

 - Minou : *Encore un gâteau, Audrey ?*
 - Audrey : *Non, merci.*
 4. *Gaston mange des chips, un petit gâteau et un sandwich.*

 - Nounours : *Encore un sandwich, Gaston ?*
 - Gaston : *Non, merci.*
 5. *Marco mange des chips, un petit gâteau, un sandwich et une crêpe.*

 - Nounours : *Encore une crêpe, Marco ?*
 - Marco : *Non, merci.*

François mange des chips, un petit gâteau, un sandwich, une crêpe et une glace.

 - Minou : *Encore une glace, François ?*
 - François : *Non merci.*
1. Happy New Year, *Minou* and *Trottine*! (*François, Marco, Nounours, Audrey, Gaston*). Listen to the music!
 2. Look at the table! There are cakes, lemonade, crisps, sandwichs, pancakes, ice cream; hmm it is good!
 3. Listen! *Audrey* eats some crisps and a little cake. Another cake, *Audrey*? No, thank you.
 4. *Gaston* eats some crisps, a little cake and a sandwich. Another sandwich, *Gaston*? No, thank you.
 5. *Marco* eats some crisps, a little cake, a sandwich and a pancake. Another pancake, *Marco*? No, thank you.
François eats some crisps, a little cake, a sandwich, a pancake and an ice cream. Another ice cream, *François*? No, thank you.
- (continued)

6. Regardez Trottine ! Elle mange des chips, un grand gâteau, un grand sandwich, une grande crêpe et une grande glace.
- Nounours and Minou : *Encore une glace, Trottine ?*
 - Trottine : *Oui, s'il vous plaît ! C'est bon ! C'est bon ! C'est bon !*
6. Look at Trottine! She is eating some crisps, a big cake, a big sandwich, a big pancake and a big ice cream. Another ice cream, Trottine? Yes please! It's good, it's good, it's good!

Encourage your child to listen to the story on the CD and point to the right pictures. The food on Trottine's plate in the last picture has been left blank for your child (with help!) to colour.

CD I, Track 38

Song: *Encore un gâteau*

*Encore un gâteau, un gâteau, s'il vous plaît.
Une limonade, limonade, s'il vous plaît.
Encore un sandwich, un sandwich, s'il vous plaît.
Encore une crêpe, une crêpe, s'il vous plaît.
Encore une glace, une glace, s'il vous plaît.
Hmm c'est bon, c'est bon, c'est bon.*

Another cake

Another cake, a cake, please.
A lemonade, lemonade, please.
Another sandwich, a sandwich, please.
Another pancake, a pancake, please.
Another ice cream, an ice cream, please.
Hmm, it's good, it's good, it's good.

(Repeated)

Help your child to remember all the items of party food by firstly saying the word in French yourself (non-French speakers: listen to the CD for correct pronunciation!) and asking your child to point to the right picture. Then ask your child to say the word in French as you point to the different pictures. Encourage your child to ask politely for another sandwich or another cake, etc. at meal times and throughout the weeks ahead.

Ask your child to say 'C'est bon' (It's good) every time he/she tastes something he/she likes.

Your child could make his/her own scrapbooks with pictures of the above food items. He/she could count in French the number of pictures of cakes, ice creams, etc. he/she can find.

CD I, Track 39

Song: *J'ai un chapeau*

*J'ai un chapeau sur la tête.
Ah vraiment c'est une fête.
D'avoir un chapeau.
Je le mets comme ci.
Je le mets comme ça.
Comme ci, comme ça.
Comme ci, comme ça.*

I have a hat

I have a hat on my head.
Ah it really is fun.
To have a hat.
I put it on like this.
I put it on like that.
Like this, like that.
Like this, like that.

(Repeated)

Your child will find this song easier to sing if he/she has actually got a hat on and can do the actions! As he/she sings, he/she could place the hat in different positions on his/her head!

CD 1, Track 40

Song: *Trotte comme ça*

*Trottine, Trottine la souris trotte comme ça.
Minou le chat marche, marche comme ça.
Gaston le ballon saute, saute comme ça.
Marco le robot danse, danse comme ça.
Tout le monde, tout le monde
Trotte, trotte comme ça.
Marche, marche comme ça.
Saute, saute comme ça.
Danse, danse comme ça.*

Trot like that

Trottine, Trottine the mouse trots like that.
Minou the cat walks, walks like that.
Gaston the balloon jumps, jumps like that.
Marco the robot dances, dances like that.
Everyone, everyone,
Trot, trot like that,
Walk, walk, like that
Jump, jump, like that
Dance, dance, like that.

(Repeated)

A lively action song which is very easy to mime!

CD 1, Track 41

Page 15, Cat 2

Listen and draw what is missing.

Help your child to identify what (if anything!) is missing on the plates by listening to the CD. First of all your child will hear *Audrey* saying she would like another pancake. Help your child to copy the picture of a pancake at the top of the page onto *Audrey's* plate. *Minou* says "no" to another cake and so this needs to be drawn in the box with the x. *Minou* says "yes" to crisps and so crisps need to be drawn onto his plate. Complete the exercise by listening to what *Nounours* and *Trottine* would and wouldn't like.

- | | |
|---|------------------------------|
| – <i>Encore une crêpe, Audrey ?</i> | Another pancake, Audrey? |
| – <i>Audrey : Oui, s'il vous plaît !</i> | Yes please! |
| – <i>Encore un gâteau, Minou ?</i> | Another cake, Minou? |
| – <i>Minou : Non merci !</i> | No thank you. |
| – <i>Encore des chips, Minou ?</i> | More crisps, Minou? |
| – <i>Minou : Oui, s'il vous plaît !</i> | Yes please! |
| – <i>Encore un sandwich, Nounours ?</i> | Another sandwich, Nounours? |
| – <i>Nounours : Non merci !</i> | No thank you. |
| – <i>Encore des chips, Nounours ?</i> | More crisps, Nounours? |
| – <i>Nounours : Non merci !</i> | No thank you. |
| – <i>Encore un gâteau, Nounours ?</i> | Another cake, Nounours? |
| – <i>Nounours : Oui, s'il vous plaît !</i> | Yes please. |
| – <i>Encore une glace, Trottine ?</i> | Another ice cream, Trottine? |
| – <i>Trottine : Oui, s'il vous plaît, une grande glace !</i> | Yes please! A big ice cream! |
| – <i>Encore un sandwich, Trottine ?</i> | Another sandwich, Trottine? |
| – <i>Trottine : Oui, s'il vous plaît, un grand sandwich !</i> | Yes please, a big sandwich! |

Bonjour !

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2 J'ai faim (I am hungry) Pages 16-17

CD 1, Track 42

Page 16, Cat 1: Mini story: *J'ai faim*

Listen to the story.

I am hungry.

- | | |
|---|--|
| <p>1. One morning, <i>Minou</i> heard a little bird - <i>un petit oiseau</i> - tapping on the window and saying:</p> <ul style="list-style-type: none"> - Oiseau : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i> So <i>Minou</i> threw him some bread. - Oiseau : <i>Merci ! Merci !</i> | <p>1. I'm hungry! I'm hungry! I would like some bread!
Thank you! Thank you!</p> |
| <p>2. Then he heard <i>le bonhomme de neige</i> – the snowman. <i>Le bonhomme de neige</i> was talking too!</p> <ul style="list-style-type: none"> - <i>Bonhomme de neige</i> : <i>J'ai faim ! J'ai faim !</i> The snowman was hungry as well. What could <i>Minou</i> give him to eat? | <p>2. I'm hungry! I'm hungry!</p> |
| <p>3. <i>Le petit oiseau</i> suggested some bread too.</p> <ul style="list-style-type: none"> - Oiseau : <i>Du pain, du pain !</i> - <i>Bonhomme de neige</i> : <i>Non, non, non ! dit le bonhomme de neige.</i> | <p>3. The little bird.
Some bread, some bread!
No, no, no! says the snowman.</p> |
| <p>4. What can we give him to eat? It is cold and snowing. Some nice hot soup with potatoes, carrots and cabbage? That will make him feel better, thought <i>Minou</i>.</p> <ul style="list-style-type: none"> - <i>Minou</i> : <i>Des pommes de terre, des carottes et du chou ?</i> - <i>Bonhomme de neige</i> : <i>Non, non, non ! dit le bonhomme de neige.</i> | <p>4. Potatoes, carrots and cabbage?
No, no, no! says the snowman.</p> |
| <p>5. Well, <i>Minou</i> thought and thought. Of course! I can't give him anything hot! It has got to be very cold or he will melt!</p> <ul style="list-style-type: none"> - <i>Bonhomme de neige</i> : <i>Oui, oui, très, très froid ! dit le bonhomme de neige.</i> | <p>5. Yes, yes, very, very cold! says the snowman.</p> |

(continued)

6. Minou decided that ice cream would be best so he gave some to *le bonhomme de neige*.
 – Bonhomme de neige : *Une glace. Hmm, c'est bon, c'est bon !*
6. The snowman.
 An ice cream. Hmm, that's good!

Listen to the story on the CD with your child and help him/her to point to the right pictures in the book at the same time.

CD 1, Track 43

Song: *J'ai faim !*

*J'ai faim ! J'ai faim !
 Je voudrais du pain.
 Le pain, c'est bon !
 Mais la glace ? Ah ! Non !*

*J'ai faim ! J'ai faim !
 Je voudrais une glace.
 La glace, c'est bon !
 Mais le pain ? Ah ! Non !*

*Le pain pour moi !
 La glace pour toi !
 La glace pour moi !
 Le pain pour toi !*

(Repeated)

I'm hungry!

I'm hungry! I'm hungry!
 I would like some bread.
 Bread, it's good!
 But, ice cream? Ah! No!

I'm hungry! I'm hungry!
 I would like an ice cream.
 Ice cream, it's good!
 But bread? Ah! No!

Bread for me!
 Ice cream for you!
 Ice cream for me!
 Bread for you!

Your child can rub his/her tummy to mime being hungry, put his/her thumbs up for 'it's good' and thumbs down for 'no'. He/she could make up his/her own actions for ice cream and bread! He/she could point to himself/herself when singing 'pour moi' and point to Mum or Dad when singing 'pour toi'!

'*Je voudrais*' means 'I would like'. Please encourage your child to use this phrase as often as possible. With the words he/she learnt in the last module, as well as those learnt in the autumn section, your child should now have the ability to ask politely for several different food items.

CD 1, Track 44

Page 17, Cat 2

Listen, circle and colour.

*Un grand bonhomme de neige blanc.
 Un petit gâteau jaune.
 Un grand oiseau gris.
 Un grand chapeau rouge.
 Un petit pain marron.
 Un petit bonhomme de neige blanc.
 Un petit oiseau jaune.
 Un grand gâteau orange.
 Un petit chapeau gris.
 Un grand pain marron.*

A big white snowman.
 A little yellow cake.
 A big grey bird.
 A big red hat.
 A little brown loaf.
 A little white snowman.
 A little yellow bird.
 A big orange cake.
 A little grey hat.
 A big brown loaf.

This is a good activity to help your child remember the six colours he/she has learnt (grey and white having been introduced in class), as well as 'little', 'big', and five nouns. Listen to the first phrase and stop the CD. Ask your child if he/she can repeat what the voice said on the CD and/or whether he/she can identify the item and what size it is. When the relevant picture has been found and circled or ticked, ask your child to colour it appropriately.

Bonjour !

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3 Il fait froid (It is cold) Pages 18-19

CD 1, Track 45

Action chant: *Je rentre chez moi.*

I'm going home

– *Comment ça va ?*

How are you?

– *Ça ne va pas. Il fait froid, je rentre chez moi.*

I'm not well. It's cold, I'm going home.

Ask your child to practise saying 'Ça ne va pas' as well as 'Ça va bien merci' (Autumn module 4). Ask your child to stick thumbs down for 'Ça ne va pas' making a sad face and thumbs up for 'Ça va bien' making a happy face. He/she can hide his/her thumbs inside his/her fingers to represent 'je rentre chez moi'. 'Il fait froid' could also be mimed by pretending to shiver and/or by hugging oneself!

CD 1, Track 46

Song: *Ah, il fait froid*

Ah, it's cold!

*Ah, il fait froid ! Il fait froid !
Je marche, marche comme Minou.
Je trotte, trotte comme Trotte.
Je saute, saute comme Gaston.
Je danse, danse comme Marco.
Marche, trotte, saute, danse.
Arrêtez, s'il vous plaît !*

Ah, it's cold! It's cold!
I walk, walk like Minou.
I trot, trot like Trotte.
I jump, jump like Gaston.
I dance, dance like Marco.
Walk, trot/scurry, jump, dance.
Stop, please!

(Repeated)

Your child should be very familiar with these verbs and actions now and will soon be able to sing this song fluently! The only new word is 'Stop'!

CD 1, Track 47

Listening

Il fait froid. Je trotte comme Trotte. Je marche comme Minou. Je saute comme Gaston. Je danse comme Marco. Arrêtez, s'il vous plaît !

It is cold. I trot like Trotte. I walk like Minou. I jump like Gaston. I dance like Marco. Stop, please!

CD 1, Track 48

Page 18, Cat 1: Mini story: *Il fait froid*
Listen to the story. Colour Trottime's boots and scarf in squares '3' and '6'.

It's cold

1. Trottime's friends are playing in the garden. They are calling for Trottime to join them.
– Marco, Audrey : *Trottime ! Trottime !*
In the garden, it's cold. *Dans le jardin, il fait froid.* So Trottime needs to put her coat on!
 2. But Trottime can't decide which coat to wear. A white coat? A black coat?
– Trottime : *Un manteau blanc ? Un manteau noir ? Hum, hum... Un manteau blanc ? Un manteau noir ?*
Trottime needs to wear more than just a coat outside on a very cold day.
 3. Trottime needs to wear boots too but can't decide between her blue boots and her red boots:
– Trottime : *Des bottes bleues ? Des bottes rouges ? Hum, hum... Des bottes bleues ? Des bottes rouges ?*
She takes ages to make up her mind! At last she decides and chooses *le manteau blanc et les bottes rouges!*
 4. She can hear all her friends shouting for her to come and play:
– Gaston, Nounours : *Trottime ! Trottime !*
But now she can't decide between a big woolly hat and a small woolly hat.
– Trottime : *Un grand bonnet ? Un petit bonnet ? Hum, hum... un grand bonnet ? Un petit bonnet ?*
And should she choose a blue scarf or a black scarf?
– Trottime : *Une écharpe bleue ? Une écharpe noire ? Hum, hum... une écharpe bleue ? Une écharpe noire ?*
 5. Oh là, là ! She has spent all morning deciding what to wear. It is now lunchtime and her friends must go home.
– François : *Je rentre chez moi !*
– Audrey : *Au revoir !*
– Nounours : *Je rentre chez moi !*
– Marco : *Au revoir !*
 6. Trottime is now ready! Look at what she is wearing: *un manteau blanc, des bottes rouges, un grand bonnet, une écharpe bleue.* But it is too late! Her friends have gone home and there is no one left to play with.
– Trottime : *Ah, quel dommage !*
1. Trottime! Trottime! In the garden it is cold.
 2. A white coat? A black coat?
 3. Blue boots? Red boots? The white coat and the red boots.
 4. A big woolly hat? A little woolly hat? A blue scarf? A black scarf?
 5. Oh dear! I'm going home! Bye!
 6. A white coat, red boots, a big woolly hat, a blue scarf. What a shame!

Listen to the story on the CD with your child and help him/her to point to the right pictures in the book at the same time.

Bonjour !

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4 Bonne nuit (Goodnight) Pages 20-21

CD 2, Track 1

Action chant: Monsieur Pouce, es-tu là ? Mr. Thumb, are you there?

Monsieur Pouce, es-tu là ?

Mr. Thumb, are you there?

Chut ! Je dors.

Shh! I'm asleep.

Monsieur Pouce, es-tu là ?

Mr. Thumb, are you there?

Non, je dors ! Bonne nuit !

No, I'm asleep! Goodnight!

Your child can hide his/her right thumb inside his/her fingers (*Monsieur Pouce !*) and then put his/her left index finger on his/her lips (*Chut !*) and pretend to be asleep (*Je dors !*)

Encourage your child to say "Bonne nuit" ('Goodnight') to each member of the family every night from now on as he/she goes to bed.

CD 2, Track 2

Page 20, Cat 1: Mini story: Bonne nuit

Listen to the story and colour.

- | | |
|--|---|
| 1. It is night time and everyone is trying to go to sleep. | 1. Goodnight! Goodnight! |
| – Minou, Audrey, Nounours : <i>Bonne nuit ! Bonne nuit !</i> | |
| 2. Trottime can't settle. She is still hungry. | 2. I am hungry! I would like some bread! Go to bed! |
| – Trottime : <i>J'ai faim ; j'ai faim ; je voudrais du pain !</i> All the toys tell Trottime to go to bed. | Goodnight! |
| – François, Marco : <i>Trottime, va au lit ! Trottime, va au lit !</i> And everyone settles down again. | |
| – Audrey, Gaston : <i>Bonne nuit, bonne nuit.</i> | (continued) |

- 3. *Trottine* still doesn't want to go to bed and decides to play some music.
 - *Trottine* : *Écoutez la musique !* she shouts.
 - *Trottine* : *Je danse ! Je danse !* *Trottine* is dancing and keeping everyone awake. All the toys tell her to stop and go to bed!
 - François, Gaston : *Trottine, arrête ! Va au lit ! Va au lit !* And everyone settles down once more.
 - Nounours, Marco, Minou : *Bonne nuit ! Bonne nuit !*

- 4. Now *Trottine* is cold as she has stopped dancing and decides to jump on her bed to keep warm.
 - *Trottine* : *Ah ! Il fait froid ! Je saute sur mon lit ! Je saute ! Ah ! Ah ! Hi ! Hi ! Je saute !* François calls out:
 - François : *Attention Trottine ! Arrête !* But *Trottine* doesn't listen and she falls off the bed onto the floor.
 - *Trottine* : *Je tombe par terre !* All the toys are very tired now and once again they all shout:
 - Nounours, Gaston, Minou : *Trottine, va au lit ! Va au lit !* And this time at last *Trottine* does go to bed.
 - Marco, Audrey : *Bonne nuit ! Bonne nuit !*

- 5. At last in the middle of the night everyone is asleep, except... Audrey. It is dark and she is frightened.
 - Audrey : *Il fait noir ! J'ai peur !*

- 6. Audrey is *Trottine's* best friend. *Trottine* might be mischievous sometimes but she is also very kind and when she hears Audrey crying, she comes over and switches on the light so it's not dark anymore.
 - Audrey: *Merci Trottine. Tu es gentille !*

3. Listen to the music! I am dancing! *Trottine*, stop! Go to bed! Goodnight!

4. It's cold! I'm jumping on my bed! I'm jumping! I'm jumping! Watch out, *Trottine*! Stop! I'm falling on the floor. *Trottine*, go to bed! Go to bed! Goodnight! Goodnight!

5. It is dark! I am frightened!

6. Thank you, *Trottine*. You are kind.

Listen to the story on the CD with your child and help him/her to point to the right pictures in the book at the same time.

CD 2, Track 3

Page 21, Cat 2

Listen and show the right picture.

Song: *Bonne nuit*

*Bonne nuit, bonne nuit.
Papa dit "bonne nuit".
Maman dit "bonne nuit".
Bonne nuit.
Et je saute, saute sur mon lit.
Je saute, saute, saute sur mon lit.
Et je tombe par terre !
Je vais au lit avec mes jouets.
Le soldat, le robot, le ballon, l'ours
et la poupée.
Et on saute, saute sur le lit.
Et on saute, saute sur le lit !*

Goodnight

Goodnight, Goodnight.
Daddy says, "Goodnight".
Mummy says, "Goodnight".
Goodnight.
And I jump, jump on my bed.
I jump, jump, on my bed.
And I fall down!
I go to bed with my toys.
The soldier, the robot, the balloon, the teddy bear
and the doll.
And we jump, jump on the bed..
And we jump, jump on the bed!

As you will see, the pictures illustrating the song are not in chronological order. As you play the song, keep stopping the CD and ask your child to think about which picture comes first, second, third, etc. and help him/her to put the appropriate numbers in the boxes.

In the song, the words 'papa' (daddy) and 'maman' (mummy) are introduced. Encourage your child to address you as such as often as possible!

Children love pretending to jump on the bed with all the toys and then falling down! As each toy is mentioned in the song, ask your child to point to the picture of that toy in his/her book. Alternatively he/she could make up his/her own mimes for the different toys!

Ask your child to point to his/her bed and say 'mon lit' (my bed) every night before he/she gets in it!

CD 2, Track 4

Song: *Six au lit*

*Six au lit
Et le petit dit :
– "Poussez-vous ! Poussez-vous !"
Cinq au lit
Et le petit dit :
– "Poussez-vous ! Poussez-vous !"
Quatre au lit
Et le petit dit :
– "Poussez-vous ! Poussez-vous !"
Trois au lit
Et le petit dit :
– "Poussez-vous ! Poussez-vous !"
Deux au lit
Et le petit dit :
– "Pousse-toi ! Pousse-toi !"
Plus personne au lit
Et moi je dis :
"Bonne nuit !"*

Six in the bed

Six in the bed
And the little one says:
Move over! Move over!
Five in the bed
And the little one says:
Move over! Move over!
Four in the bed
And the little one says:
Move over! Move over!
Three in the bed
And the little one says:
Move over! Move over!
Two in the bed
And the little one says:
Move over! Move over!
No one else in the bed
And I say:
"Goodnight!"

Bonjour !

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5 *J'aime le chocolat* (I like chocolate) Pages 22-23

CD 2, Track 5

Song: *Un petit lapin*

*Un petit lapin, un petit lapin.
Se cache dans le jardin, se cache dans le jardin.
Je suis ici, je suis là.
Cherche-moi, cherche-moi.*

*Il se cache sous un arbre.
Il se cache sous une fleur.
Il se cache dans un panier.
Il se cache dans une poche.
Il se cache dans une boîte.*

*Un petit lapin, un petit lapin.
Se cache dans le jardin, se cache dans le jardin.
Je suis ici, je suis là.
Cherche-moi, cherche-moi.*

A little rabbit

A little rabbit, a little rabbit.
Hiding in the garden, hiding in the garden.
I'm here, I'm there.
Look for me, look for me.

He's hiding under a tree.
He's hiding under a flower.
He's hiding in a basket.
He's hiding in a pocket.
He's hiding in a box.

A little rabbit...

It is likely your child will have learnt actions for this song in class and be keen to show you! If not, make up mimes with your child, so that you can both act it out as you sing the song together!

CD 2, Track 6

Page 22, Cat 1

Mini story: *J'aime le chocolat*

Listen to the story and colour.

I like chocolate

- Il y a des œufs en chocolat cachés dans le jardin !* There are some chocolate eggs hidden in the garden. Minou, Trottine and all their friends are going to look for them.
 - There are some chocolate eggs hidden in the garden.
- It's a game and they have to start after 'three':
 - Minou : *Un, deux, trois, partez ! Regardez !* Look! Help them to find the chocolates!
 - François : *Deux chocolats sous un arbre.*
 - Nounours : *Quatre chocolats sous une fleur.*
 - Marco : *Trois chocolats dans la boîte.*
 - One, two, three, go! Look!
Two chocolates under a tree.
Four chocolates under a flower.
Three chocolates in the box.

(continued)

CD 2, Track 7
Song: J'aime Minou

J'aime Minou.
J'aime Trottine.
J'aime Audrey, Nounours et Gaston.

I like Minou, Trottine, etc.

J'aime Minou.
J'aime Trottine.
J'aime Audrey, Nounours, Gaston et François.

J'aime Minou.
J'aime Trottine.
J'aime Audrey, Nounours, Gaston, François et Marco !

Encourage your child to point to his/her toys and say "J'aime" followed by the toys' names. You could also look at family photos with your child and he/she could say 'J'aime' followed by the family members' names.

CD 2, Track 8
Song: Jaune, blanc, gris

Jaune, blanc, gris.
Une souris.
Jaune, blanc, gris.
Va au lit !

Yellow, white, grey

Yellow, white, grey.
A mouse.
Yellow, white, grey.
Go to bed!

Jaune, blanc, gris, bleu.
Il pleut, il pleut.
Jaune, blanc, gris, bleu.
Fermez les yeux !

Yellow, white, grey, blue.
It's raining, it's raining.
Yellow, white, grey, blue.
Close your eyes!

Jaune, blanc, gris, bleu, noir.
Donne-moi ton mouchoir !
Jaune, blanc, gris, bleu, noir.
Saute ! Dis : "au revoir !"

Yellow, white, grey, blue, black.
Give me your hankie!
Yellow, white, grey, blue, black.
Jump ! Say "Goodbye!"

This is a great song to revise five colours. Once again it is very likely your child will have been taught actions to accompany this song in class, but if not, it will be very easy for him/her to make up his/her own mimes!

Page 21, Cat 2
Who does the basket belong to?

Ask your child to look at the row of baskets and the row of toys. Ask him/her to decide which basket belongs to which toy. Help him/her to write the relevant number in the box (very young children can be helped to draw lines connecting the right basket to the right toy).



At the end of this fifth winter module and depending at what point in the year your child started learning French, he/she should be able to:

- Remember most, if not all, of the key vocabulary and phrases from the autumn section.
- Understand the words for seven different party food items.
- Ask for some more food and say that it's good.
- Understand and say four more colours.
- Respond to different instructions to do with movement.
- Say 'I'm going home'.
- Say and understand the French for some clothes worn in the wintertime.
- Say goodnight.
- Say that it is dark and express fear.
- Say what he/she likes to eat.
- Understand most of the key words listed on CD 2, Track 10.

Bonjour !

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I Viens jouer (Come and play) Pages 24-25

CD 2, Track 11

Action chant: *Sur une feuille*

*Sur une feuille,
Passe un escargot.
Passe une tortue.
Passe une chenille.
Passe un papillon.*

Over a leaf

Over a leaf,
A snail crosses.
A tortoise crosses.
A caterpillar crosses.
A butterfly crosses.

*Sur une feuille,
Passe une tortue.
Passe une chenille.
Passe un papillon.
Passe un escargot.*

Over a leaf,
A tortoise crosses.
A caterpillar crosses.
A butterfly crosses.
A snail crosses.

As your child listens to the CD, encourage him/her to mime each of the different creatures. Mimes may have been taught in class – if not, children generally like to make up their own! Help your child to draw – or make symbols – for a tortoise, snail, caterpillar and butterfly. Then ask if he/she can firstly point to each one in turn and secondly name them all in French.

Ask your child what colour he/she would like the leaf to be (e.g. the leaf could be *rouge* – red, *jaune* – yellow, *marron* – brown, *orange* – orange, or *vert* – green). Maybe he/she would like each of the creatures to be crossing over a different coloured leaf!

CD 2, Track 12

Listening text:

Je suis un petit escargot vert. Je porte un manteau vert et un grand chapeau vert. Je suis tout vert. J'habite dans un jardin vert. Le papillon est vert. Il habite dans un panier vert. J'aime les choux verts. J'aime aussi le chocolat vert. L'oiseau est vert. Il habite dans un arbre vert.

I am a small green snail. I am wearing a green coat and a large green hat. I am all green. I live in a green garden. The butterfly is green. He lives in a green basket. I like green cabbages. I also like green chocolate. The bird is green. He lives in a green tree.

(continued)

Before you play this track, make sure your child understands that 'vert' means green. Then ask your child to count how many times he/she hears the word 'vert' as he/she listens to the whole track. Play the track a second time, this time pausing at the end of each sentence. Ask your child if he/she recognises any words and if he/she can tell you what is green! (NB: there are some words here that your child will not know yet, but this is a great track for both parent and child to practise perfect pronunciation!)

CD 2, Track 13

Page 24, Cat 1: Mini story: *Viens jouer !*

Listen to the story.

Come and play!

1. All the friends are having a little nap in the garden. It's a sunny afternoon and they are all tired. They have spread out a blanket on the grass. *Mmm, c'est confortable !* All are asleep, except *Trottine*!
 1. Mmm, it is comfortable!
 2. *Trottine* wants someone to come and play with her. First she asks her best friend, *Audrey, la poupée*:
 - *Trottine* : *Audrey, viens jouer !* But *Audrey* is too tired.
 - *Audrey* : *Non ! Je dors !* Then she asks *Nounours, l'ours*:
 - *Trottine* : *Nounours, viens jouer !*
 - *Nounours* : *Non ! Je dors.*
 3. As *Nounours* also wants to sleep, she hopes *Minou* will play with her.
 - *Trottine* : *Minou, viens jouer !*
 - *Minou* : *Non ! Je dors.*
 4. She tries *Gaston, le ballon*.
 - *Trottine* : *Bonjour, Gaston, viens jouer !*
 - *Gaston* : *Non ! Je dors !*She asks again politely:
 - *Trottine* : *Viens jouer, s'il te plaît.*
 - *Gaston* : *Non ! Je dors.*
 5. *Oh là là !* No one wants to play! *Trottine* goes to *François, le soldat*.
 - *Trottine* : *François, viens jouer !*
 - *François* : *Non ! Je dors !* She tries *Marco, le robot*.
 - *Trottine* : *Bonjour, Marco, viens jouer, s'il te plaît.*
 - *Marco* : *Non ! Je dors.*
 6. All her friends want to sleep. *Quel dommage !* What a shame! Suddenly, she sees *Pipo, l'escargot*. He has been fast asleep all winter and is just waking up and looking out of his shell.
 - *Trottine* : *Viens jouer, Pipo !*
 - *Pipo* : *Oui ! Je sors ! Ah ! Bonjour !*
2. *Audrey*, come and play! No, I'm asleep! *Nounours*, come and play! No, I'm asleep.
 3. *Minou*, come and play! No! I'm asleep.
 4. Hello, *Gaston*. Come and play! No, I'm asleep. Come and play, please! No, I'm asleep.
 5. Oh dear! *François*, come and play! No. I'm asleep. Hello, *Marco*, come and play, please! No! I'm asleep.
 5. What a shame! Come and play, *Pipo*! Yes! I'm coming out. Ah! Hello!

Encourage your child to listen to the story on the CD and point to the right pictures.

CD 2, Track 14

Action chant: *La chenille*

*Sur une feuille,
Passe un escargot.
Passe une tortue.
Passe une chenille.
Ah ! La chenille s'arrête et dit :
"Mmm, c'est confortable, je dors ici !"
Elle dort, elle dort, elle dort...*

The caterpillar

On/over a leaf,
A snail crosses.
A tortoise crosses.
A caterpillar crosses.
Ah! The caterpillar stops and says:
"Mmm, this is comfortable, I will sleep here!"
She sleeps, she sleeps, she sleeps...

CD 2, Track 15

Action chant: *Toc, toc, toc, petite chenille*

*Toc, toc, toc, petite chenille, es-tu là ?
Chut, je dors.
Toc, toc, toc, petite chenille, es-tu là ?
Oui, je sors !
Un, deux, trois,
Et voilà, un beau papillon... tout vert !*

Knock, knock, knock, little caterpillar

Knock, knock, knock, little caterpillar, are you there?
Shh, I'm asleep.
Knock, knock, knock, little caterpillar, are you there?
Yes, I'm coming out!
One, two, three
And here we are, a beautiful totally green butterfly!

Suggested actions: pretend to knock on a door. Pretend to be asleep (join your hands, tilt your head and rest it on your hands). Wiggle one index finger to mime a caterpillar. Count three fingers on the other hand. Join thumbs together and wiggle fingers of both hands to represent a butterfly.

CD 2, Track 16

Song: *Viens jouer !*

*Viens jouer, Audrey !
Viens jouer, s'il te plaît !*

Come and play!

Come and play, Audrey.
Come and play, please.

*Non, Trottine, je dors.
Non, Trottine, je dors.*

No Trottine, I am asleep.
No Trottine, I am asleep.

*Viens jouer, Nounours !
On va faire une course !*

Come and play, Nounours,
We are going to have a race.

*Non, Trottine, je dors.
Non, Trottine, je dors.*

No Trottine, I am asleep.
No Trottine, I am asleep.

*Viens jouer, Minou !
Je me cache ! Coucou !*

Come and play, Minou.
I am hiding, peep-bo!

*Non, Trottine, je dors.
Non, Trottine, je dors.*

No Trottine, I am asleep.
No Trottine, I am asleep.

*Viens jouer, Gaston !
Regarde les papillons.*

Come and play, Gaston.
Look at the butterflies.

*Non, Trottine, je dors.
Non, Trottine, je dors.*

No Trottine, I am asleep.
No Trottine, I am asleep.

*Viens jouer, François !
Viens jouer avec moi !*

Come and play, Francois.
Come and play with me.

(continued)

*Non, Trottine, je dors.
Non, Trottine, je dors.*

No Trottine, I am asleep.
No Trottine I am asleep.

*Viens jouer, Marco !
Regarde les escargots.*

Come and play, Marco.
Look at the snails.

*Non, Trottine, je dors.
Non, Trottine, je dors.*

No Trottine, I am asleep.
No Trottine, I am asleep.

*Viens jouer, Pipo !
Viens jouer, il fait beau !*

Come and play, Pipo.
Come and play, it's a lovely day!

*Oui, Trottine ! Je sors !
Oui, Trottine ! Je sors !*

Yes, Trottine, out I come!
Yes, Trottine, out I come!

By the end of this song, your child should certainly have learnt the expression 'Non, je dors' (No, I'm asleep)! Can your child remember which of the toys was asked to look at the snails? Or the butterflies? Which of the toys did *Trottine* think would like to go shopping with her? Which of *Trottine's* friends did she want to play peep-bo with?

Encourage your child to ask his/her brother(s)/sister(s)/friends in French to come and play!

Page 25, Cat 2 Who is asleep?

Ask your child to look at the six pictures. Which of the toys is saying "Je dors?" Help your child to colour the faces of the toys and if he/she is able to, to copy the names of the toys under the relevant picture.

CD 2, Track 17 Page 25, Cat 3 Listen and circle the right picture

*Un papillon, une tortue, une feuille, une chenille,
un escargot.*

A butterfly, a tortoise, a leaf, a caterpillar,
a snail.

Ask your child to point to/circle the right pictures in his/her book, as he/she listens to the CD. At first, it may be necessary to pause the CD after each word is said. After practice, your child will easily be able to identify each noun.

Bonjour !

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2 *Ma maison (My house) Pages 26-27*

CD 2, Track 18

Action chant: *Toc, toc*

Knock knock

Toc, toc.

Knock, knock.

Qui est là ?

Who is there?

Ouvrez les fenêtres,

Open the windows.

Ouvrez la porte. Entrez !

Open the door. Come in!

Your child could pretend to knock on a door, open windows, open a door and step inside!

CD 2, Track 19

Action chant: *Voici ma maison*

Here is my house

Voici ma maison.

Here is my house.

Fermez les fenêtres, fermez la porte.

Close the windows; close the door.

Chut ! Silence ! Un, deux, trois.

Ssh! Silence! One, two, three.

Regardez-moi !

Look at me!

Ask your child to 'draw' a house in the air (*Voici ma maison*), then to pretend to close the windows (*Fermez les fenêtres*) and the door (*Fermez la porte*). Put fingers on lips for *Chut ! Silence*. Count with three fingers (*Un, deux, trois*). Put hands above eyes as if searching for something (*Regardez*). Finally ask your child to point to him/herself (*Moi*).

CD 2, Track 20

Page 26, Cat 1: Mini story: *Ma maison*
Listen to the story and colour.

My house

1. Today is a rainy day. *Il pleut !*
All the toys are playing inside. Suddenly *Trottine* hears a noise:
– *Trottine : Qui est là, dans la maison ?*
 2. *Trottine* goes to the kitchen. Before opening the door, she shouts:
– *Trottine : Qui est là, dans la maison ?*
Trottine loves pretending! She calls everyone over and tells them:
– *Trottine : C'est un tigre ! Dans la cuisine !*
– *Marco : Non, non !*
– *Nounours : Regarde. C'est un petit oiseau !*
A little bird has flown into the house instead of back to its nest. The little bird is startled and flies out of the kitchen.
 3. Once again *Trottine* hears a noise:
– *Trottine : Qui est là, dans la maison ?*
She calls everyone over and tells them:
– *Trottine : C'est un crocodile ! Dans le salon !*
– *Gaston : Non, non !*
– *François : Regarde, c'est un petit oiseau !*
The same little bird has now flown into the lounge.
 4. A few minutes later *Trottine* hears another noise. This time it's in the bedroom. So she shouts:
– *Trottine : Qui est là, dans la maison ?*
This time *Trottine* tells her friends she is sure there is an elephant in the bedroom! It's making so much noise! The poor little bird is trying so hard to find a way out of the house that it keeps flying into the furniture and knocking pictures off the wall!
– *Trottine : C'est un éléphant ! Dans la chambre !*
– *Nounours, Minou : Non, non !* say the others.
– *Audrey : Regarde, c'est un petit oiseau !*
 5. *Trottine* tells everyone to open all the doors so that the little bird can fly around the house freely.
– *Trottine : Ouvrez les portes ! Vole, petit oiseau, vole ! Vole dans la maison !*
Trottine has a lovely time running all round the house after the bird. But *Minou* explains that the little bird has to go back to its warm nest and to its family.
– *Trottine : Ohhhhh ! Quel dommage !*
1. It's raining!
Who's there, in the house?
 2. Who's there, in the house?
It is a tiger! In the kitchen!
No, no! Look! It's a little bird!
 3. Who's there, in the house?
It is a crocodile. In the lounge!
No, no!
Look! It's a little bird!
 4. Who's there, in the house?
It is an elephant. In the bedroom!
No, no! Look! It's a little bird!
 5. Open the doors! Fly, little bird, fly! Fly in the house!
Ohhhh! What a pity!

(continued)

CD 2, track 23

Page 27, Cat 2

Listen and follow the flight of the little bird.

*Un tigre, le salon, un éléphant, la cuisine, la porte,
un crocodile, la chambre, la fenêtre. Ah, je rentre
chez moi !*

A tiger, the lounge, an elephant, the kitchen, the door,
a crocodile, the bedroom, the window, Ah, I am going
home!

As your child listens to the CD, ask him/her to draw a line illustrating the route of the bird's flight. What does he fly past first, second, third etc.? You will need to keep stopping the CD! When this exercise is completed, point to each picture in turn and see how many words your child can identify.

Page 27, Cat 3

Count.

Ask your child to count the tigers/elephants/crocodiles in French and to write the correct number in the keyhole provided.

CD 2, Track 24

Action chant: *Trottine est dans sa maison*

Trottine is in her house.

Trottine est dans sa maison.

Trottine is in her house.

Voici la cuisine. Mmm, c'est bon !

Here is the kitchen. Mmm, it's nice!

Voici le salon et la télévision.

Here is the lounge and the television.

Voici la chambre.

Here is the bedroom.

Bonne nuit, Trottine !

Goodnight, Trottine!

Bonjour !

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3 Ma famille (My family) Pages 28-29

CD 2, Track 25

Action chant: *Bonjour papa.*

Hello Daddy

Bonjour Papa, bonjour Maman.

Hello, Daddy, hello, Mummy.

Bonjour grand frère, bonjour petit bébé.

Hello, big brother, hello, little baby.

Bonjour Papa, bonjour Maman.

Hello, Daddy, hello, Mummy.

Bonjour grande sœur, bonjour petit bébé.

Hello, big sister, hello, little baby.

Use the fingers of one hand for this finger mime. Make the thumb say “*Bonjour*” to *Papa* (index finger), *Maman* (middle finger), *grand frère* (fourth finger) and *petit bébé* (little finger). Repeat with *grande sœur* taking the place of *grand frère*.

CD 2, Track 26

Page 28, Cat 1: Mini story: *Ma famille*

My family

(completely in French.)

Listen to the story.

1. *Voici un petit oiseau sur une branche.*

Papa Oiseau dit :

– *Papa Oiseau : Un, deux, trois, saute et vole !*

Mais le petit oiseau a peur !

– *Petit oiseau : Non, j'ai peur !*

1. Here is a little bird on a branch.

Daddy Bird says:

“One, two, three, jump and fly!”

But the little bird is scared. “No, I’m scared!”

2. *Maman Oiseau dit :*

– *Maman Oiseau : Un, deux, trois, saute et vole !*

Mais le petit oiseau a peur !

– *Petit oiseau : Non, j'ai peur !*

2. Mummy Bird says:

“One, two, three, jump and fly!”

But the little bird is scared. “No, I’m scared!”

3. *Grand frère Oiseau dit :*

– *Grand frère Oiseau : Un, deux, trois, saute et vole !*

Mais le petit oiseau a peur !

– *Petit oiseau : Non, j'ai peur !*

3. Big brother Bird says:

“One, two, three, jump and fly!”

But the little bird is scared. “No, I’m scared!”

4. *Grande sœur Oiseau dit :*

– *Grande sœur Oiseau : Un, deux, trois, saute et vole !*

Mais le petit oiseau a peur !

– *Petit oiseau : Non, j'ai peur !*

4. Big sister Bird says:

“One, two, three, jump and fly!”

But the little bird is scared. “No, I’m scared!”

(continued)

5. *Attention ! Il y a un grand chat sur la branche. Il va sauter sur le petit oiseau !
Le petit oiseau a très peur !*
– Petit oiseau : *J'ai très peur !*
5. Suddenly, there is a big cat on the branch. It is going to jump on the little bird. The little bird is very scared. "I'm very scared"
6. *Toute la famille dit :*
– Famille Oiseau : *Un, deux, trois, saute et vole !
Et le petit oiseau saute et s'envole dans le ciel.
Bravo, petit oiseau !*
6. The whole family says:
"One, two, three, jump and fly!"
And the little bird jumps and flies away in the sky. "Well done, little bird!"

Encourage your child to listen to the story and point to the right picture in turn. Pause the CD and ask your child to repeat what the little bird keeps saying. You could act out this story with your child. Parents could take the role of the other bird family members and/or brothers and sisters could join in too!

CD 2, Track 27

Song: *Vole petit oiseau*

*Vole petit oiseau !
Saute et vole en l'air !
Vole petit oiseau !
Regarde ton grand frère !*

Fly, little bird

Fly, little bird!
Jump and fly in the air!
Fly, little bird!
Look at your big brother.

*Non Papa, non Maman,
Moi, je suis petit.
Je reste sur la branche.
Je préfère où je suis.*

No, Daddy, no, Mummy,
I'm only little.
I am staying on the branch.
I prefer to stay where I am.

*Vole petit oiseau !
Saute et n'aie pas peur !
Vole petit oiseau !
Regarde ta grande sœur !*

Fly, little bird!
Jump and don't be afraid!
Fly, little bird!
Look at your big sister.

*Non Papa, non Maman,
Moi, je suis petit.
Je reste sur la branche.
Je préfère où je suis.*

No, Daddy, no, Mummy,
I'm only little.
I am staying on the branch.
I prefer to stay where I am.

*Vole petit oiseau !
Ne reste pas là !
Vole petit oiseau !
Regarde le grand chat !*

Fly, little bird!
Don't stay there!
Fly, little bird!
Look at the big cat!

*Oh Papa ! Oh Maman !
Oh grand frère ! Grande sœur !
Je saute, et je m'envole.
J'ai peur ! J'ai peur ! J'ai peur !*

Oh, Daddy! Oh, Mummy!
Oh, big brother! Big sister!
I jump and I fly away.
I'm scared! I'm scared!, I'm scared!

*Bravo petit oiseau !
Tu es courageux !
Bravo petit oiseau !
Tu voles juste comme nous deux !*

Well done little bird!
You are brave!
Well done little bird!
You are flying just like the two of us!

This is a great song to consolidate not only some of the phrases introduced in the story, but also key words and phrases taught in other sections of the programme. Encourage your child to sing along, starting with the easier phrases such as '*Vole petit oiseau*' and '*Non Papa, non Maman*' and '*Je suis petit*' and '*J'ai peur*'. As their confidence grows, children will be able to add more lines of the song to their repertoire!

Bonjour !

Your child's success in languages depends on the quality of the course, the teacher's skills and your involvement and support throughout this experience. At this early stage of learning, the most important thing parents can do is to encourage their children to regularly listen to the CDs. If time is short at home, the car is an excellent place for whole families to listen to the stories and sing the songs together! In addition to these notes, your child's class teacher will give further guidelines and suggestions of activities to be completed at home.

4 Qu'est-ce que c'est ? (What is it?) Pages 30-31

CD 2, Track 30

Action chant: *Il fait beau*

It's a lovely day

Il fait beau.

It's a lovely day.

Une coccinelle sur ma main.

A ladybird on my hand.

Une abeille sur une fleur.

A bee on a flower.

Et une mouche qui tourne, tourne, autour de moi !

And a fly that turns, turns around me!

Et une mouche qui tourne, tourne, autour de moi !

Encourage your child to invent some actions for this rhyme and to repeat each line after the voice on the CD.

CD 2, Track 31

Page 30, Cat 1

What is it?

Mini story: *Qu'est-ce que c'est ?*

Listen to the story and colour. Stick the correct picture on square '6'.

1. *Il fait beau.* It is a lovely day. *Trottine* is walking in the garden. She is surrounded by beautiful flowers.

1. It's a lovely day. Oh! The beautiful flowers! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Yellow, white, pink.

– *Trottine* : *Oh, les belles fleurs !* They are everywhere. She counts them. They are yellow, white and pink.

– *Trottine* : *Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Jaune, blanc, rose.*

2. Suddenly she sees a little creature with tiny wings:

2. What is it? Look! What is it?

– *Trottine* : *Oh, qu'est-ce que c'est ?* She calls out to all her friends:

– *Trottine* : *Regardez ! Qu'est-ce que c'est ?*

(continued)

Page 31, Cat 2
Look and count what's missing.

Ask your child to count in French the number of animals/insects they can see inside the first and second flowers. How many are missing each time? Write the number down inside the little squares at the bottom of the page.

CD 2, Track 32

Song: Vole, coccinelle

*Coccinelle,
Sois gentille.
Viens ici,
Sur ma main.*

*Vole coccinelle, vole.
Vole dans le jardin.*

*Coccinelle,
Sois gentille.
Viens ici,
Sur ma tête.*

*Vole coccinelle, vole.
Vole dans le jardin.*

*Coccinelle,
Sois gentille.
Viens ici,
Sur mon nez.*

*Vole coccinelle, vole.
Vole dans le jardin.*

Fly, ladybird!

Ladybird,
Be nice.
Come here,
Onto my hand.

Fly ladybird, fly.
Fly in the garden.

Ladybird,
Be nice.
Come here,
Onto my head.

Fly ladybird, fly.
Fly in the garden.

Ladybird,
Be nice.
Come here,
Onto my nose.

Fly ladybird, fly.
Fly in the garden.

Your child might like to do some actions to accompany this song. He/she could crook his/her index finger for 'Viens ici', flap his/her hands to indicate flying and point to his/her hand, head and nose at the appropriate points in the song!

CD 2, Track 33**Song: Qu'est-ce que c'est ?**

- | | |
|---|---|
| | What is it? |
| - Qu'est-ce que c'est ? Maman ! Qu'est-ce que c'est ? | - What is it? Mummy! What is it? |
| - C'est un escargot qui mange un gros gâteau. | - It's a snail eating a big cake. |
| - Qu'est-ce que c'est ? Maman ! Qu'est-ce que c'est ? | - What is it? Mummy! What is it? |
| - C'est une petite mouche qui prend une douche ! | - It's a little fly having a shower! |
| - Qu'est-ce que c'est ? Maman ! Qu'est-ce que c'est ? | - What is it? Mummy! What is it? |
| - C'est un papillon qui vole dans la maison ! | - It's a butterfly flying inside the house! |
| - Qu'est-ce que c'est ? Maman ! Qu'est-ce que c'est ? | - What is it? Mummy! What is it? |
| - C'est Minou le chat qui danse avec Papa ! | - It's Minou the cat dancing with Daddy! |

(Repeated)

Encourage your child to point to pictures or items around the house and say "Qu'est-ce que c'est ?" (what is it?) to test your knowledge of French! Children will love it if they know more French words than their parents do!

Play the song, pausing after the second line of each verse and asking your child if he/she knows what each line means. He/she should be familiar with all the words except for 'une douche' (a shower), which is new to them.

Children are very proud of themselves if they can tell their parents something new! Your child might like to make up his/her own actions and teach them to the whole family!



Bonjour !

Your child's success in languages depends on the quality of the course, the teacher's skills and your involvement and support throughout this experience. At this early stage of learning, the most important thing parents can do is to encourage their children to regularly listen to the CDs. If time is short at home, the car is an excellent place for whole families to listen to the stories and sing the songs together! In addition to these notes, your child's class teacher will give further guidelines and suggestions of activities to be completed at home.

5 *Sur la plage* (On the beach) Pages 32-33

CD 2, Track 34

Action chant: *Il fait chaud*

*Il fait chaud. Il fait beau.
Je porte un maillot.
Et un chapeau.
Et je saute dans l'eau !
Saute dans l'eau !*

*Il fait chaud. Il fait beau.
Je porte une casquette.
Et des lunettes.
Et je saute dans l'eau !
Saute dans l'eau !*

It's hot.

It's hot. It's a lovely day.
I'm wearing a swimming costume.
And a hat.
And I'm jumping in the water!
Jumping in the water!

It's hot. It's a lovely day.
I'm wearing a cap.
And some glasses.
And I'm jumping in the water!
Jumping in the water!

There are a lot of new words and phrases in this module. Encourage your child to say "*Il fait beau*" every time it's a lovely day and "*Il fait chaud*" every time it's a hot day. Make a simple weather chart or add these two weather conditions to one you already have. Alternatively draw a tick and/or a sun onto a calendar and then count up how many lovely days and how many hot days there have been at the end of the week. Make sure your child counts in French!

Encourage your child to say "*De l'eau s'il vous plaît*" each time he/she would like some water to drink and to tell you in French what he/she is wearing. In the summer months, children will be wearing the above items frequently and so should become quite used to saying "*Je porte...*" (I'm wearing...).

CD 2, Track 35

Page 32, Cat 1: Mini story: *Sur la plage* Listen to the story and colour the ice cream on square '6'.

1. *Voici un garçon sur une plage, en France. Il construit un grand château.* The boy on the beach is building a big castle.
2. He is wearing *un short, un T-shirt, une casquette, des lunettes et de la crème solaire.*

On the beach.

1. Here is a boy on a beach, in France. He is building a big castle.
2. Shorts, a T-shirt, a cap, sunglasses and some sun cream.

(continued)

- | | |
|--|--|
| <p>3. He is using <i>un seau, une pelle et un râteau</i>. Everyone walking by thinks it is a beautiful castle.</p> <p>– Children : <i>Le beau château ! Oh ! Le beau château ! Bravo ! Bravo !</i></p> | <p>3. A bucket, a spade and a rake. The beautiful castle! Well done!</p> |
| <p>4. <i>Il fait chaud</i>. It is a hot day and the boy goes to sleep under a parasol. <i>Trottine</i> and <i>Minou</i> keep an eye on the castle. Suddenly they see some big waves coming near the shore. They quickly wake the boy up.</p> <p>– <i>Minou, Trottine : Réveille-toi ! Réveille-toi !</i></p> | <p>4. It's hot. Wake up! Wake up!</p> |
| <p>5. <i>Minou, Trottine et le garçon</i> work hard to save the castle from the sea, but one big wave follows another, and then after the biggest wave of all, the castle collapses and disappears.</p> <p>– <i>Boy : Ah ! Quel dommage ! What a shame!</i></p> | <p>5. <i>Minou, Trottine and the little boy</i>. Oh! What a shame!</p> |
| <p>6. <i>Le garçon</i> is very upset, but <i>Minou et Trottine</i> promise to help him build another one, further away from the sea and they all go to buy an ice cream. Which flavour is the little boy asking for? <i>Écoutez !</i></p> <p>– <i>Boy : Une glace au chocolat, s'il vous plaît !</i></p> | <p>6. The boy. Listen! A chocolate ice cream, please!</p> |

Encourage your child to listen to the story and point to the right pictures.

CD 2, Track 36

Song: *Les coquillages*

Viens regarder les coquillages, coquillages, coquillages.
Viens regarder les coquillages.
Les coquillages sur la plage.

The shells

Come and look at the shells, shells, shells.
 Come and look at the shells.
 The shells on the beach.

Viens regarder les coquillages, roses et blancs, petits et grands.
Viens regarder les coquillages.
Les coquillages sur la plage.

Come and look at the shells, pink and white, small and large.
 Come and look at the shells.
 The shells on the beach.

Viens regarder les coquillages, noirs et gris, grands et petits.
Viens regarder les coquillages.
Les coquillages sur la plage.

Come and look at the shells, black and grey, large and small.
 Come and look at the shells.
 The shells on the beach.

Listen to the song together. Can your child tell you what colour the shells are on the beach?

Encourage your child to use the phrase *Viens regarder* (Come and look at) followed by another noun they have learnt in French, e.g. *Viens regarder les chats*, or *Viens regarder les papillons*. After practice your child could add *dans la maison* or *dans le jardin* to make a longer sentence.

CD 2, Track 37

Game: *Petits poissons passent*

*Petits poissons,
Petits poissons,
Passent, passent, passent.
Petits poissons,
Petits poissons,
Ne passent pas.
Un, deux, trois, quatre, cinq.*

Little fish are passing by

Little fish

Are passing by.
Little fish

Are not passing by.
One, two, three, four, five.

Encourage your child to mime being a fish swimming and to stop when he/she hears 'ne passent pas' being said on the CD.

CD 2, Track 38

Song: *Cinq bateaux*

*Un bateau flotte sur l'eau.
La mer est calme et il fait beau.
Un bateau flotte sur l'eau.*

Five boats

One boat floats on the water.
The sea is calm and it is a lovely day.
One boat floats on the water.

*Deux bateaux flottent sur l'eau.
La mer est calme et il fait beau.
Deux bateaux flottent sur l'eau.*

Two boats float on the water.
The sea is calm and it is a lovely day.
Two boats float on the water.

*Trois bateaux flottent sur l'eau.
La mer est calme et il fait beau.
Trois bateaux flottent sur l'eau.*

Three boats...

*Quatre bateaux flottent sur l'eau.
La mer est calme et il fait beau.
Quatre bateaux flottent sur l'eau.*

Four boats...

*Cinq bateaux flottent sur l'eau.
La mer est calme et il fait beau.
Cinq bateaux dansent sur l'eau.*

Five boats float on the water.
The sea is calm and it is a lovely day.
Five boats dance on the water.

The new words here are *la mer* (the sea), *calme* (calm) and *flotte* (float). Encourage your child to join in singing the song as much as possible.

CD 2, Track 39


Game: *Petit poisson nage*

*Petit poisson,
Petit poisson, nage, nage, nage.
Petit poisson, petit poisson,
Comment t'appelles-tu ?*

Little fish swim

Little fish,
Little fish, swim, swim, swim.
Little fish, little fish
What's your name?

This rhyme is for a game which your child will have played in class. Ask your child to practise asking everyone in the family what their name is (in French of course!)

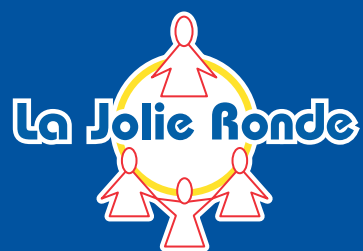


This is an excellent activity to revise all the core vocabulary from the spring/summer section of the programme and this track can be played again and again, so developing your child's confidence in how many words he/she has learnt. To begin with, pause the CD after each word and ask your child if he/she understands. Then ask your child to look carefully at both pictures on page 36 and find the relevant illustration. There are 58 to find all together but they don't all have to be found at once or at one sitting!

At the end of the spring/summer section of the programme and depending at what point in the year your child started learning French, he/she should be able to:

- Count up to 10.
- Ask someone to come and play.
- Ask who's there.
- Say which room of the house they are in.
- Understand a story told completely in French.
- Identify five different members of the family.
- Describe two more weather conditions.
- Understand and say the French for two more colours.
- Ask what something is.
- Describe what they are wearing.
- Tell someone to wake up.
- Ask someone to come and look at something.
- Understand some, if not most, of the key words listed on CD 2, track 42.

Quite an achievement for a 5 or 6 year old!



Happy Language Learning

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