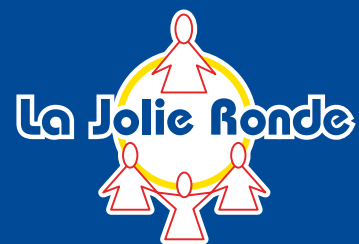


Les aventures de Minou et Trotline et leurs amis



Happy Language Learning



French Parent Guide

4. Now it is *François*' turn. He looks and looks again and smiles. He knows who the boy is! It's his friend *Antoine*! *François* quickly opens the door and the boy says:
- Antoine : *Salut, François !*
 - François : *Salut, Antoine !*
4. Antoine : Hi, François!
François : Hi, Antoine!
5. François : *Voici mes amis : Minou le chat, Trottine la souris, Marco le robot, Nounours l'ours, Audrey la poupée et Gaston le ballon. Antoine* says:
- Antoine : *Salut !*
 - Audrey, Nounours, Gaston, Marco, Trottine, Minou : *Salut, Antoine !*
- And all the toys reply:
5. François : Here are my friends: Minou the cat, Trottine the mouse, Marco the robot, Nounours the bear, Audrey the doll and Gaston the balloon.
- Antoine : Hi!
 - Audrey, Nounours, Gaston, Marco, Trottine, Minou : Hi, Antoine!
- Antoine* is still standing at the door and he beckons to someone else to come forward. Who can this be? *Encore un garçon ?*
- Another boy?
6. Antoine : *Non ! C'est une fille ! Elle s'appelle Céline !*
- It's a girl! Her name is *Céline*. *Audrey* and *Trottine* are very pleased to have a girl to play with. All the toys look forward to seeing more of *Antoine* and *Céline*. How lovely to have some new friends! They are bound to have lots of adventures together!
6. Antoine : No! It's a girl! Her name is *Céline*!

CD 1, Track 2

Song: Salut !

(Hi!)

Your child should be very confident asking someone their name after hearing this song several times! Practise asking members of the family in French what their names are.

Salut, salut ! Salut, salut !
Salut ! Comment t'appelles-tu ?
Comment t'appelles-tu ? Salut, salut !

Hi, hi! Hi, hi!
Hi! What's your name?
What's your name? Hi, hi!

(Repeated)

Encourage your child to colour the large pictures of *Antoine* and *Céline* which they were given in class. Cut out and mount on card, so that your child can practise making the figures say "Salut !" (Hi!) to all the rest of their puppets. Ask your child if he/she can remember how to say "I am a girl" ("*Je suis une fille*") and "I am a boy" ("*Je suis un garçon*") as well as introducing themselves whilst pretending to be each of the toys (e.g. "*Je suis un ballon, je m'appelle Gaston*" etc.). If your child did not complete Part 1, the teacher will be happy to provide pictures of all the toys to make puppets with.



CD 1, Track 5

Listening and picture-matching activity for page 38, Cat 1.

The pictures down the left-hand side of the page are in the order they appear on the CD. The first pair has been completed. *Trottine* is in the house. See if your child can hear which of the toys are in all the other places and draw lines to link the two pictures.

Qui est dans la maison ?
C'est Trottine.

Who's in the house?
It's Trottine.

Qui est dans le jardin ?
C'est Audrey.

Who's in the garden?
It's Audrey.

Qui est sur la plage ?
C'est Gaston.

Who's on the beach?
It's Gaston.

Qui est dans la forêt ?
C'est Marco.

Who's in the forest?
It's Marco.

Qui est dans le château ?
C'est François.

Who's in the castle?
It's François.

Qui est dans le parc ?
C'est Céline.

Who's in the park?
It's Céline.

Qui est à la porte ?
C'est Antoine.

Who's at the door?
It's Antoine.

Activity Book:

Page 3, cat 2: can your child name all the characters peeping through the keyhole? Can you help him/her to write down the correct number in each square? Cat 3: word recognition: Ask your child to colour each rectangle blue where they see the word *Minou*.

2 À la boulangerie (At the bakery) Pages 4-5

CD 1, Track 6

Page 4, Cat 1: Mini story: À la boulangerie (At the baker's shop)

Listen and follow the pictures in the activity book on page 4. If your child likes colouring, he/she can colour *Trottine's* basket. Encourage your child to count the *croissants* and *baguettes* and cakes in the pictures.

1. Céline, Antoine : *Allons à la boulangerie ! Oui !*
Céline, Antoine and the toys are going to the bakery to buy some bread and *croissants* for their breakfast.
Audrey starts counting how many *croissants* they will need:
 - Audrey : *Un, deux, trois, quatre, cinq, six, euh...* and then she can't remember how to say "seven"! *Oh, quelle panique !*
 Luckily *Minou* is here and he helps her:
 - Minou : *Un, deux, trois, quatre, cinq, six, sept, huit, neuf !*

 2. *Trottine* is very happy: she adores *croissants*.
 - *Trottine* : *J'adore les croissants !*
 She is first to ask for some *croissants*:
 - *Trottine* : *Bonjour, Madame, neuf croissants, s'il vous plaît ! Merci !*
 So they all count the *croissants* with the baker.
 - Marco, Audrey, François : *Un, deux, trois, quatre, cinq, six, sept, huit, neuf.*
 Look! *François* is carrying something. Do you remember what it is in French? *Un panier*, of course! Now check if there are *neuf croissants dans le panier*.

 3. Then *Antoine* asks for French bread:
 - Antoine : *Deux baguettes, s'il vous plaît !*
 While he is paying for the *croissants* and the *baguettes*, *Nounours, Audrey* and *Trottine* start looking at the beautiful cakes. *Écoutez !* Do you understand what they are saying?
 - Nounours : *Oh, regarde les gâteaux ! J'aime les gâteaux !*
 - Audrey : *Mmm, moi aussi, j'aime les gâteaux !*
 - *Trottine* : *Mmm, et moi, j'adore les gâteaux... les petits gâteaux, les grands gâteaux, les gâteaux au chocolat !*
 They are so busy looking at all the cakes that they don't notice the others going out of the shop!
1. Céline, Antoine : Let's go to the baker's shop! Yes!
 - Audrey : One, two, three, four, five, six, huh...
 Oh, what a panic!
 - Minou : One, two, three, four, five, six, seven, eight, nine!

 2.
 - *Trottine* : I love/adore *croissants*!
 - *Trottine* : Hello, madam, nine *croissants*, please! Thank you!
 - Marco, Audrey, François : One, two, three, four, five, six, seven, eight, nine.
 A basket
 Nine *croissants* in the basket.

 3.
 - Antoine : Two sticks of French bread, please. *Croissants* and the sticks of French bread.
 Listen!
 - Nounours : Oh, look at the cakes! I like cakes!
 - Audrey : Mmm, me too, I like cakes!
 - *Trottine* : Mmm, and me, I love/adore cakes... small cakes, big cakes, chocolate cakes!
- (continued)

4. So *Nounours*, *Audrey* and *Trottine* keep on looking at the cakes and choosing which ones they would like to buy. Listen again to what they are saying:
- *Nounours* : *Regarde le grand gâteau blanc !*
 - *Audrey* : *Regarde les petits gâteaux roses et jaunes !*
Guess what *Trottine* is saying?
 - *Trottine* : *Mmm, j'adore les gâteaux !*
- 4.
- *Nounours* : Look at the big white cake!
 - *Audrey* : Look at the little pink and yellow cakes!
 - *Trottine* : Mmm, I love/adore cakes!
5. The baker looks at them and wonders if they are going to buy anything else. *Audrey*, *Nounours* and *Trottine* look in their pockets... and oh dear! They haven't any euros.
- *Audrey* : *Ah, zut, alors !*
 - *Nounours* : *Oh là là ! Oh là là !*
Suddenly they realise that all the others have gone! And so, they say goodbye to the baker:
 - *Trottine*, *Nounours*, *Audrey* : *Au revoir, Monsieur !*
- 5.
- *Audrey* : Oh, bother!
 - *Nounours* : Oh dear! Oh dear!
 - *Trottine*, *Nounours*, *Audrey* : Goodbye, sir!
6. Just when they were heading towards the door, guess who appears?
- Céline* ! She guessed that *Trottine*, *Nounours* and *Audrey* are still in the shop because she knows very well how much these three friends love cakes! So she has come back to take them home. *Céline* tells her friends to look in the basket and says:
- *Céline* : *Neuf croissants et deux baguettes. C'est suffisant !*
Nine *croissants* and two *baguettes*, that's plenty!
- 6.
- *Céline* : Nine *croissants* and two sticks of French bread. That's enough/plenty!

Pretend to be a shopkeeper and using pictures cut out from supermarket brochures and/or plastic food, encourage your child to ask for different numbers of *croissants*/*baguettes*/cakes like *Trottine* does in the story. Help your child to say that he/she likes something using the phrase "J'aime les..." (non-French speakers please note that in French you have to say "I like THE *croissants*/cakes etc."). If your child can remember any food items from Part I, he/she could practise asking for them in a shop and also saying for example "J'aime les *pommes*/*les carottes* etc." Remind your child to say "Bonjour/Au revoir, Madame/Monsieur" to the 'shopkeeper'.

CD 1, Track 10
Listening activity for page 5, Cat 2.

First of all ask your child to tell you which cakes are *petit* (small) and which are *grand* (big). Do they know which colours are illustrated? Play CD 1, track 10, pausing after each sentence, so that your child can link up each toy with the cakes they like. Ask your child to tell you in French which ones he/she likes best.

Trottine aime les grands gâteaux roses.
Nounours aime les petits gâteaux marron.
Audrey aime les petits gâteaux jaunes.
Nounours aime les grands gâteaux blancs.
Trottine aime les grands gâteaux marron.
Audrey aime les petits gâteaux roses.

Trottine likes the big pink cakes.
Nounours likes the little brown cakes.
Audrey likes the little yellow cakes.
Nounours likes the big white cakes.
Trottine likes the big brown cakes.
Audrey likes the little pink cakes.

CD 1, Track 11
Listening activity for page 5, Cat 3.

Pause the CD after every sentence and ask your child if he/she heard the number of *baguettes* or *croissants* mentioned. Can your child count and circle the right number for each row?

Onze baguettes.
Treize croissants.
Trois baguettes.
Douze croissants.
Deux baguettes.
Dix croissants.

Eleven sticks of French bread.
Thirteen croissants.
Three sticks of French bread.
Twelve croissants.
Two sticks of French bread.
Ten croissants.

Page 39, Extra activity, Cat 1: listen to the song again (CD 1, track 9) whilst pointing to the words/numbers in black. When your child is confident of the numbers, perhaps he/she will be able to point to the red numbers which are in a random order. However, this will only be possible with a lot of practice! Cat 2: count the *croissants* in each picture and copy the right numbers into the squares. Write the numbers in letters – copying the spellings carefully from the Cat 1 activity above. Cat 3: look at the words underneath the pictures and copy the missing letters into the gaps.

3 Les surprises (The surprises) Pages 6-7

CD 1, Track 12

Pages 6 & 7, Cat 1: Mini story: *Les surprises* (The surprises)

Listen to the story following the pictures on pages 6 and 7. Ask your child to repeat what the weather is like in every picture and to make up actions for each type of weather, or to show you the mimes they have learnt in class. Children who have completed Part 1 might be able to point to the items the toys say they need in picture 1. Did your child recognise the words for boots and coats? Make sure they repeat these words every time they put them on from now on! If you ever go to a park to feed the ducks, encourage your child to ask for *un petit sac à pain* and to tell you in French who is going to eat the bread!

- | | |
|---|--|
| <p>1. <i>C'est lundi.</i> It's Monday. <i>Il fait chaud.</i> It's a hot day. All the toys want to go to the beach.</p> <ul style="list-style-type: none"> - Gaston, François, Audrey : <i>À la plage ! À la plage !</i>
But the beach is too far away. - Antoine : <i>J'ai une surprise !</i>
Antoine has a surprise for them. He knows a park where they can still build sandcastles and go paddling. The toys are excited and start getting ready. What do they need? - Marco : <i>Un seau !</i> - Audrey : <i>Une pelle !</i> - Minou : <i>Un râteau !</i> - Trottime : <i>Un maillot !</i> - François : <i>Un chapeau et une casquette !</i> - Nounours : <i>La crème solaire !</i> <p>2. <i>C'est mardi.</i> It's Tuesday. <i>Il fait beau.</i> It's a beautiful day. The toys enjoyed yesterday so much that they want to go back to the park.</p> <ul style="list-style-type: none"> - Gaston, François, Audrey : <i>Au parc ! Au parc !</i>
Antoine and Céline remind them to say 'please'! - Antoine, Céline : <i>S'il vous plaît !</i> <p>3. <i>C'est mercredi.</i> It's Wednesday. <i>Il pleut.</i> It's raining. The toys are cross as they want to play in the sand again but it's too wet!</p> <ul style="list-style-type: none"> - Céline : <i>J'ai une surprise !</i>
Céline has a surprise for them. She tells them to put on their boots and coats... - Céline : <i>Les bottes, les manteaux !...</i> and then gives each of them a little bag with some bread in it. - Céline : <i>Voici un petit sac à pain.</i>
Can you guess what it is for? | <p>1. It's Monday. It's a hot day.</p> <ul style="list-style-type: none"> - Gaston, François, Audrey: To the beach! To the beach! - Antoine: I've got a surprise! - Marco: A bucket! - Audrey: A spade! - Minou: A rake! - Trottime: A swimming costume! - François: A hat and a cap! - Nounours: Sun cream! <p>2. It's Tuesday. It's a beautiful day.</p> <ul style="list-style-type: none"> - Gaston, François: To the park! To the park! - Antoine, Céline: Please! <p>3. It's Wednesday. It's raining.</p> <ul style="list-style-type: none"> - Céline: I've got a surprise! - Céline: Boots, coats! - Céline: Here is a little bag of bread. |
|---|--|

(continued)

4. *Les canards aiment le pain.* Ducks like bread. *Les canards aiment la pluie !* Ducks like the rain! The toys enjoy feeding the ducks so much and splashing in the puddles that they hardly notice it's raining.
5. *C'est jeudi.* It's Thursday. *Il y a du vent.* It's a windy day.
 – Antoine : *J'ai une surprise !*
 – Antoine : *Regardez le cerf-volant !*
 Antoine shows them a kite.
6. Audrey, François, Marco : *Merci, Antoine !*
 The toys climb to the top of a hill and have a wonderful time taking it in turns to fly the kite. *Vole, cerf-volant, vole !* Can you say what colour the kite is in French?
7. *C'est vendredi.* It's Friday.
 – Gaston, François, Audrey : *Dans la forêt pour un pique-nique !*
Il fait mauvais. It's a horrible day. The toys are sad because they wanted to go into the forest for a picnic and the weather is not good enough.
 – Trottime : *Je suis triste.*
 – Minou : *Oui, moi aussi, je suis triste.*
 – Audrey : *Oh là là, quel dommage !*
 To cheer them up, Céline has a surprise!
8. Céline : *J'ai une surprise ! Voici un grand gâteau au chocolat.*
 She spreads a tablecloth on the floor and they have a picnic inside the house: *un pique-nique dans la maison !*
9. *C'est samedi.* It's Saturday. *Il fait froid.* It's cold. The toys are disappointed as they don't want to be indoors for another day.
 – Antoine : *J'ai une surprise ! On joue à cache-cache ?*
 Antoine suggests playing hide-and-seek. The toys think that this is a great idea. They love playing hide-and-seek!
 – Minou : *Oui, oui, j'aime jouer à cache-cache.*
10. They run off to hide. Which toy do you think will hide *dans une boîte?* In a box? Which toy do you think will hide *sous la table?* Under the table?
4. Ducks like bread.
 Ducks like the rain!
5. It's Thursday. It's a windy day.
 – Antoine: I've got a surprise!
 – Antoine: Look at the kite!
6. Audrey, François, Marco: Thank you, Antoine!
 Fly, kite, fly!
7. It's Friday.
 – Gaston, François, Audrey: In the forest for a picnic!
 It's a horrible day.
 – Trottime: I'm sad.
 – Minou: Yes me too, I'm sad.
 – Audrey: Oh dear, what a pity!
8. Céline: I've got a surprise! Here is a big chocolate cake.
 A picnic inside the house!
9. It's Saturday. It's cold.
 – Antoine: I've got a surprise! Shall we play hide-and-seek?
 – Minou: Yes, yes, I like playing hide and seek.
10.
 In a box?
 Under the table?
 (continued)

CD 1, Track 14
Song: *Quelle surprise !*

(What a surprise!)

See page 40, Cat 1: there are pictures here of all the words in the song for your child to point to as they listen. *Un cadeau* (a present) and *un restaurant* (notice the difference in pronunciation here!) are new words. Children who have completed Part 1 might recognise the other surprises illustrated.

Quelle surprise ! Un grand cadeau !
Quelle surprise ! Un beau gâteau !

What a surprise! A big present!
What a surprise! A beautiful cake!

Quelle surprise ! Une petite sœur !
Quelle surprise ! Beaucoup de fleurs !

What a surprise! A little sister!
What a surprise! Lots of flowers!

Quelle surprise ! Du chocolat !
Quelle surprise ! Un petit chat !

What a surprise! Some chocolate!
What a surprise! A little cat!

Quelle surprise ! Le restaurant !
Quelle surprise ! Un cerf-volant !

What a surprise! The restaurant!
What a surprise! A kite!

Quelle surprise ! Il fait très beau !
Quelle surprise ! Un joli chapeau !

What a surprise! It is a very nice day!
What a surprise! A pretty hat!

Activity Book:

Page 40, Extra activity, Cat 1: Listen to track 14 again. Your child can colour the pictures and circle them as they are mentioned in the song. Cat 2: listen to the story again on track 12 and link the weather with the right surprise. Note: there are two visits to the park at the beginning of the story.

4 La course de ballons (The balloon race) Pages 8-9

CD 1, Track 15

Page 8, Cat 1: Mini story: *La course de ballons* (The balloon race)

Listen to the story and point to the right pictures on page 8. *Audrey's* balloon in picture 6 can be coloured in purple. Practise counting backwards from ten to zero. Practise counting forward in odd numbers to nine and then backwards in odd numbers from 9 to 1.

1. *Il y a du vent.* It is a windy day. The toys are going to have a balloon race. Everyone chooses a different coloured balloon.
 - Minou : *Le ballon bleu !*
 - Gaston : *Le ballon vert !*
 - François : *Le ballon orange !*
 - Marco : *Le ballon jaune !*
 - Nounours : *Le ballon rouge !*
 - Antoine : *Le ballon gris !*
 - Céline : *Le ballon blanc !*
 1. It is a windy day.
 - Minou: The blue balloon!
 - Gaston: The green balloon!
 - François: The orange balloon!
 - Marco: The yellow balloon!
 - Nounours: The red balloon!
 - Antoine: The grey balloon!
 - Céline: The white balloon!
 2. Oh dear, both *Trottine* and *Audrey* want to fly the pink balloon!
 - Trottine : *Le ballon rose !*
 - Audrey : *Non, non, le ballon rose est pour moi !*
 - Trottine : *Non, il est pour moi !*Whilst they are arguing, everyone lets go of their balloon. *Gaston* wants to win and cheers his green balloon on.
 - Gaston : *Vole, ballon, vole !*Suddenly *Trottine* grabs the pink balloon when *Audrey* is not looking and lets it go.
 - Trottine : *Vole, ballon rose, vole !*
 2.
 - Trottine: The pink balloon!
 - Audrey: No, no, the pink balloon is for me!
 - Trottine: No, it's for me!
 - Gaston: Fly, balloon fly!
 - Trottine: Fly, pink balloon, fly!
3. *Audrey* : *Je suis triste.*
Audrey is sad and starts crying. Kind *Céline* hands her a purple balloon which is left over.
 - Céline : *Regarde le beau ballon violet !**Audrey* takes the balloon, but she is so tiny that the balloon flies away with *Audrey* still holding on. *Le vent souffle.* The wind blows and carries *Audrey* higher and higher.
 - Audrey : *J'ai peur !*
Audrey is frightened.
3. *Audrey*: I am sad.
 - Céline: Look at the beautiful purple balloon !The wind blows.
 - Audrey: I'm frightened!
4. *Céline* : *Audrey, Audrey ! Où voles-tu ?*
But *Audrey* is too far away to hear.
4. *Céline*: *Audrey, Audrey!* Where are you flying to?

(continued)

5. The balloons all land in different places.
Le ballon bleu et le ballon vert ? Dans le parc.
Le ballon rose et le ballon orange ? Sur la plage.
Le ballon jaune et le ballon rouge ? Dans la forêt.
Le ballon gris et le ballon blanc ? Dans le jardin.
But Où est Audrey ? Où est le ballon violet ?

6. All is well. A kind bird has seen Audrey and takes the balloon's string in its beak.
 – Audrey : *Vole, petit oiseau, vole et merci !*
 The bird takes Audrey all the way home. The toys are so pleased to see her and agree that as her balloon has gone the furthest, she is the winner!
Trottine says she will never argue with Audrey again and that she can have all the pink balloons from now on!

5. The blue balloon and the green balloon?
 In the park.
 The pink balloon and the orange balloon?
 On the beach.
 The yellow balloon and the red balloon?
 In the forest.
 The grey balloon and the white balloon?
 In the garden.
 Where is Audrey? Where is the purple balloon?

6. Audrey: Fly, little bird, fly and thank you!

CD 1, Track 16

Song: Neuf ballons

(Nine balloons)

Before listening to this song, it might be helpful for your child to complete the colouring activity on page 9 (see page 15), then he/she can point to the right colours. The last line of each verse mentions a different place, illustrated at the foot of page 9. These can also be pointed to at the appropriate moments in the song.

Neuf ballons, neuf ballons.
Bleu, rouge, jaune.
Bleu, rouge, jaune.
Gris, vert, blanc, violet.
Gris, vert, blanc, violet.
Orange, rose.
Orange, rose.

Neuf ballons, neuf ballons.
Le vent souffle, le vent souffle.
Où voles-tu ? Où voles-tu ?
Vers le parc, vers le parc.

Sept ballons, sept ballons.
Le vent souffle, le vent souffle.
Où voles-tu ? Où voles-tu ?
Vers la plage, vers la plage.

Cinq ballons, cinq ballons.
Le vent souffle, le vent souffle.
Où voles-tu ? Où voles-tu ?
Vers la forêt, vers la forêt.

Trois ballons, trois ballons.
Le vent souffle, le vent souffle.
Où voles-tu ? Où voles-tu ?
Vers le jardin, vers le jardin.

Un ballon, un ballon.
Le vent souffle, le vent souffle.
Où voles-tu ? Où voles-tu ?
Vers la maison, vers la maison.

Nine balloons, nine balloons.
 Blue, red, yellow.
 Blue, red, yellow.
 Grey, green, white, purple.
 Grey, green, white, purple.
 Orange, pink.
 Orange, pink.

Nine balloons, nine balloons.
 The wind blows, the wind blows.
 Where are you flying to? (x2)
 Towards the park, towards the park.

Seven balloons, seven balloons.
 The wind blows, the wind blows.
 Where are you flying to? (x2)
 Towards the beach, towards the beach.

Five balloons, five balloons.
 The wind blows, the wind blows.
 Where are you flying to? (x2)
 Towards the forest, towards the forest.

Three balloons, three balloons.
 The wind blows, the wind blows.
 Where are you flying to? (x2)
 Towards the garden, towards the garden.

One balloon, one balloon.
 The wind blows, the wind blows.
 Where are you flying to? (x2)
 Towards the house, towards the house.

5 **Cache-cache (Hide-and-seek) Pages 10-11**

CD 1, Track 18

Page 10, Cat 1: Mini story: *Cache-cache* (Hide-and-seek)

Listen to the story and point to the right pictures on page 10. Your child can colour the parts of the pictures which have been left blank.

1. *Il fait mauvais.* Everyone is happy to stay indoors. *Marco* suggests they play hide-and-seek and all agree.
 - Marco : *Oui, oui, on joue à cache-cache !*
Céline and *Antoine* agree to look for the toys. They close their eyes and say:
 - Céline, Antoine : *Un, deux, trois, partez !*
2. *Audrey est petite.* *Audrey* is small. She hides in the box.
 - Audrey : *Je me cache dans la boîte. Il fait noir ! J'ai peur !*
Oh dear, it's very dark and she is scared. *Marco* goes *dans la chambre* and hides under the bed. He thinks he will have a little sleep.
 - Marco : *Je me cache sous le lit.*
3. *Nounours* : *J'ai faim !*
Nounours is hungry and goes *dans la cuisine*. He looks for some food and then hides under the table after helping himself to some cakes.
 - Nounours : *Je me cache sous la table.*
Trottine goes *dans le jardin* and hides under a pile of leaves.
 - Trottine : *Je me cache sous les feuilles ! Je suis coquine ! Hi ! Hi !*
4. *François* sees *Trottine* go outside and follows her to make sure she doesn't get into too much mischief!
 - François : *Je me cache dans l'arbre.*
He pretends not to see her under the pile of leaves and climbs into the tree.
5. *Gaston* : *J'aime la télé !*
Gaston thinks he can watch his favourite TV programme whilst he is hiding and so he goes *dans le salon* and hides under a chair. He is not very well hidden. I think *Céline* and *Antoine* will easily find him, don't you?
 - Gaston : *Je me cache sous la chaise.*

1. It is a horrible day.
 - Marco: Yes, yes, let's play hide-and-seek!
 - Céline: One, two, three, go!
2. Audrey is small.
 - Audrey: I'm hiding in the box. It's dark! I'm scared!
 - Marco: I'm hiding under the bed.
3. Nounours : I'm hungry!
into the kitchen.
 - Nounours: I'm hiding under the table. into the garden.
 - Trottine: I'm hiding under the leaves! I'm a rascal/mischievous. Hee hee!
4.
 - François: I'm hiding in the tree.
5. Gaston: I like telly!
into the lounge.
 - Gaston: I'm hiding under the chair.

(continued)

6. Où est Minou ? And Minou? Where is Minou?
Minou wants to find the best hiding place possible where he won't be found.
- Minou : *Je me cache sous l'escalier.*
Under the stairs!
 - Minou : *Je suis content !*

Now, where would you look first?

*Dans la boîte ? Sous le lit ? Sous la table ?
Sous les feuilles ? Dans l'arbre ?
Sous la chaise ? Sous l'escalier ?*

6. Where is Minou?
- Minou: I'm hiding under the stairs.
 - Minou: I'm happy!
- In the box? Under the bed? Under the table?
Under the leaves? In the tree?
Under the chair? Under the stairs?

Remind your child of the French for box, bed, table, television, stairs, leaves and tree as you point to them. Ask your child to tell you in French which room they are in (bedroom, kitchen or lounge). Hide the toys in the hiding places of the story and ask "Où est Audrey/Gaston/Marco etc.?" and ask your child to tell you where they are in French.

CD I, Track 19

Song: Où est Audrey ?

(Where is Audrey?)

Encourage your child to sing along with the CD and point to the pictures in the book (page 10).

*Où est Audrey ? Je ne sais pas !
J'ai trouvé Audrey ! Elle est là.
Où ? Là, dans la boîte.*

Where is Audrey? I don't know!
I've found Audrey! She is there.
Where? There, in the box.

*Où est Marco ? Je ne sais pas !
J'ai trouvé Marco ! Il est là.
Où ? Là, sous le lit !*

Where is Marco? I don't know!
I've found Marco! He is there.
Where? There, under the bed!

*Où est Nounours ? Je ne sais pas !
J'ai trouvé Nounours ! Il est là.
Où ? Là, sous la table !*

Where is Nounours? I don't know!
I've found Nounours! He is there.
Where? There, under the table!

*Où est Trottime ? Je ne sais pas !
J'ai trouvé Trottime ! Elle est là.
Où ? Là, sous les feuilles !*

Where is Trottime? I don't know!
I've found Trottime! She is there.
Where? There, under the leaves!

*Où est François ? Je ne sais pas !
J'ai trouvé François ! Il est là.
Où ? Là, dans l'arbre !*

Where is François? I don't know!
I've found François! He is there.
Where? There, in the tree!

*Où est Gaston ? Je ne sais pas !
J'ai trouvé Gaston ! Il est là.
Où ? Là, sous la chaise !*

Where is Gaston? I don't know!
I've found Gaston! He is there.
Where? There, under the chair!

*Où est Minou ? Je ne sais pas !
J'ai trouvé Minou ! Il est là.
Où ? Là, sous l'escalier !*

Where is Minou? I don't know!
I've found Minou! He is there.
Where? There, under the stairs!



CD 1, Track 20

Listening activity for page 11, Cat 2.

Your child can join up the dots for the pictures in the left column. They you need to link the toys with their hiding places on the left-hand side of the page. Then look very closely at the pictures on the right-hand side of the page. The toys are all hiding in different places! Link each toy with their new hiding place!

- | | |
|--|------------------------------|
| - Audrey : <i>Je me cache dans la boîte.</i> | I'm hiding in the box. |
| - Marco : <i>Je me cache sous le lit.</i> | I'm hiding under the bed. |
| - Nounours : <i>Je me cache sous la table.</i> | I'm hiding under the table. |
| - Trottime : <i>Je me cache sous les feuilles.</i> | I'm hiding under the leaves. |
| - François : <i>Je me cache dans l'arbre.</i> | I'm hiding in the tree. |
| - Gaston : <i>Je me cache sous la chaise.</i> | I'm hiding under the chair. |
| - Minou : <i>Je me cache sous l'escalier.</i> | I'm hiding under the stairs. |

Activity Book:

Page 42, Extra activity, Cat 1: each of the pictures represents *sous* (under) or *dans* (in). Write the correct word under each picture.

6 La gym de Minou (Minou's workout) Pages 12-13

CD 1, Track 21

Page 12, Cat 1: Mini story: *La gym de Minou* (Minou's workout)

Listen to the story and follow the pictures on page 12. Audrey's box can be coloured in picture 5.

- | | |
|--|---|
| <p>1. <i>Il fait froid.</i> It's a cold day. <i>Minou</i> starts moving about to keep warm.</p> <p>– <i>Minou</i> : <i>Je fais de la gym !</i>
He is doing some exercises. Everyone agrees it is a good idea:</p> <p>– <i>Nounours</i> : <i>Super !</i>
– <i>Marco</i> : <i>Youpi !</i>
– <i>François</i> : <i>Génial !</i>
– <i>Trottine</i> : <i>Bonne idée !</i>
Everyone agrees except one. Can you guess who that might be?
<i>Nounours</i> particularly loves doing exercises and is very pleased:</p> <p>– <i>Nounours</i> : <i>J'aime la gym !</i></p> <p>2. <i>Minou</i> turns on the music.
<i>Un, deux, trois, quatre !</i>
<i>Je fais de la gym</i>
<i>En musique !</i>
<i>C'est fantastique</i>
<i>Et très énergique !</i></p> <p><i>Je frappe des mains. Un, deux, trois !</i>
<i>Je lève les bras. Je baisse les bras.</i>
<i>Je lève le pied. Je baisse le pied.</i>
<i>Je frappe des mains. Un, deux, trois !</i></p> <p><i>Je fais de la gym</i>
<i>En musique !</i></p> <p>3. Suddenly <i>Minou</i> stops. He realises that someone is missing. Let's count with him:</p> <p>– <i>Minou</i> : <i>Un, deux, trois, quatre, cinq, six, sept, huit. Ah !</i>
Who is missing? There should be <i>neuf</i> of us all together: all the toys, <i>Céline</i> and <i>Antoine</i>. Everyone looks around and counts each other.</p> <p>4. <i>François</i>, the soldier then says:</p> <p>– <i>François</i> : <i>Ah ! Audrey ! Où est Audrey ?</i>
All the toys start looking for <i>Audrey</i>.</p> <p>– <i>Trottine</i> : <i>Audrey, où es-tu ?</i>
– <i>Gaston</i> : <i>Où es-tu ?</i>
– <i>Nounours</i> : <i>Où es-tu ?</i></p> | <p>1. It's a cold day.</p> <p>– <i>Minou</i>: I'm doing exercises!</p> <p>– <i>Nounours</i>: Great!
– <i>Marco</i>: Yippee!
– <i>François</i>: Brilliant!
– <i>Trottine</i>: Good idea!</p> <p>– <i>Nounours</i>: I like exercising!</p> <p>2.</p> <p>One, two, three, four!
I'm doing exercises
To music!
It's fantastic
And very energetic!</p> <p>I'm clapping my hands. One, two, three!
I'm raising my arms. I'm lowering my arms.
I'm raising my foot. I'm lowering my foot.
I'm clapping my hands. One, two, three!</p> <p>I'm doing exercises
To music!</p> <p>3.</p> <p>– <i>Minou</i>: One, two, three, four, five, six, seven, eight. Ah!
nine</p> <p>4. <i>François</i>, the soldier</p> <p>– <i>François</i>: Ah! Audrey! Where is Audrey?</p> <p>– <i>Trottine</i>: Audrey, where are you ?
– <i>Audrey</i>: Where are you?
– <i>Nounours</i>: Where are you?</p> |
|--|---|

(continued)

5. Finally *Antoine* finds *Audrey* hiding in her favourite hiding place: *Dans la boîte !*
– *Audrey* : *Je suis triste. Je n'aime pas la gym.* *Audrey* is sad because she doesn't like exercises.

6. Ah ! *Pauvre Audrey !* *Minou* tells her that it is OK not to like the same thing as others do. We are all different. *Céline* remembers that *Audrey* loves dancing and asks *Audrey* if she would like to keep fit by dancing whilst the others are doing exercises. *Audrey* is happy again. She loves to dance!
– *Audrey* : *Je suis contente ! Super ! J'aime la danse. Merci ! Merci !*

5. In the box!
– *Audrey*: I'm sad. I don't like doing exercises.

6. Oh! Poor *Audrey*!
– *Audrey*: I'm happy! Great! I love dancing. Thank you! Thank you!

CD 1, Track 22

Song: *La gym en musique*

(A workout with music)

Encourage your child to do the actions and to move around/dance as much as possible. Definitely not a song to be sung sitting still!

Hop, hop ! Ouais ! Ah ! Ah ! Prêts pour la gym ?
Un, deux, trois, quatre !

Uh, uh. Yeah! Ha! Ha! Ready for some exercises?
One, two, three, four!

Je fais de la gym,
En musique !
C'est fantastique !
Et très énergique ! (Repeated)

I'm doing exercises,
To music!
It's fantastic!
And very energetic!

Je frappe des mains. Un, deux, trois !
Je lève les bras. Je baisse les bras.
Je lève le pied. Je baisse le pied.
Je frappe des mains. Un, deux, trois !

I'm clapping my hands. One, two, three!
I'm raising my arms. I'm lowering my arms.
I'm raising my foot. I'm lowering my foot.
I'm clapping my hands. One, two, three!

Je frappe des mains. Un, deux, trois !
Je lève les bras. Je baisse les bras.
Je lève le pied. Je baisse le pied. (for the other foot!)
Je frappe des mains. Un, deux, trois !

I'm clapping my hands. One, two, three!
I'm raising my arms. I'm lowering my arms.
I'm raising my foot. I'm lowering my foot.
I'm clapping my hands. One, two, three!

Je fais de la gym,
En musique !
C'est fantastique !
Et très énergique ! (Repeated)

I'm doing exercises,
To music!
It's fantastic!
And very energetic!

Je frappe des mains. Un, deux, trois !
Je lève les bras. Je baisse les bras.
Je lève le pied. Je baisse le pied.
Je frappe des mains. Un, deux, trois !

I'm clapping my hands. One, two, three!
I'm raising my arms. I'm lowering my arms.
I'm raising my foot. I'm lowering my foot.
I'm clapping my hands. One, two, three!

Je frappe des mains. Un, deux, trois !
Je lève les bras. Je baisse les bras.
Je lève le pied. Je baisse le pied. (for the other foot!)
Je frappe des mains. Un, deux, trois !

I'm clapping my hands. One, two, three!
I'm raising my arms. I'm lowering my arms.
I'm raising my foot. I'm lowering my foot.
I'm clapping my hands. One, two, three!

CD 1, Track 25

Song: La pluie fait 'plic plac'

(The rain goes 'pitter-patter')

One more chance to practise the parts of the body. New expression: *je suis trempé(e)* – I am soaked.

La pluie fait 'plic plac'.

The rain goes 'pitter-patter'.

La pluie fait 'plic plac'.

The rain goes 'pitter-patter'.

La pluie fait 'plic plac'.

The rain goes 'pitter-patter'.

'Plic plac' sur ma tête.

'Pitter-patter' on my head.

Repeat with *sur mes mains, sur mes bras, sur mes jambes, sur mes pieds* on my hands, on my arms, on my legs, on my feet.

Maintenant je suis trempé(e).

Now I'm soaked.

CD 1, Track 26

Listening activity for page 13, Cat 2.

Ask your child to look at the six little pictures of *Minou* and to point to the one that illustrates each action as described on the CD. You can then put the sentences you hear in the correct order by writing numbers 1-6 in the circles. (e.g. number 1 will appear in the circle by the fourth picture etc.)

Frappe des mains !

(4th picture)

Clap your hands! (4)

Lève les bras !

(2nd picture)

Raise your arms! (2)

Lève le pied !

(5th picture)

Raise your foot! (5)

Baisse les bras !

(3rd picture)

Lower your arms! (3)

Baisse le pied !

(1st picture)

Lower your foot! (1)

Saute !

(6th picture)

Jump! (6)

CD 1, Track 27

Listening activity for page 13, Cat 3.

Listen to the CD and complete *Marco*.

Les pieds, les genoux, le cou, la tête, les bras, les mains.

Feet, knees, neck, head, arms, hands.

CD 1, Track 28

Extra optional listening activity.

Encourage your child to draw the various parts of the face as heard on the CD and/or to complete the pictures of *Antoine* and *Céline* on the sheet given out in class.

Les yeux, le nez, la bouche, les oreilles, les cheveux, le cou.

Eyes, nose, mouth, ears, hair, neck.

Winter section

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.

Parents, please note: the extra activity pages at the end of the book, along with all the activities, are to be used at your discretion, depending on the age and ability of your children. Children following this course will be in the age range of 5-7 years old and so the exercises are designed to cover a wide range of abilities. The most important thing, as always, is for your children to have FUN learning French and to enjoy everything they do!

I L'anniversaire de Céline (Céline's birthday) Pages 14-15

CD 1, Track 31

Page 14, Cat 1: Mini story: *L'anniversaire de Céline* (Céline's birthday)

Listen to the story and follow the pictures in the book on page 14. *Céline's* T-shirt has been left blank so that your child can colour it pink. Ask your child if he/she is wearing any of the clothes mentioned in the story. Can you remember the French words for T-shirt, shorts (very easy!), trainers, trousers and hat? If not already done in class, stick the picture of *Céline* onto the blank square.

- | | |
|---|---|
| <p>1. Toys : <i>Joyeux anniversaire...Céline !</i>
It is <i>Céline's</i> birthday! <i>Les jouets</i>, the toys, ask her how old she is.</p> <p>– Toys : <i>Quel âge as-tu ? Quel âge as-tu ?</i>
– Céline : <i>C'est un secret !</i>
<i>Céline</i> is keeping it a secret!</p> | <p>1. Toys : Happy birthday...Céline!
The toys</p> <p>– Toys : How old are you? How old are you?
– Céline: It's a secret!</p> |
| <p>2. <i>Les jouets</i> are trying to think of the best present to buy for her. It is difficult to think of a perfect present for someone! However, <i>les jouets</i> know how much <i>Céline</i> likes clothes and they each suggest something different.</p> <p>– François : <i>Un pantalon bleu.</i>
<i>François</i> wants to buy <i>Céline</i> some smart blue trousers, like his own.</p> <p>– Nounours : <i>Non, non, non ! Des baskets !</i>
Because he likes running, <i>Nounours</i> suggests some trainers.</p> <p>Once again, <i>les jouets</i> ask <i>Céline</i>:</p> <p>– Toys : <i>Quel âge as-tu ?</i>
– Céline : <i>C'est un secret !</i></p> | <p>2. The toys</p> <p>– François: Blue trousers.</p> <p>– Nounours: No, no, no! Trainers!</p> <p>The toys</p> <p>– Toys : How old are you?
– Céline: It's a secret!</p> |

(continued)

Minou dit : « Non, non, non !
Des baskets, c'est affreux !
Un T-shirt bleu, blanc et rouge.
Un T-shirt, c'est mieux ! »

Minou says: "No, no, no!
Trainers, that's horrible!
A blue, white and red T-shirt.
A T-shirt, that's better!"

Trottine dit : « Non, non, non !
Un T-shirt, c'est affreux !
Un short vert, c'est mon idée.
Un short vert, c'est mieux ! »

Trottine says: "No, no, no!
A T-shirt, that's horrible!
Green shorts, that's my idea.
Green shorts, that's better!"

Marco dit : « Non, non, non !
Un short vert c'est affreux !
Un chapeau rose comme cadeau.
J'ai trouvé ce qu'elle veut ! »

Marco says: "No, no, no!
Green shorts, that's horrible!
A pink hat for a present.
I've found what she wants!"

Ah oui, un chapeau rose !
C'est une très bonne idée !
Un chapeau rose comme cadeau.
Pour ses vacances d'été !

Ah yes, a pink hat!
That's a very good idea!
A pink hat for a present.
For her summer holidays!

CD I, Track 33

Song: Joyeux anniversaire !

(Happy birthday!)

Try singing 'Happy Birthday' in French every time a member of the family has a birthday from now on!

Joyeux anniversaire !
Joyeux anniversaire !
Joyeux anniversaire !
Joyeux anniversaire !

Happy birthday!
Happy birthday!
Happy birthday!
Happy birthday!

CD I, Track 34

Song: J'ai six ans

(I'm six)

Help your child to keep practising saying how old he/she is when asked the question "Quel âge as-tu ?" Use fingers to help with counting.

Un, deux, trois, quatre, cinq, six.
Quel âge as-tu ?
J'ai cinq ans. J'ai six ans.
Je suis grand !
Un, deux, trois, quatre, cinq, six.
Quel âge as-tu ?
J'ai cinq ans. J'ai six ans.
Je suis grand !
Moi, j'ai sept ans !

One, two, three, four, five, six.
How old are you?
I am five. I am six.
I am big/tall!
One, two, three, four, five, six.
How old are you?
I am five. I am six.
I am big/tall!
I am seven!

CD 1, Track 35

Listening and colouring activity for page 15, Cat 2.

All the toys would like new clothes for their birthdays! What colours would they like? Pause the CD after every sentence and help your child to identify which article of clothing is required for whom and to colour the clothes appropriately. Note: your child will need to be reminded of *un manteau* (a coat) for this exercise.

Un pantalon jaune pour François.

Des baskets rouges pour Nounours.

Un T-shirt orange, blanc et vert pour Minou.

Un short rose pour Trotline.

Des bottes marron pour Gaston.

Un chapeau violet pour Céline.

Un manteau bleu pour Audrey.

Une casquette noire pour Antoine.

Yellow trousers for François.

Red trainers for Nounours.

An orange, white and green T-shirt for Minou.

Pink shorts for Trotline.

Brown boots for Gaston.

A purple hat for Céline.

A blue coat for Audrey.

A black cap for Antoine.

Activity Book:

Page 44, Extra activity: help your child to count the candles on each cake and put the appropriate age in the squares. The numbers can then be written in underneath by joining the dots.

2 Le petit canard (The little duck) Pages 16-17

CD 1, Track 36

Page 16, Cat 1: Mini story: *Le petit canard* (The little duck)

Listen to the story and look at the pictures on page 16. Give your child lots of praise for understanding a story completely in French! Ask your child to tell you in French when he/she is hungry and to practise saying *je voudrais...* (I would like...)

- | | |
|--|--|
| <p>1. Voici un petit canard. Un petit canard blanc. Le petit canard a faim.
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i></p> | <p>1. Here is a little duck. A little white duck. The little duck is hungry.
 – Duck: I'm hungry! I'm hungry! I would like some bread!</p> |
| <p>2. Voici un cheval gris. Le petit canard dit :
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i>
 <i>Mais le cheval dit :</i>
 – Cheval : <i>Je n'aime pas le pain. J'aime les carottes.</i>
 <i>Voici un chat. Le petit canard dit :</i>
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i>
 <i>Mais le chat dit :</i>
 – Chat : <i>Je n'aime pas le pain. J'aime le lait.</i></p> | <p>2. Here is a grey horse. The little duck says:
 – Duck: I'm hungry! I'm hungry! I would like some bread!
 But the horse says:
 – Horse: I don't like bread. I like carrots.</p> <p>Here is a cat. The little duck says:
 – Duck: I'm hungry! I'm hungry! I would like some bread!
 But the cat says:
 – Cat: I don't like bread. I like milk.</p> |
| <p>3. Voici un bonhomme de neige. Le petit canard dit :
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i>
 <i>Mais le bonhomme de neige dit :</i>
 – Bonhomme de neige : <i>Je n'aime pas le pain. J'aime les glaces.</i></p> | <p>3. Here is a snowman. The little duck says:
 – Duck: I'm hungry! I'm hungry! I would like some bread!
 But the snowman says:
 – Snowman: I don't like bread. I like ice creams.</p> |
| <p>4. Voici un cochon. Le petit canard dit :
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i>
 <i>Mais le cochon dit :</i>
 – Cochon : <i>Je n'aime pas le pain. J'aime les noix.</i></p> | <p>4. Here is a pig. The little duck says:
 – Duck: I'm hungry! I'm hungry! I would like some bread!
 But the pig says:
 – Pig: I don't like bread. I like nuts.</p> |
| <p>5. Voici Trottine. Le petit canard dit :
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain !</i>
 <i>Mais Trottine dit :</i>
 – Trottine : <i>Je n'aime pas le pain. J'aime le chocolat.</i></p> | <p>5. Here is Trottine. The little duck says:
 – Duck: I'm hungry! I'm hungry! I would like some bread!
 But Trottine says:
 – Trottine: I don't like bread. I like chocolate.</p> |
| <p>6. Voici la famille Oiseau. Le petit canard dit :
 – Canard : <i>J'ai faim ! J'ai faim ! Je voudrais du pain, s'il vous plaît.</i>
 <i>Et la famille Oiseau dit :</i>
 – Famille Oiseau : <i>Oui, petit canard, oui ! Voici du pain !</i>
 <i>Et le petit canard dit :</i>
 – Canard : <i>Merci ! Merci !</i></p> | <p>6. Here is the Bird family. The little duck says:
 – Duck: I'm hungry! I'm hungry! I would like some bread, please.
 And the Bird family says:
 – Bird family: Yes, little duck, yes! Here is some bread!
 And the little duck says:
 – Duck: Thank you! Thank you!</p> |

CD 1, Track 39

Listening activity for page 17, Cat 2.

Listen to the CD and link each of the toys in the middle of the page with the pictures of what you like (left-hand column) and what you don't like (right-hand column).

Gaston aime les poires.

Minou n'aime pas le chou.

François aime les crêpes.

Marco n'aime pas les gâteaux.

Minou aime les bananes.

Audrey n'aime pas le lait.

Gaston n'aime pas le poisson.

Audrey aime les tomates.

François n'aime pas les noix.

Marco aime les pommes de terre.

Gaston likes pears.

Minou doesn't like cabbage.

François likes pancakes.

Marco doesn't like cakes.

Minou likes bananas.

Audrey doesn't like milk.

Gaston doesn't like fish.

Audrey likes tomatoes.

François doesn't like nuts.

Marco likes potatoes.

Activity Book:

Page 45, Extra activity: ask your child to look closely at the two pictures and to say in French what is missing in the second picture.

(un cheval/une carotte/un chat/un cochon/un chou/la glace/le chocolat/un canard/un oiseau/du pain - one of the crumbs Marco is feeding to the ducks!)

3 Antoine et les ours (Antoine and the bears) Pages 18-19

CD 1, Track 40

Page 18, Cat 1: *Antoine et les ours*

(Antoine and the bears)

Listen to the story, following the pictures on page 18. Remind your child of all the weather conditions he/she has been taught so far. (Part 2 Autumn, Module 3). Sing CD 1, track 13 to recap. Ask your child to look out of the window and tell you in French what the weather is like and to say in French what clothes we wear in cold weather. (If your child can't remember the words in French, he/she could say "Oui" or "Non" when shown various pictures!)

- | | |
|---|---|
| <p>1. One day, <i>Antoine</i> decides to go for a walk <i>dans la forêt</i>.
<i>Il fait beau</i>. It's a lovely day. As the sun is shining, <i>Antoine</i> has decided to wear <i>un short, un T-shirt et des sandales</i>. What a silly boy! <i>Antoine</i> has forgotten that it's still winter!</p> | <p>1. in the forest

It's a lovely day.
shorts, a T-shirt and sandals.</p> |
| <p>2. Very soon the weather changes. <i>Il y a du vent et il fait froid</i>. It's windy and cold. <i>Antoine</i> shivers and says:
– <i>Antoine : Il fait froid. Je rentre chez moi.</i> It's cold and he decides to go home. But <i>Antoine</i> can't remember the way.
– <i>Antoine : J'ai peur !</i>
He is scared.</p> | <p>2. It's windy and cold.

– <i>Antoine: It's cold. I'm going home.</i>

– <i>Antoine: I'm scared!</i></p> |
| <p>3. Suddenly he sees a little house.
– <i>Antoine : Ah ! Une petite maison.</i>
He knocks on the door.
– <i>Antoine : Qui habite ici ?</i>
Who lives here?
No one answers. <i>Antoine</i> is so cold, he goes inside.
– <i>Antoine : Quelle chance ! Un grand manteau !</i>
What luck! <i>Antoine</i> sees a big coat! He puts it on.
– <i>Antoine : Ah ! (C'est) Trop grand !</i>
It's much too big.
– <i>Antoine : Tant pis !</i>
Never mind!</p> | <p>3.
– <i>Antoine: Ah! A little house.</i>

– <i>Antoine: Who lives here?</i>

– <i>Antoine: What luck! A big coat!</i>

– <i>Antoine: Ah! Too big!</i>

– <i>Antoine: Never mind!</i></p> |
| <p>4. <i>Antoine</i> is already feeling warmer but his legs are cold. He sees <i>un pantalon</i>. They are much too big too.
– <i>Antoine : Ah ! (C'est) Trop grand. Tant pis !</i></p> | <p>4.
trousers.

– <i>Antoine: Ah! Too big. Never mind!</i></p> |

(continued)

5. *Antoine* now needs something to keep his feet warm.
- *Antoine* : *Ah ! Des bottes !*
On go the boots.
 - *Antoine* : (*C'est*) *Trop grand ! Tant pis !*
Antoine is still cold and sees *un bonnet*.
 - *Antoine* : (*C'est*) *Trop grand ! Tant pis !*
Antoine has a shock when he sees himself in the mirror!

6. Just then *Antoine* hears voices.
- *Antoine* : *Qui est là ?*
The family of bears that lives in the house has arrived home. They take one look at *Antoine* standing there *dans son grand manteau, son grand pantalon, ses grandes bottes et son grand bonnet* and scream!
 - Ours 1 : *Aaaaah ! J'ai peur !*
 - Ours 2 : *J'ai très peur !*
 - Ours 3 : *C'est un monstre !*
And they run back into the forest! *Oh là là !*
They think *Antoine* is a monster!

- 5.
- *Antoine*: Ah! Boots!
 - *Antoine*: Too big! Never mind! a woolly hat.
 - *Antoine*: Too big! Never mind!

- 6.
- *Antoine*: Who's there?

in his big coat, his big trousers, his big boots and his big woolly hat
 - Bear 1: Aaaaah! I'm scared!
 - Bear 2: I'm very scared!
 - Bear 3: It's a monster!
Oh dear!

CD 1, Track 41

Song: *Antoine dans la forêt*

(*Antoine* in the forest)

Make up actions for the song to help your child learn it! Point to the appropriate pictures on page 18 as you listen to the song.

Antoine dans la forêt.
Il fait froid, il fait froid.
Antoine dans la forêt.
"Je rentre chez moi."

Antoine in the forest.
It's cold, it's cold.
Antoine in the forest.
"I'm going home."

Ah ! Une petite maison !
Quelle chance ! Qui habite ici ?
Ah ! Une petite maison !
"C'est confortable, ici !"

Ah! A little house!
What luck! Who lives here?
Ah! A little house!
"It's comfy, here!"

Manteau et pantalon.
Trop grands, tant pis !
Manteau et pantalon.
"Regarde, me voici !"

Coat and trousers.
Too big, never mind!
Coat and trousers.
"Look, here I am!"

Des bottes et un bonnet.
Trop grands, tant pis !
Des bottes et un bonnet.
"Je n'ai plus froid, merci !"

Boots and a woolly hat.
Too big, never mind!
Boots and a woolly hat.
"I'm not cold any more, thank you!"

Oh là là ! Qui est là ?
C'est un monstre ! Quelle horreur !
Oh là là ! Qui est là ?
"C'est un monstre, j'ai très peur !"

Oh dear! Who's there?
It's a monster! How horrible!
Oh dear! Who's there?
"It's a monster, I'm very scared!"

4 Fais attention, Marco ! (Watch out, Marco!) Pages 20-21

CD 2, Track 1

Page 20, Cat 1: Mini story: *Fais attention, Marco !* (Watch out, Marco!)

Listen to the story and follow the pictures on page 20. *Marco* has been left blank for children to colour in grey. Try to use the French *Fais attention !* instead of telling your child to 'be careful' or 'watch out'! Encourage him/her to say it to you! Sorry (*pardon* in French) is a very important word! Encourage your child to say this and also please and thank you in French whenever appropriate! Encourage your child to tell you the story in their own words, using the French words or phrases as often as he/she can!

- | | |
|--|--|
| <p>1. <i>Les jouets</i> have all been playing outside. Now the weather is changing and they decide to go home.</p> <p>– Audrey, Nounours, François : <i>Je rentre chez moi ! Je rentre chez moi ! Au revoir, je rentre chez moi !</i></p> | <p>1. The toys</p> <p>– Audrey, Nounours, François: I am going home! I am going home! Goodbye, I am going home.</p> |
| <p>2. <i>Marco</i>, however, doesn't want to go home. He is in the distance walking along listening to his music. <i>Il marche à grands pas comme Minou. Il marche à petits pas comme Audrey.</i> <i>Les jouets</i> call:</p> <p>– Toys : <i>Marco ! Marco ! Où vas-tu ? Rentre chez toi !</i>
Where are you going? Go home! But <i>Marco</i> can't hear them properly because he has his headphones on.</p> <p>– Toys : <i>Fais attention, Marco !</i>
<i>Les jouets</i> call him to be careful. Can you join in and say it with them again?</p> <p>– Toys : <i>Fais attention, Marco !</i></p> | <p>2.</p> <p>He is taking large strides like <i>Minou</i>. He is taking little steps like <i>Audrey</i>.</p> <p>The toys</p> <p>– Toys : <i>Marco! Marco! Where are you going? Go home!</i></p> <p>– Toys : <i>Watch out, Marco!</i>
The toys</p> <p>– Toys : <i>Watch out, Marco!</i></p> |
| <p>3. It starts raining heavily and <i>Marco</i> walks further and further away. <i>Les jouets</i> know that it is not good for a robot to be out in the rain for long and they are worried that he will get lost. They keep calling him.</p> <p>– Audrey, Nounours, François : <i>Marco ! Marco ! Il pleut très fort ! Fais attention !</i>
But <i>Marco</i> cannot hear his friends.</p> <p>– Toys : <i>Fais attention, Marco !</i></p> | <p>3.</p> <p>The toys</p> <p>– Audrey, Nounours, François: <i>Marco! Marco! It is raining very hard! Watch out!</i></p> <p>– Toys: <i>Watch out, Marco!</i></p> |

(continued)

CD 2, Track 2

Song: Marco ! Marco !

(Marco! Marco!)

Make up mimes to this song with your child. Children who have completed Part I will be able to recognise a lot of the phrases here.

*Marco ! Marco !
Rentre chez toi.
Il pleut très fort.
Il fait très froid.*

Marco! Marco!
Go home.
It's raining very hard.
It's very cold.

*Tant pis ! Tant pis !
J'écoute de la musique !
Je marche et je danse.
C'est énergique !*

Too bad! Too bad!
I'm listening to music!
I'm walking and I'm dancing.
It's energetic!

*Marco ! Marco !
Où vas-tu ?
Il pleut très fort.
Tu as disparu.*

Marco! Marco!
Where are you going?
It's raining very hard.
You have disappeared.

*Ah ! Quelle panique !
Je suis perdu.
J'ai peur ! J'ai peur !
Je ne marche plus.*

Ah! What a panic!
I'm lost.
I'm scared! I'm scared!
I can't walk any more.

*Bonjour, bonjour !
Comment ça va ?
Où habites-tu ?
On rentre chez toi.*

Hello, hello!
How are you?
Where do you live?
We'll go back to your house.

*Merci ! Merci !
C'est très gentil.
Je suis content.
J'habite ici !*

Thank you! Thank you!
That's very kind.
I'm happy.
I live here!

5 OÙ ES-TU, PETIT POUSSIN ? (Where are you, little chick?)

Pages 22-23

CD 2, Track 4

Page 22, Cat 1: Mini story: OÙ ES-TU, PETIT POUSSIN ? (Where are you, little chick?)

Listen to the story on CD 2, track 4 and point to the correct pictures on page 22. The little chick has been left blank for children to colour in yellow. Test your child to see if he/she can remember the French for 'farmer' as well as for 'chick', 'rabbit', 'duck', 'sheep', 'horse' and 'cow'. Ask if these animals are always the same colour as described in the story. What other colours (in French!) could they be? See how many of these animals you can spot together when out and about!

- | | |
|---|---|
| 1. <i>Le fermier</i> has lost one of his chicks. | 1. The farmer |
| – Fermier : <i>Petit poussin, petit poussin ! OÙ es-tu ?</i> | – Farmer: Little chick, little chick! Where are you? |
| – Fermier : <i>C'est un petit poussin jaune !</i> He tells the toys that it's a little yellow chick. | – Farmer: It is a little yellow chick! |
| – Fermier : <i>Mon poussin est dans la forêt.</i> The farmer thinks it has wandered into the forest. <i>François</i> and <i>Gaston</i> are going to help him look for it. | – Farmer: My chick is in the forest. |
| – François : <i>Où es-tu, petit poussin ?</i> | – François: Where are you, little chick? |
| – Gaston : <i>Où es-tu, petit poussin ?</i> | – Gaston: Where are you, little chick? |
| 2. <i>Dans la forêt</i> , <i>François</i> sees something moving out of the corner of his eye: | 2. In the forest |
| – François : <i>Regardez ! Là ! Le petit poussin !</i> | – François: Look! There! The little chick! |
| – Fermier : <i>Non, François, c'est un lapin ! C'est un lapin gris !</i> It's a grey rabbit. And they continue their search. | – Farmer: No, François, it is a rabbit! It is a grey rabbit! |
| – François : <i>Où es-tu ?</i> | – François: Where are you? |
| – Gaston : <i>Petit poussin ? Petit poussin ?</i> | – Gaston: Little chick? Little chick? |
| 3. <i>Gaston</i> can jump very high and can see a long way. Suddenly he shouts: | 3. |
| – Gaston : <i>Regardez ! Là ! Le petit poussin !</i> | – Gaston: Look! There! The little chick! |
| – Fermier : <i>Non, non, Gaston, c'est un canard. C'est un canard vert.</i> It's a green duck. And they continue walking. | – Farmer: No, no, Gaston, it is a duck. It is a green duck. |
| – François : <i>Où es-tu, petit poussin ?</i> | – François: Where are you, little chick? |
| 4. Suddenly, <i>François</i> thinks he has seen something in the distance. He says: | 4. |
| – François : <i>Regardez ! Là ! Le petit poussin !</i> | – François: Look! There! The little chick! |
| – Fermier : <i>Non, non, François. C'est un mouton. C'est un mouton blanc !</i> It's a white sheep. And they continue their search. | – Farmer: No, no, François. It is a sheep. It is a white sheep! |
| – François : <i>Où es-tu ?</i> | – François: Where are you? |
| – Gaston : <i>Petit poussin ? Petit poussin ?</i> | – Gaston: Little chick? Little chick? |

(continued)

CD 2, Track 6

Extra listening activity: *À la ferme*

(On the farm)

Listen to this track and ask your child to count all the animals he/she can hear. There are two new words introduced here – *un chien* (a dog) and *une poule* (a hen/chicken).

Voici une ferme et voici une vache. « Meuh ! » dit la vache.

Voici un chat. « Miaou ! » dit le chat.

Voici un chien. « Ouaf ! Ouaf ! » dit le chien.

Voici un canard. « Couin ! Couin ! » dit le canard.

Voici une poule. « Cot, cot, cot ! » dit la poule.

Here is a farm and here is a cow. “Moo!” says the cow.

Here is a cat. “Meow!” says the cat.

Here is a dog. “Woof! Woof!” says the dog.

Here is a duck. “Quack! Quack!” says the duck.

Here is a hen. “Cluck, cluck, cluck!” says the hen.

CD 2, Track 7

Extra listening activity: *Le petit poussin cherche sa maman*

(The little chick is looking for his mummy)

Encourage your child to join in with *Maman, maman es-tu là ?* and *pas ici*. Count the animals in the story.

1. Dans la ferme un petit poussin cherche sa maman. « Maman, maman, es-tu là ? » dit le petit poussin. « Ouaf ! Ouaf ! Pas ici ! » dit le chien.

2. « Maman, maman, es-tu là ? » dit le petit poussin. « Miaou, miaou. Pas ici ! » dit le chat.

3. « Maman, maman, es-tu là ? » dit le petit poussin. « Groin ! Groin ! Pas ici ! » dit le cochon.

4. « Maman, maman, es-tu là ? » dit le petit poussin. « Meuh ! Pas ici ! » dit la vache.

5. « Maman, maman, es-tu là ? » dit le petit poussin. « Hi-hi-hi. Pas ici ! » dit le cheval.

6. « Maman, maman, es-tu là ? » dit le petit poussin. « Bée-ee. Pas ici ! » dit le mouton.

7. « Maman, maman, es-tu là ? » dit le petit poussin. « Oui, oui, viens ici ! » dit la poule.

8. Dans la ferme il y a une poule et un, deux, trois, quatre, cinq petits poussins. Au revoir !

1. On the farm a little chick is looking for his mummy. “Mummy, Mummy, are you there?” says the little chick. “Woof! Woof! Not here!” says the dog.

2. “Mummy, Mummy, are you there?” says the little chick. “Meow, meow. Not here!” says the cat.

3. “Mummy, Mummy, are you there?” says the little chick. “Oink, oink. Not here!” says the pig.

4. “Mummy, Mummy, are you there?” says the little chick. “Moo! Not here!” says the cow.

5. “Mummy, Mummy, are you there?” says the little chick. “Neigh. Not here!” says the horse.

6. “Mummy, Mummy, are you there?” says the little chick. “Baa. Not here!” says the sheep.

7. “Mummy, Mummy, are you there?” says the little chick. “Yes, yes, come here!” says the hen.

8. On the farm there is a hen and one, two, three, four, five little chicks. Goodbye!

Spring/Summer section

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.

Parents, please note: the extra activity pages at the end of the book, along with all the activities, are to be used at your discretion, depending on the age and ability of your children. Children following this course will be in the age range of 5-7 years old and so the exercises are designed to cover a wide range of abilities. The most important thing, as always, is for your children to have FUN learning French and to enjoy everything they do!

1 Le chien cherche un ami (The dog is looking for a friend)

Pages 24-25

CD 2, Track 10

Page 24, Cat 1: Mini story: *Le chien cherche un ami* (The dog is looking for a friend)

Listen to the story and point to the right pictures in the book. The dog has been left blank to colour in brown. Ask your child to tell you in French the colour of each door. Point to each picture in turn and see if your child can remember what each of the animals says as an excuse for not playing with the little dog. Can your child remember how to say elephant, crocodile, tiger and butterfly in French? Encourage your child to ask you or another member of the family in French to come and play.

- | | |
|--|--|
| <p>1. <i>Le chien cherche un ami.</i> The dog is looking for a friend. Listen to what he is doing:
 <i>Il frappe à la porte numéro un.</i>
 – Chien : <i>Viens jouer, s'il te plaît !</i>
 – Vache : <i>Non, je dors.</i>
 <i>Dit la vache.</i>
 – Chien : <i>Dors bien ! Ah, quel dommage !</i></p> <p>2. <i>Le chien frappe à la porte numéro deux.</i>
 – Chien : <i>Viens jouer, s'il te plaît !</i>
 – Mouton : <i>Non, je mange.</i>
 <i>Dit le mouton.</i>
 – Chien : <i>Bon appétit ! Ah, quel dommage !</i></p> <p>3. <i>Le chien frappe à la porte numéro trois.</i>
 – Chien : <i>Viens jouer, s'il te plaît !</i>
 – Crocodile : <i>Non, je nage.</i>
 <i>Dit le crocodile.</i>
 – Chien : <i>Tant pis ! Ah, quel dommage !</i></p> <p>4. <i>Le chien frappe à la porte numéro quatre.</i>
 – Chien : <i>Viens jouer, s'il te plaît !</i>
 – Papillon : <i>Non, je vole dans ma maison.</i>
 <i>Dit le papillon.</i>
 – Chien : <i>D'accord ! Ah, quel dommage !</i></p> | <p>1. The dog is looking for a friend.
 He knocks at door number one.
 – Dog: Come and play, please!
 – Cow: No, I'm sleeping.
 Says the cow.
 – Dog: Sleep well! Ah, what a pity!</p> <p>2. The dog knocks at door number two.
 – Dog: Come and play, please!
 – Sheep: No, I'm eating.
 Says the sheep.
 – Dog: Enjoy your meal! Ah, what a pity!</p> <p>3. The dog knocks at door number three.
 – Dog: Come and play, please!
 – Crocodile: No, I'm swimming.
 Says the crocodile.
 – Dog: Never mind! Ah, what a pity!</p> <p>4. The dog knocks at door number four.
 – Dog: Come and play, please!
 – Butterfly: No, I'm flying in my house.
 Says the butterfly.
 – Dog: Okay! Ah, what a pity!</p> |
|--|--|

(continued)

CD 2, Track 12

Song: Un éléphant se met à jouer

(An elephant starts to play)

Practise counting down from five to one. Encourage your child to pretend to be an elephant jumping and then in the last verse to fall down. The new word *araignée* (spider) will be revisited in Module 4.

*Un éléphant se met à jouer
Sur la toile d'une araignée.
Il saute, saute, saute.
Il saute comme ça.
« Que c'est bon pour un éléphant. Youpi ! »*

An elephant starts to play
On a spider's web.
He jumps, jumps, jumps.
He jumps like this.
"How good it is for an elephant. Yippee!"

*Deux éléphants se mettent à jouer
Sur la toile d'une araignée.
Ils sautent, sautent, sautent.
Ils sautent comme ça.
« Que c'est bon pour un éléphant. Youpi ! »*

Two elephants start to play
On a spider's web.
They jump, jump, jump.
They jump like this.
"How good it is for an elephant. Yippee!"

*Trois éléphants se mettent à jouer
Sur la toile d'une araignée.
Ils sautent, sautent, sautent.
Ils sautent comme ça.
« Que c'est bon pour un éléphant. Youpi ! »*

Three elephants start to play
On a spider's web.
They jump, jump, jump.
They jump like this.
"How good it is for an elephant. Yippee!"

*Quatre éléphants se mettent à jouer
Sur la toile d'une araignée.
Ils sautent, sautent, sautent.
Ils sautent comme ça.
« Que c'est bon pour un éléphant. Youpi ! »*

Four elephants start to play
On a spider's web.
They jump, jump, jump.
They jump like this.
"How good it is for an elephant. Yippee!"

*Cinq éléphants se mettent à jouer
Sur la toile d'une araignée.
Ils sautent, sautent, sautent.
Ils sautent en l'air.
Et cinq éléphants tombent par terre.*

Five elephants start to play
On a spider's web.
They jump, jump, jump.
They jump in the air.
And five elephants fall to the ground.

CD 2, Track 13

Song: L'éléphant est gros et gris

(The elephant is large and grey)

Another chance for your child to pretend to be an elephant! Encourage your child to point to fingers and toes at the appropriate point in the song and also to mimic the elephant's long 'nose'.

*L'éléphant est gros et gris.
Il marche comme ça, il marche comme ci.
Pas de doigts, pas d'orteils.
Mais l'éléphant a un grand nez.
Il marche comme ci, il marche comme ça.*

The elephant is large and grey.
He walks like that, he walks like this.
No fingers, no toes.
But the elephant has a big nose.
He walks like this, he walks like that.

(Repeated)

2 Les trois petits cochons (The three little pigs) Pages 26-27

CD 2, Track 16

Page 26, Cat 1: Mini story: *Les trois petits cochons* (The three little pigs)

Listen to the story, following the pictures on page 26. Give your child lots of praise for understanding another story entirely in French! The chair has been left blank for children to colour in green and the bed blank for children to colour in purple. Ask your child questions about the story and get them to answer you in French, e.g. where is the first little pig hiding? (*sous la chaise*), which room is he in (*le salon*) etc. Can your child remember the word for wolf in French? Your child could practise saying “*J’ai faim*” before every mealtime and then saying what they would like to eat: “*Je voudrais...*”

- | | |
|---|--|
| 1. <i>Les trois petits cochons sont dans la maison.</i> | 1. The three little pigs are in the house. |
| 2. <i>Le loup regarde dans le salon.</i>
– Le loup : <i>Un petit cochon ! Mmm. J’ai faim ! Je voudrais un petit cochon.</i> | 2. The wolf looks in the living room.
– The wolf: A little pig! Mmm. I’m hungry! I would like a little pig. |
| 3. <i>Le loup regarde dans la cuisine.</i>
– Le loup : <i>Deux petits cochons ! Mmm. J’ai faim ! Je voudrais deux petits cochons.</i> | 3. The wolf looks in the kitchen.
– The wolf: Two little pigs! Mmm. I’m hungry! I would like two little pigs. |
| 4. <i>Le loup regarde dans la chambre.</i>
– Le loup : <i>Trois petits cochons. Mmm. J’ai faim ! Je voudrais trois petits cochons.</i> | 4. The wolf looks in the bedroom.
– The wolf: Three little pigs! Mmm. I’m hungry! I would like three little pigs. |
| 5. <i>Le loup grimpe par la fenêtre ! Les petits cochons se cachent !</i> | 5. The wolf climbs through the window!
The little pigs hide! |
| 6. <i>Le vent souffle, souffle, souffle et emporte le loup.</i> | 6. The wind blows, blows, blows and carries the wolf away. |

CD 2, Track 17

Song: *Trois petits cochons*

(Three little pigs)

Invent actions and mime what is happening in the song! From now on, every time you want your child to hurry up, you could say “*Vite !*”

*Trois petits cochons
Sont dans la maison.
Le grand loup arrive.
Il regarde par ici,
Il regarde par là.*

Three little pigs
Are in the house.
The big wolf arrives.
He looks over here,
He looks over there.


*Trois petits cochons
Sont dans le salon.
J’ai peur ! J’ai peur ! J’ai peur !
Vite ! Sous la chaise !*

Three little pigs
Are in the living room.
I’m scared! I’m scared! I’m scared!
Quick! Under the chair!

*Trois petits cochons
Sont dans la maison.
Le grand loup arrive.
Il regarde par ici,
Il regarde par là.*

Three little pigs
Are in the house.
The big wolf arrives.
He looks over here,
He looks over there.

(continued)

- 
5. Boucle d'or voit un grand lit. Oh ! Non, non, non !
Boucle d'or voit un lit moyen. Oh ! Non, non, non !
Boucle d'or voit un petit lit. Ah ! Oui, oui, oui !
 6. Voici les trois ours. Papa, Maman et Bébé.
Oh ! Mon grand bol ! Oh ! Mon bol moyen !
Oh ! Mon petit bol !
 7. Oh ! Ma grande chaise ! Oh ! Ma chaise moyenne ! Oh ! Ma petite chaise !
 8. Oh ! Mon grand lit ! Oh ! Mon lit moyen ! Oh ! Mon petit lit ! Qui est là ?
Je m'appelle Boucle d'or. Oh ! Oh ! Un, deux, trois ours. Je rentre chez moi !
 5. Goldilocks sees a big bed. Oh! No, no, no!
Goldilocks sees a medium-sized bed. Oh! No, no, no!
Goldilocks sees a small bed. Ah! Yes, yes, yes!
 6. Here are the three bears. Daddy, Mummy and Baby.
Oh! My big bowl! Oh! My medium-sized bowl! Oh! My small bowl!
 7. Oh! My big chair! Oh! My medium-sized chair! Oh! My small chair!
 8. Oh! My big bed! Oh! My medium-sized bed! Oh! My little bed! Who's there?
My name is Goldilocks. Oh! Oh! One, two, three bears. I'm going back home!

Activity Book:

Page 26, Cat 1: help your child to stick the picture they have been given into the blank square, picture 6.

Page 27, Cat 2: there are ten little pigs hiding in the lounge. Can your child find and circle them all? What other things can be seen in the picture and how many of each? (*quatre chaises/lune table/deux bananes/deux pommes/lune poire/trois fleurs*).

Page 50, Extra activity: for older children following this programme.

Cat 1: a wordsearch (all the words are in horizontal rows). Ask your child to identify the meaning of all the words in the red rectangle first.

Cat 2: read the sentences out loud (they are in a random order) and help your child to link the pictures to the phrases. (Non-French-speaking parents, please listen to the CD for correct pronunciation.)

3 Le tapis magique (The magic carpet) Pages 28-29

CD 2, Track 19

Page 28, Cat 1: Mini story: *Le tapis magique* (The magic carpet)

Listen to the story and point to the right pictures on page 28 in the activity book. Use the French *Attention !* when you want your child/children to pay *attention*, *restez tranquilles* when you want them to keep still, *regardez* when you want them to look at something, *j'ai une surprise* when you have a surprise for them, and *je suis content/e* or *je ne suis pas content/e* if you are pleased or not pleased. You could also regularly say *Bonne idée !* when your child, or someone else in the family, has a good idea as well as *Bravo !* and *Fantastique !* Your child will soon be saying these words and phrases on a regular basis too!

- | | |
|---|--|
| <p>1. <i>Voici la famille Cochon. Le papa, la maman, le frère, la sœur et le bébé.</i> The Cochon family is having a ride on a magic carpet. <i>Le tapis magique ! Papa Cochon</i> tells his children that they must keep very still for the magic to keep working.</p> <p>– Papa Cochon : <i>Attention ! Restez tranquilles !</i></p> <p>2. Maman Cochon : <i>J'ai une surprise dans le panier !</i>
Do you understand? To keep her children quiet, and knowing that they are always hungry, <i>Maman Cochon</i> tells them that she has a surprise for them in her basket, but first they have to guess what it is. She asks them to think of all the different items of food they can. Can you help the <i>Cochon</i> children? Can you guess what food <i>Maman Cochon</i> has in the basket?</p> <p>– Maman Cochon : <i>Neuf tomates, cinq bananes, trois pommes, deux poires, quatre gâteaux.</i> Then <i>Papa Cochon</i> shows them all the different places below:</p> <p>– Papa Cochon : <i>Regardez la ferme, le parc, la forêt, la plage, les jardins, les maisons, les arbres !</i>
But he reminds them to be careful!</p> <p>– Papa Cochon : <i>Attention !</i>
And to keep very still!</p> <p>– Papa Cochon : <i>Restez tranquilles !</i></p> | <p>1. Here is the Pig family. The daddy, the mummy, the brother, the sister and the baby. Pig
The magic carpet!
Daddy Pig</p> <p>– Daddy Pig: Watch out! Keep still!</p> <p>2. Mummy Pig: I have a surprise in the basket!</p> <p>Mummy Pig</p> <p>Pig
Mummy Pig</p> <p>– Mummy Pig: Nine tomatoes, five bananas, three apples, two pears, four cakes.
Daddy Pig</p> <p>– Daddy Pig: Look at the farm, the park, the forest, the beach, the gardens, the houses, the trees!</p> <p>– Daddy Pig: Watch out!</p> <p>– Daddy Pig: Keep still!</p> |
|---|--|

(continued)

3. All of a sudden *le frère Cochon* shouts that he can see *les jouets* on the beach:
- *Frère Cochon* : *Regardez, sur la plage ! Minou, Trottime, François, Gaston, Marco, Nounours et Audrey.*
Les jouets see them and wave at them.
 - Marco, François, Gaston, Audrey : *Salut ! Salut !*
Papa Cochon looks at his children and says:
 - *Papa Cochon* : *Attention ! Restez tranquilles !*
4. But *la sœur et le frère Cochon* are just so excited that they forget everything their *papa* has said and start jumping up and down on the carpet. *Ils sautent, sautent ! Oh là là !* This makes the carpet wobble!
- *Papa Cochon* : *Je ne suis pas content ! Papa Cochon* is not pleased.
 - *Papa Cochon* : *Attention ! Restez tranquilles !* But too late, the magic has stopped working.
5. The magic carpet starts to fall. *Le tapis magique tombe, tombe et va tomber par terre ! Oh là là !* What is going to happen? It is going to hit the ground! *Quelle panique !* All the *Cochon* family is frightened.
- *Famille Cochon* : *J'ai peur ! La maman, le papa, le frère, la sœur, le bébé, le panier, les tomates, les bananes, les pommes, les poires, les gâteaux* continue to fall.
6. *Sur la plage*, on the beach below, *Gaston* notices that something is going wrong with *le tapis magique* and he has an idea. As the *tapis magique* nears the ground, he lies down underneath it and *Papa Cochon, Maman Cochon, Frère Cochon, Sœur Cochon* and *Bébé Cochon* are able to bounce on him and not hurt themselves as they jump to the ground. *Gaston* is a hero!
- Minou : *Bonne idée, Gaston !* What a good idea that was!
 - Trottime : *Bravo !*
 - Marco : *Bravo !*
 - Audrey : *Gaston, tu es fantastique !*
3. Brother Pig
the toys
- Brother Pig: Look, on the beach! Minou, Trottime, François, Gaston, Marco, Nounours and Audrey.
- The toys
- Marco, François, Gaston, Audrey: Hi! Hi!
- Daddy Pig
- Daddy Pig: Watch out! Keep still!
4. Sister Pig and the Brother Pig
- Daddy
- They jump, jump! Oh dear!
- Daddy Pig: I am not happy!
 - Daddy Pig: Watch out! Keep still!
5. The magic carpet is falling, is falling and is going to fall to the ground! Oh dear!
- What a panic!
- Pig
- Pig family: I'm scared!
The mummy, the daddy, the brother, the sister, the baby, the basket, the tomatoes, the bananas, the apples, the pears, the cakes
6. On the beach.
- magic carpet
magic carpet
Daddy Pig, Mummy Pig, Brother Pig, Sister Pig, Baby Pig
- Minou: Good idea, Gaston!
 - Trottime: Well done!
 - Marco: Well done!
 - Audrey: Gaston, you are fantastic

4 **Nounours et les abeilles (Nounours and the bees) Pages 30-31**

CD 2, Track 22

Page 30, Cat 1: Mini story: *Nounours et les abeilles* (Nounours and the bees)

Listen to the story following the pictures on page 30. How many of the seven creatures mentioned in the story can your child identify? Ask them to repeat *un ver de terre* (a worm) which is new to them and also *Au secours !* (Help!)

- | | |
|--|--|
| <p>1. <i>Il fait beau !</i> It's a lovely day. The toys are playing <i>dans le jardin</i> when <i>François</i> suddenly calls them to look at something:</p> <ul style="list-style-type: none"> – François : <i>Regardez ! Une araignée ! Elle dort.</i> And they all look at the spider sleeping. Further away, <i>Marco</i> notices another insect on a flower. – Marco : <i>Regardez ! Une coccinelle, là, sur la fleur !</i>
Ah! It's a ladybird on the flower. <p>2. All of a sudden <i>Nounours</i> shouts:</p> <ul style="list-style-type: none"> – Nounours : <i>Regardez ! Une abeille !</i> – Minou : <i>Ne touchez pas !</i>
<i>Minou</i> tells them not to touch it. – Audrey : <i>Fais attention, Nounours !</i> – Nounours : <i>Ah ! Je n'ai pas peur !</i> <p>3. Then <i>Audrey</i> notices something under a leaf.</p> <ul style="list-style-type: none"> – Audrey : <i>Regardez ! Un ver de terre, là, sous la feuille.</i>
Can you see what it is? A worm under the leaf.
A few minutes later, <i>Gaston</i> sees a round-looking little animal on the ground. – Gaston : <i>Regardez ! Une tortue !</i> <p>4. <i>Nounours</i> : <i>Regardez ! Une abeille !</i></p> <ul style="list-style-type: none"> – Audrey : <i>Fais attention, Nounours !</i> – Nounours : <i>Ah ! Je n'ai pas peur !</i> | <p>1. It's a lovely day!
in the garden</p> <ul style="list-style-type: none"> – François: Look! A spider! It's asleep! – Marco: Look! A ladybird, there, on the flower! <p>2.</p> <ul style="list-style-type: none"> – Nounours: Look! A bee! – Minou: Don't touch! – Audrey: Watch out, Nounours! – Nounours: Ah! I'm not scared! <p>3.</p> <ul style="list-style-type: none"> – Audrey: Look! A worm, there, under the leaf. – Gaston: Look! A tortoise! <p>4. <i>Nounours</i>: Look! A bee!</p> <ul style="list-style-type: none"> – Audrey: Watch out, Nounours! – Nounours: Ah! I'm not scared! |
|--|--|

(continued)

CD 2, Track 24

Song: *Tra la la*

(Tra, la, la)

There are lots of new adjectives in this song which are not necessary to remember. The important thing is for your child to have fun singing the words they DO know! It's a great song to practise much of the key vocabulary in the story!

Une chenille, tra la la, tra la la.

Une chenille, tra la la, tra la la.

Une chenille, qu'elle est drôle et gentille !

A caterpillar, tra la la, tra la la.

A caterpillar, tra la la, tra la la.

A caterpillar, how funny and kind it is!

Un papillon, tra la la, tra la la.

Un papillon, tra la la, tra la la.

Un papillon, qu'il est vraiment mignon !

A butterfly, tra la la, tra la la.

A butterfly, tra la la, tra la la.

A butterfly, how really cute it is!

Un escargot, tra la la, tra la la.

Un escargot, tra la la, tra la la.

Un escargot, qu'il est tout rond, tout beau !

A snail, tra la la, tra la la.

A snail, tra la la, tra la la.

A snail, how round and beautiful it is!

Une coccinelle, tra la la, tra la la.

Une coccinelle, tra la la, tra la la.

Une coccinelle, qu'elle est petite et belle !

A ladybird, tra la la, tra la la.

A ladybird, tra la la, tra la la.

A ladybird, how small and beautiful it is!

Une araignée, tra la la, tra la la.

Une araignée, tra la la, tra la la.

Une araignée, qu'elle est fine et rusée !

A spider, tra la la, tra la la.

A spider, tra la la, tra la la.

A spider, how fine and clever it is!

Un ver de terre, tra la la, tra la la.

Un ver de terre, tra la la, tra la la.

Un ver de terre, qu'il est vraiment super !

A worm, tra la la, tra la la.

A worm, tra la la, tra la la.

A worm, how really super it is!

CD 2, Track 25

Action chant: *Les insectes*

(The insects)

Pause the CD after line 3 and see if your child can tell you the word in the last line. Make sure they understand each of the three preceding lines first!

Qu'est-ce que c'est ?

Sous l'escalier.

Avec huit jambes.

C'est une araignée !

What is it?

Under the stairs.

With eight legs.

It's a spider!

Qu'est-ce que c'est ?

Petite et belle.

Rouge et noire.

C'est une coccinelle !

What is it?

Small and beautiful.

Red and black.

It's a ladybird!

Qu'est-ce que c'est ?

Une coquille sur le dos.

Habite dans le jardin.

C'est un escargot !

What is it?

A shell on its back.

Lives in the garden.

It's a snail!

Qu'est-ce que c'est ?

Elle pique – c'est vrai !

Et fait du miel.

C'est une abeille !

What is it?

It stings – It's true!

And makes honey.

It's a bee!

5 Les vacances (The holidays) Pages 32-33

CD 2, Track 28

Page 32, Cat 1: Mini story: *Les vacances* (The holidays)

Listen to the story and follow the pictures on page 32. Ask your child to tell you in French where they would most like to go during *les vacances*. Non-French speakers – note the pronunciation of *le zoo*. Ask your child lots of questions about each of the pictures, getting him/her to speak as much French as possible. Where did each of the toys want to go to? Why did they want to go there? (i.e. what did they love doing or seeing?) What did the toys shout at *Nounours* in the park? What did *Trottine* and *Audrey* each say in the forest? What did the farmer say? What was the weather like in the fourth picture and what things were the toys looking for? What did all the toys say to *Antoine* and *Céline* at the end of the summer holidays?

1. It's time for the summer holidays! *Les jouets* have lots of trips planned and talk to *Céline* and *Antoine* about where they would like to go.
 - *Nounours* : *Au parc, s'il vous plaît ! J'aime jouer au foot.*
 - *François* : *Au zoo, s'il vous plaît ! J'aime les tigres, les éléphants et les crocodiles.*
 - *Marco* : *Dans la forêt, s'il vous plaît ! J'aime marcher et écouter de la musique.*
 - *Trottine* : *À la ferme, s'il vous plaît ! J'aime les moutons, les cochons et les vaches.*
 - *Gaston* : *À la plage, s'il vous plaît ! J'aime construire des châteaux.*
 - *Minou* : *À Paris ! J'aime la Tour Eiffel !*
But *Audrey* just wants to stay at home:
 - *Audrey* : *Je reste à la maison. J'aime jouer dans le jardin.*
I think she will change her mind and enjoy going out with the others, don't you?
2. In the first week of the holidays, they go to *le parc* and play football. *Ils jouent au foot.*
Cours, Nounours, cours !
In the second week of the holidays, they go to *le zoo*.
 - *François* : *Regardez les tigres, les éléphants et les crocodiles.*
 - *Audrey* : *J'ai peur !*
3. In the third week of the holidays, they go to *la forêt*. *Marco marche et écoute de la musique.*
The others sit in the shade and have *un pique-nique*.
 - *Trottine* : *J'ai faim !*
 - *Audrey* : *Je n'aime pas les mouches.*
In the fourth week of the holidays, they go to *la ferme*.
 - *Fermier* : *Regardez les moutons, les cochons et les vaches. Où est mon poussin ?*

1. The toys

- *Nounours*: To the park, please! I like playing football.
- *François*: To the zoo, please! I like tigers, elephants and crocodiles.
- *Marco*: To the forest, please! I like walking and listening to music.
- *Trottine*: To the farm, please! I like sheep, pigs and cows.
- *Gaston*: To the beach, please! I like building (sand) castles.
- *Minou*: To Paris! I like the Eiffel Tower!
- *Audrey*: I'm staying at home. I like playing in the garden.

2. the park

They play football.
Run, *Nounours*, run!

the zoo

- *François*: Look at the tigers, the elephants and the crocodiles.
- *Audrey*: I'm scared!

3.

the forest, *Marco* walks and listens to music.

a picnic

- *Trottine*: I'm hungry!
- *Audrey*: I don't like flies.

the farm

- *Farmer*: Look at the sheep, the pigs and the cows.
Where is my chick?

(continued)

4. In the fifth week of the holidays, they go to *la plage*. *Il fait très chaud*. It's a very hot day and so before leaving, *les jouets* put on some sun cream, *la crème solaire*.
- Céline : *Où est mon chapeau rose ?*
 - Antoine : *Où est ma casquette ?*
 - Gaston : *Où est mon seau ? Où est ma pelle ?* Can you guess what *Gaston* is looking for? That's right! His bucket and spade! *Gaston construit un château* and everybody helps.
 - Minou, Trottine, François : *Ah, le beau château !*
5. In the sixth week of the holidays, they go to Paris. *Les jouets* are very excited. *Minou* takes them all to see the famous *Tour Eiffel*, the Eiffel tower!
- Minou : *J'aime la Tour Eiffel ! Paris, c'est très beau !* Everyone agrees: Paris is very beautiful!
6. After all their trips, *les jouets* are glad to stay at home for a rest. *Audrey est contente*.
- Audrey : *Je joue dans le jardin !* *Les jouets* thank *Céline* and *Antoine* for giving them a lovely summer.
 - Marco, François, Trottine, Minou, Gaston : *Merci Céline ! Merci Antoine !* I wonder what *Céline* and *Antoine* will get up to next?
4. the beach. It's a very hot day.
the toys
sun cream
- Céline: Where's my pink hat?
 - Antoine: Where's my cap?
 - Gaston: Where's my bucket? Where's my spade?
Gaston builds a (sand)castle
 - Minou, Trottine, François: Ah, what a beautiful (sand)castle!
5. the toys
Eiffel tower
- Minou: I like the Eiffel tower!
Paris, it's very beautiful!
6. the toys
Audrey is happy.
- Audrey: I'm playing in the garden!
The toys
 - Marco, François, Trottine, Minou, Gaston: Thank you, Céline! Thank you, Antoine!

CD 2, Track 29

Song: *Les vacances*

(The holidays)

At first you can just join in with the chorus, then with the last word of each line and then gradually you can join in with all the words and phrases you know.

Viens au parc, viens au parc; le foot, c'est fantastique.

Come to the park, come to the park; football is fantastic.

Viens dans la forêt, la forêt, pour faire un grand pique-nique.

Come to the forest, the forest, to have a big picnic.

Les vacances, les vacances, C'est super ! C'est super ! C'est super !

The holidays, the holidays, It's super! It's super! It's super!

Viens au zoo, viens au zoo, pour voir les éléphants. Viens à la ferme, à la ferme, les moutons sont si blancs.

Come to the zoo, come to the zoo, to see the elephants. Come to the farm, to the farm, the sheep are so white.

Les vacances, les vacances, C'est super ! C'est super ! C'est super !

The holidays, the holidays, It's super! It's super! It's super!

Viens à la plage, à la plage, pour construire un château. Viens à Paris, à Paris. Regarde comme c'est beau !

Come to the beach, to the beach, to build a (sand) castle.
Come to Paris, to Paris. Look how beautiful it is!

Les vacances, les vacances, C'est super ! C'est super ! C'est super !

The holidays, the holidays, It's super! It's super! It's super!

CD 2, Track 30

Song: Viens avec moi au zoo

(Come with me to the zoo)

New words in this song: *les cages*, *un lion*, *la trompe* (the trunk), *un singe* (a monkey), *une cabane* (a hut). Your child could start off by just singing the words for the animals.

Viens avec moi au zoo.

Come with me to the zoo.

Viens avec moi.

Come with me.

Regarde les cages.

Look at the cages.

Qu'est-ce que tu vois ?

What do you see?

Un lion grand et fort.

A lion big and strong.

Chut ! Regarde : le lion dort.

Shh! Look: the lion is asleep.

Viens avec moi...

Come with me...

Un crocodile dans l'eau.

A crocodile in the water.

Il flotte comme un grand bateau.

He is floating like a big boat.

Viens avec moi...

Come with me...

Un éléphant tout gris,

An elephant all grey,

Lève sa trompe et nous sourit.

Raises his trunk and smiles at us.

Viens avec moi...

Come with me...

Un singe mange une banane

A monkey is eating a banana

Et se cache dans sa cabane.

And is hiding in his hut.

Viens avec moi...

Come with me...

CD 2, Track 31

Song: À la plage

(At the beach)

An easy song with lots of jumping involved!

À la plage, à la plage,

At the beach, at the beach,

Il fait beau.

It's a lovely day.

À la plage, à la plage,

At the beach, at the beach,

Je saute dans l'eau.

I jump in the water.

Saute avec moi.

Jump with me.

Un, deux, trois.

One, two, three.

Saute avec moi.

Jump with me.

Un, deux, trois.

One, two, three.

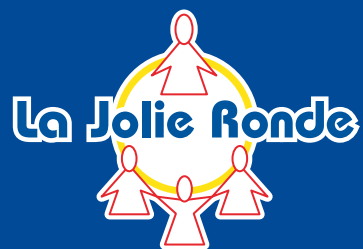
(Repeated)

Activity Book:

Page 33: a board game for the whole family to enjoy. A great way to revise key vocabulary and phrases contained within the programme! Use small counters or tokens from another game. Each space is colour-coded for a reason! The pink spaces work like 'ladders' and take you forward. The blue spaces work like 'snakes' and take you backwards! The blue magic carpet will always fly you forward to the next magic carpet. The yellow spaces are 'miss a turn'. The orange spaces take you forward to the next 'day trip destination' (which are also coloured orange). Inside each French flag is the picture of an animal or insect to identify. Some French words are already translated on page 33 but here are some more phrases translated for any non-French speakers:

In the order of the game:

- White space: *Compte !* – Count these numbers in French
French flag: A ladybird = *une coccinelle*
Yellow space: *Passe ton tour – Tu fais un pique-nique !* = Miss a turn – You're having a picnic!
White space: Three dice: throw one of these numbers to continue. Say the number you shake in French.
Pink space: *Vole comme Audrey – Bravo* = Fly like Audrey – Well done!
(i.e. move forward 8 spaces.)
Orange space: *Avance au parc* = Move forward to the park (i.e. move forward 3 spaces)
French flag: A spider = *une araignée*
White space: *Compte !* – Count these numbers in French
Yellow space: *Passe ton tour – Tu regardes la télé !* = Miss a turn – You're watching the telly!
Orange space: *Avance au zoo* = Move forward to the zoo (i.e. move forward 4 spaces)
Pink space: *Cours comme Nounours – Bravo !* = Run like Nounours – Well done!
(i.e. move forward 6 spaces)
Blue space: *Où est le panier ?* = Where is the basket? (i.e. go back 16 spaces)
French flag: A worm = *un ver de terre*
Blue space: *Où est mon poussin ?* = Where is my chick (i.e. go back 10 spaces)
French flag: A tortoise = *une tortue*
Orange space: *Avance à la ferme* = Move forward to the farm (i.e. move forward 3 spaces)
Yellow space: *Passe ton tour – Tu dors !* = Miss a turn – You're asleep!
French flag: A caterpillar = *une chenille*
White space: *Compte !* – Count these numbers in French
Yellow space: *Passe ton tour – Tu cherches un ami* = Miss a turn – You're looking for a friend
Orange space: *Avance à la plage* = Move forward to the beach (i.e. move forward 5 spaces)
Pink space: *Saute comme Gaston – Bravo !* = Jump like Gaston – Well done! (i.e. move forward 8 spaces)
Blue space: *Où est mon seau ? Où est ma pelle ?* = Where is my bucket? Where is my spade?
(i.e. go back 16 spaces)
French flag: A butterfly = *un papillon*
White space: Three dice: throw one of these numbers to continue. Say the number you shake in French
French flag: A snail = *un escargot*
Orange space: *Avance à Paris* = Move forward to Paris (i.e. move forward 3 spaces)
Blue space: *Où est mon cerf-volant ?* = Where's my kite? (i.e. go back 16 spaces)
White space: *Compte !* Count these numbers in French
French flag: A bee = *une abeille*
Yellow space: *Passe ton tour – Tu joues à cache-cache !* = Miss a turn – you're playing hide and seek!
Blue space: *Où est mon chapeau ?* = Where's my hat? (i.e. go back 8 spaces)
White space: *Compte !* Count these numbers in French
French flag: A dog = *un chien*
Blue space: *Où est mon sac ?* = Where's my bag? (i.e. go back 16 spaces)
Yellow space: *Passe ton tour – Tu tombes par terre* = Miss a turn – you're falling down!
Orange space: *Je rentre chez moi* = I'm going home!



Happy Language Learning

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