

# Mon tour de France



Happy Language Learning



**French Parent Guide**

# Mon tour de France

## PARENTS' GUIDE

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

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

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

## GENERAL GUIDELINES

This programme is a continuation from *Bonjour la France*.

**Writing in the Activity book and completing exercises:** we remind the children to only use pencils and crayons (not pens, gel or felt tips – as they go through the paper), so that mistakes can easily be corrected and the books are kept as neat as possible. Encourage your children to always do their best work and remind them that a completed book will be an important record of their achievement.

**First pages:** The map on page 2 is for reference and clearly shows each child the position of France in Europe. Pages 3, 4 and 5 are useful reference pages for your child and the top of page 1 (the 'card about myself') will be filled in as and when the teacher introduces the vocabulary.

**Card about myself** (top of page 1): after Lesson 9 they should be able to write a fictitious French address, if they so wish. They can either draw a self-portrait or stick a photo of themselves in the box provided. They need to write their own name and if they wish, add a French name of their choice. They can write their full birthday date and will be able to tell you the full year in French! They can fill in the rest after completing Lesson 7 (for the hair styles) and Lesson 10 (for likes and dislikes).

**Numbering the pages:** At the bottom of each page, there is a square to write in the page number, so that children can associate the correct spelling of each number with the same number in figures. Spelling of numbers is also listed on page 4.

**Numbering each lesson:** Children write the correct spelling for the ordinal number, i.e. 1<sup>re</sup>, 2<sup>e</sup> (abbreviated) of each lesson at the top of the page on the single line after the word *Leçon*.

**Layout:** Each activity is marked with a little cat (*chat*). When the cat is wearing headphones, there is something for your child to listen to. Cats without headphones indicate a reading/writing activity only. You will find the track numbers of the Audio written in small rectangles under each of the cats wearing headphones.

For self-assessment purposes, some cats do not have mouths. The children are invited to draw a mouth on their faces. They can draw a smile depending on the way they feel about the activity or the way they think they have performed.

**Key vocabulary:** Children are taught a group of nouns in the majority of lessons. At the discretion of the teacher, children may be asked to draw and colour a little picture next to each word at home, or simply write the word written in English alongside the French one. Pupils are also invited to look these words up in the dictionary at the end of their Activity Book and fill in the translations.

**Songs:** All the French words to the songs (*chansons*) are written on pages 57 and 58 and can also be found in this Parents' Guide, along with the English translation.

**Role plays:** There are many role plays in this programme and the little pictures the children follow can be found on pages 46 to 52. The French for these is found on pages 53 and 54, as well as in this Parents' Guide, along with the English translation. Encourage your child by acting out the different roles at home together! Shorter role plays (*petites saynètes*) are on page 54 and 55.

**Final pages:** *Mon dictionnaire* These words can be filled in gradually at the teacher's discretion.

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

# LESSON I

## Cat A Child's Audio 1, Track 1

Listen to the audio with your child, pausing as appropriate. Having completed *Bonjour la France*, your child should feel confident in repeating these phrases out loud and telling you what they mean! In the next lesson, the answers will be given orally, but will not be written down and so children will have to listen even more attentively!

- |   |                                   |
|---|-----------------------------------|
| – <i>Quel jour sommes-nous ?</i>            | – What day is it today?           |
| – <i>Nous sommes mardi.</i>                 | – It is Tuesday.                  |
| – <i>Quelle est la date d'aujourd'hui ?</i> | – What's the date today?          |
| – <i>Le vingt-cinq septembre.</i>           | – The 25th of September.          |
| – <i>Quel temps fait-il ?</i>               | – What's the weather like?        |
| – <i>Il fait beau et il fait chaud.</i>     | – It's a lovely day and it's hot. |
| – <i>En quelle saison sommes-nous ?</i>     | – Which season are we in?         |
| – <i>En automne.</i>                        | – In autumn                       |
| – <i>Quelle heure est-il ?</i>              | – What time is it?                |
| – <i>Il est deux heures et quart.</i>       | – It's a quarter past two.        |

## Cat B Child's Audio 1, Track 2

Many children learn a foreign language through songs quicker than any other method, so do encourage your child to sing along with the audio to practise telling the time in French. If you have a play clock in your home, this could be used to your advantage!

- |   |                         |
|---|-------------------------|
| <b>Song:</b> <i>Quelle heure est-il ?</i> | What time is it?        |
| <i>Quelle heure est-il ?</i>              | What time is it?        |
| <i>Il est midi.</i>                       | It's midday.            |
| <i>Midi pile ?</i>                        | Midday exactly?         |
| <i>Oui, midi pile.</i>                    | Yes, midday exactly.    |
| <i>Quelle heure est-il ?</i>              | What time is it?        |
| <i>Il est trois heures.</i>               | It's three o'clock.     |
| <i>Trois heures pile ?</i>                | Three o'clock exactly?  |
| <i>Non ! Trois heures et quart.</i>       | No! Quarter past three. |
| <i>Quelle heure est-il ?</i>              | What time is it?        |
| <i>Il est six heures.</i>                 | It's six o'clock.       |
| <i>Six heures pile ?</i>                  | Six o'clock exactly?    |
| <i>Non ! Six heures et demie.</i>         | No! Half past six.      |
| <i>Quelle heure est-il ?</i>              | What time is it?        |
| <i>Il est neuf heures.</i>                | It's nine o'clock.      |
| <i>Neuf heures pile ?</i>                 | Nine o'clock exactly?   |
| <i>Non ! Neuf heures moins le quart.</i>  | No! Quarter to nine.    |
| <i>Quelle heure est-il ?</i>              | What time is it?        |
| <i>Il est minuit.</i>                     | It's midnight.          |
| <i>Minuit pile ?</i>                      | Midnight exactly?       |
| <i>Oui, minuit pile.</i>                  | Yes, midnight exactly.  |

### Cat C Child's Audio 1, Track 3

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

For this exercise, children can read the French and link each sentence to the right clock, or they can listen to the audio, or both! Note that midnight and midday are differentiated by the little pictures of a moon and a sun.

Quelle heure est-il ?

Il est deux heures et demie.

What time is it?

It's half past two.

Quelle heure est-il ?

Il est une heure et quart.

What time is it?

It's quarter past one.

Quelle heure est-il ?

Il est trois heures moins le quart.

What time is it?

It's quarter to three.

Quelle heure est-il ?

Il est midi.

What time is it?

It's midday.

Quelle heure est-il ?

Il est minuit.

What time is it?

It's midnight.

### Cat D Child's Audio 1, Track 4

J'écoute et je remplis le tableau. (I listen and fill in the grid.)

This is a great exercise to challenge aural skills. On this track, four French children describe themselves and your child is required to put a tick in the right boxes.

Most children will need to pause the audio several times to make sure they have ticks in the correct squares! If light pencil marks are used and then rubbed out, this exercise can be repeated several times, to improve your child's listening skills and to increase his/her confidence. Try to encourage your child, following the same format, to tell you about themselves. (*Et toi – And you?*)

– Salut ! Je m'appelle Lilou. J'habite dans le sud de la France, à Marseille, dans un appartement. J'ai onze ans. J'ai deux sœurs. J'ai aussi un grand lapin.

– Hi! My name is *Lilou*. I live in the south of France, in *Marseille*, in a flat. I'm 11. I have two sisters. I also have a large rabbit.

– Salut ! Je m'appelle Clément. J'habite dans l'est de la France, dans une grande ville qui s'appelle Lyon. J'ai treize ans. J'ai deux frères. Nous avons un grand appartement avec trois chambres. J'ai aussi un chien noir.

– Hi! My name is *Clément*. I live in the east of France, in a large city called *Lyon*. I'm 13. I have two brothers. We have a big flat with three bedrooms. I also have a black dog.

– Salut ! Je m'appelle Léo. J'habite dans le nord de la France, à la campagne, dans un village. J'ai douze ans. J'ai un frère et une sœur. Nous avons une petite maison. J'ai un hamster qui s'appelle Hector.

– Hi! My name is *Léo*. I live in the north of France, in the countryside, in a village. I'm 12. I have a brother and a sister. We have a small house. I have a hamster called *Hector*.

– Salut ! Je m'appelle Camille. J'habite dans l'ouest de la France, à Nantes. J'ai dix ans. J'ai trois frères et une sœur. Nous avons une grande maison et j'ai une petite souris.

– Hi! My name is *Camille*. I live in the west of France, in *Nantes*. I'm 10. I have three brothers and one sister. We have a big house and I have a little mouse.

**Cat E** Je place les aiguilles correctement et j'écris le bon numéro dans chaque petit cercle. (I draw in the hands of the clocks correctly and I write the correct number in each little circle.)

Some children may be challenged by this exercise if they are used to digital clocks only! The 24-hour clock will be introduced later in the book.



**Cat F** Je regarde les heures de Chat E pour choisir mes réponses. (I look at the times in Cat E to choose my answers.)

Children can choose one of the times given in Cat E to write their answers or if they feel confident enough, can make up their own times. Note that each answer in the book starts with À (At). Only the answers to questions 3, 5 and 6 will be the same (or nearly the same!) for most children. (Arriving at school at half past eight, finishing school at half past three and eating at school at midday.) The other answers will vary from home to home!

1. At what time do you eat breakfast?
2. At what time do you eat in the evening?
3. At what time do you arrive at school?
4. At what time do you watch the television?
5. At what time do you finish school?
6. At what time do you eat at school?

À toi! (Over to you!)

At what time do you do your homework? Encourage your child to write in a time, checking the correct spelling with the numbers and times given in their book.

### **Cat G** Child's Audio 1, Track 5

Je regarde la carte. Je colorie en rouge une région. Aujourd'hui: Les Hauts-de-France. (I look at the map. I colour a region in red. Today: Les Hauts-de-France.)

Children are helped to learn the position of each of the new (since 2016) thirteen regions of metropolitan France by following the instructions to shade each one in a different colour as they progress through the book.

Encourage your child to look at the map of France on page 2 and firstly identify the region mentioned here. They could then look at the map in the front of *Bonjour la France*, to find the name of a large town in the *Hauts-de-France* region, (*Lille*). Your child can then write *Lille* next to the relevant dot on the map in their new book and also here on the line provided.

The *Tour de France* sections at the end of each module consist of 'mock' radio interviews connected with participants in, or spectators of, a 'mock' *Tour de France*. The children will learn new vocabulary, if they so wish, but the most important thing when listening to these audio tracks with your child, is to see how many words they can pick out that they know. For this first '*Tour de France*' section, they may hear and recognise the words '*Bonjour*', '*Il fait beau*', '*habite*', '*nord*', '*j'habite*', '*Angleterre*'. Make sure you give your child lots of praise for every word they hear correctly. On these tracks, children are listening to native French adults talking and at this stage, even recognising a few French words is brilliant! As the children's aural skills increase throughout this programme, children will become more and more competent and confident at understanding the French in these passages. With more practice, children will be able to follow the transcript below at the same time as listening to the audio.

## Le Tour de France !

- Bonjour à tous ! Il fait beau et nous sommes dans les Hauts-de-France avec le Tour de France. Ah ! Voilà François Pagneul, le gagnant d'aujourd'hui ! François habite dans le nord de la France. François ! François ! Comment ça va ?
- Bien, très bien ! J'ai gagné !
- Félicitations !
- Il a gagné ! Il a gagné !
- Tu habites dans le nord de la France. Dans un village, à la campagne ? Dans une ville ?
- Oui. J'habite à Calais. C'est une grande ville. Il y a le tunnel. Je prends souvent le train pour aller en Angleterre !

## The Tour de France!

- Hello everybody! It's a lovely day and we are in the Hauts-de-France region with the Tour de France. Ah! Here is François Pagneul, the winner today! François lives in the north of France. François! François!
- How are you?
- I'm very well! I won!
- Congratulations!
- He won! He won!
- You live in the north of France. In a village, in the countryside? In a town?
- Yes. I live in Calais. It's a large town. There is the tunnel. I often take the train to go to England!

## LESSON 2

### Cat A Child's Audio 1, Track 6

The same questions are asked here as in the previous module, but this time the answers are not pre-written. Listen with your child to questions 1-5 in turn, pausing the audio after each question. Encourage your child to repeat the answers out loud. Ask them to translate the answers into English to make sure they have correctly understood the French. Children then write in the answers appropriately, copying their spellings accurately from page 3 (days of the week, months of the year, weather, seasons) and page 6 (time of the day). Children can also fill in the little boxes and the clock at the top of the page with the correct abbreviations and pictures. Ideas for simple symbols can be found on page 3. The date can be written in numerical form but the time is best written in long hand.

- |                                      |                            |
|--------------------------------------|----------------------------|
| – Quel jour sommes-nous ?            | – What day is it today?    |
| – Nous sommes jeudi.                 | – It is Thursday.          |
| – Quelle est la date d'aujourd'hui ? | – What is the date today?  |
| – Le huit octobre.                   | – The 8th of October.      |
| – Quel temps fait-il ?               | – What's the weather like? |
| – Il y a du vent et il fait froid.   | – It's windy and cold.     |
| – En quelle saison sommes-nous ?     | – Which season are we in?  |
| – En automne.                        | – In autumn.               |
| – Quelle heure est-il ?              | – What time is it?         |
| – Il est trois heures et demie.      | – It's half past three.    |

### Cat B Child's Audio 1, Track 7

Here are eight words for children to learn. They should recognise at least half of them from *Bonjour la France*. This is a good opportunity to consolidate the vocabulary your child has previously learned and to make sure that their pronunciation is accurate. Encourage your child to use a dictionary to look up any words they don't know. The verbs above the box remind the children of words (already learned) that they can put in front of the nouns to make simple sentences. For example *J'ai une veste* (I have a jacket) / *Je porte une écharpe* (I'm wearing a scarf) etc. Remind your child that the 'm' in brackets after '*des gants*' is to indicate that it is a masculine word, as we can't tell whether a word is masculine or feminine when written in its plural form. This has been explained in *Bonjour la France*.

*un collant, une écharpe, des gants* (m.), *un pull, un blouson, une veste, un gilet, une cravate* some tights, a scarf, some gloves, a jumper, a bomber jacket, a (smart) jacket, a cardigan, a tie

### Cat C Child's Audio 1, Track 8

*Je suis en ville, au supermarché. Je regarde les paniers. Qu'est-ce qu'il y a dans les paniers ? J'écoute les conversations. (I'm in town, at the supermarket. I look at the baskets. What is in the baskets? I listen to the conversations.)*

*Dans le panier de Manon...*

- *Il y a un pull ?*
- *Non.*
- *Des gants ?*
- *Oui, des gants verts et un blouson noir.*
- *Il y a une écharpe ?*
- *Oui. Il y en a deux. Une rouge et une blanche.*
- *Il y a un gilet ?*
- *Non. Il y a une chemise.*
- *De quelle couleur est la chemise ?*
- *Elle est grise.*

*In Manon's basket...*

- *Is there a jumper?*
- *No.*
- *Some gloves?*
- *Yes, some green gloves and a black bomber jacket.*
- *Is there a scarf?*
- *Yes. There are two. A red one and a white one.*
- *Is there a cardigan?*
- *No. There is a shirt.*
- *What colour is the shirt?*
- *It is grey.*

*Dans le panier de Jacques...*

- *Il y a un poulet et des fraises.*
- *Il y a des biscuits ?*
- *Non.*
- *Un fromage ?*
- *Non.*
- *Il y a du pain ?*
- *Oui, un pain.*
- *Il y a des poires ?*
- *Non.*
- *Il y a une brique de lait ?*
- *Oui, il y a une brique de lait.*

*In Jacques' basket...*

- *There is a chicken and some strawberries.*
- *Are there any biscuits?*
- *No.*
- *Some cheese?*
- *No.*
- *Is there any bread?*
- *Yes, some bread.*
- *Are there any pears?*
- *No.*
- *Is there a carton of milk?*
- *Yes, there is a carton of milk.*

Children listen to the two dialogues at the same time as looking at the pictures. Can your child understand every word of French?

### Cat D Child's Audio 1, Track 9

*Je regarde le panier de Manon et le panier de Jacques. Je cherche et j'entoure les bons mots cachés ci-dessous. Ensuite, j'écoute pour me corriger. (I look at Manon's basket and Jacques' basket. I look for and circle the correct words hidden underneath. Afterwards, I listen in order to check my answers.)*

*Dans le panier de Manon, il y a un blouson, deux écharpes, des gants, une chemise.*

*In Manon's basket, there is a bomber jacket, two scarves, some gloves, a shirt.*

*Dans le panier de Jacques, il y a un poulet, des fraises, un pain, une brique de lait.*

*In Jacques' basket, there is a chicken, some strawberries, some bread, a carton of milk.*

The children look at the contents of each basket as they listen to the audio. They then circle or highlight the correct words hidden in the two-word strings. The symbols for *Je vois* (I see) and *J'aime* (I like) appear at intervals throughout the book and are prompts for possible oral work with French speaking parents.

**Cat E Loto** This will normally be played in class.





## Le Tour de France !

- Aujourd’hui, le Tour de France arrive à Rouen en Normandie ! Bonjour mademoiselle, vous habitez en Normandie ?
- Bonjour, je m’appelle Amélie et j’habite à Granville, en Normandie. C’est au bord de la mer. Il y a des belles plages et beaucoup de touristes en été. Le camembert, c’est un fromage de Normandie. Il y a le cidre, aussi ! Je suis ici pour regarder passer le Tour de France ! C’est super !

## The Tour de France!

- Today, the Tour de France arrives in Rouen in Normandy! Hello, miss, do you live in Normandy?
- Hello, my name is Amélie and I live in Granville, in Normandy. It’s by the sea. There are beautiful beaches and lots of tourists in summer. Camembert is a cheese from Normandy. There is also cider! I am here to watch the Tour de France! It’s great!

## LESSON 3

### Cat A Child’s Audio 1, Track 13

J’écoute et je réponds comme Victor. (I listen and reply as Victor.)

The children listen carefully to Victor talking about the day, the date, where he is, what the weather is like (two different conditions here), which season it is, what time it is, and what he is doing. Once again, encourage your child to look very carefully at the spelling of all the words they need for the answers to these questions. They can all be found in the activity book on pages 3 and 5.

Salut ! Je m’appelle Victor. Nous sommes mercredi. C’est le vingt-sept novembre. Je suis à Lyon. Il fait gris et il pleut. Nous sommes en automne. Il est dix heures et je fais de la natation.

Hi! My name is Victor. It’s Wednesday. It’s the 27th of November. I’m in Lyon. It’s a grey day and it’s raining. It’s autumn. It’s 10 o’clock and I am swimming.

Quelle est la date de ton anniversaire ? (What’s the date of your birthday?)

### Cat B Child’s Audio 1, Track 14

**Rap:** Le rap des mois

Janvier, février, mars,  
avril, mai, juin,  
juillet, août, septembre,  
octobre, novembre, décembre.  
x2

(Repeated with just instrumental)

The months’ rap

January, February, March,  
April, May, June,  
July, August, September,  
October, November, December.

Encourage your child to rap along with the CD/audio until they are confident they know all the months of the year. Remind your child that months of the year in French do not start with a capital letter as they do in English.

### Cat C Child’s Audio 1, Track 15

Children listen to their audio and repeat the pronunciation of each noun. Can your child tell you what each of the words mean? Can he/she tell you in French what they are wearing today? Make sure they start their sentence with *Je porte ...* (I’m wearing). Any unknown words can be looked up in a dictionary and then the translations can be filled in at the end of the activity books.

As in Lesson 2, remind the children that the ‘f’ after *des baskets* indicates that this is a feminine word, as there is no way of telling whether a word is masculine or feminine in its plural form.

des baskets (f.), un sac de sport, un jogging, un sweat,  
un ballon, une montre

trainers, a sports bag, tracksuit bottoms, a sweatshirt,  
a ball, a watch

### Cat D Child's Audio I, Track 16

*Je suis au parc. Je regarde le banc. Qu'est-ce qu'il y a sur le banc?* (I'm at the park. I look at the bench. What is on the bench?)

*Je complète les mots. Ensuite, j'écoute pour me corriger.* (I complete the words. Then I listen to check my answers.)

Children listen to the audio and look at the picture in their books, pointing to each item or items in turn as they are mentioned.

The children complete the words on the dotted lines. They will need to look at the previous page to find the word *écharpe* (scarf) and to previous books to find the words 'garçons' and 'oiseau'. The teacher will help as this will be a challenge for some children, whereas others may indeed remember how to spell these words, having seen them written down many times over.

Does your child understand what each boy is saying?

Can your child tell you in French what (or who) they can HEAR on the bench, as well as SEE? (*Je vois* – I see, *J'entends* – I hear). Can they count (*Je compte*) how many boys or sport bags there are in French?

*Je suis au parc. Je regarde le banc. Qu'est-ce qu'il y a sur le banc ?*

I'm at the park. I look at the bench. What is on the bench?

*Sur le banc, il y a deux garçons, un sac de sport, une écharpe, des baskets, un ballon, un sweat et... un petit oiseau !*

On the bench, there are two boys, a sports bag, a scarf, some trainers, a ball, a sweatshirt and... a little bird!

*Il y a combien de garçons sur le banc ? Il y en a deux.  
Il y a combien de ballons sur le banc ? Il y en a un.  
Il y a combien d'écharpes sur le banc ? Il y en a une.  
Il y a combien de sacs sur le banc ? Il y en a un.*

How many boys are there on the bench? There are two.  
How many balls are there on the bench? There is one.  
How many scarves are there on the bench? There is one.  
How many sports bags are there on the bench? There is one.

### Cat E Child's Audio I, Track 17

See if your child can teach you any actions for this song they learned with their teacher. It is a fun way to learn the verb 'avoir' (to have). Remind your child of the two different words for 'you' in French, namely *tu* (informal and singular) and *vous* (polite and singular or plural, both informal and polite).

**Song:** *J'ai des bonbons*

I have some sweets

*J'ai des bonbons.*

I have some sweets.

*Tu as des bonbons.*

You have some sweets. (informal/singular)

*Il a des bonbons.*

He has some sweets.

*Elle a des bonbons.*

She has some sweets.

*Nous avons des bonbons.*

We have some sweets.

*Vous avez des bonbons.*

You have some sweets. (singular formal/plural)

*Ils ont des bonbons.*

They have some sweets. (masculine/mixed)

*Elles ont des bonbons.*

They have some sweets. (feminine)

(Repeated)

## Cat F Child's Audio 1, Track 18 Avoir (To Have)

A more formal way of learning the verb 'avoir'. The children cannot repeat this too many times! This verb is important to know inside out!

*j'ai, tu as, il a, elle a, nous avons,  
vous avez, ils ont,  
elles ont*

I have, you have (singular informal), he has, she has, we have,  
you have (singular formal/plural), they have (masculine/mixed),  
they have (feminine)

## Cat G Je complète avec les bons pronoms. (I complete with the correct pronouns.)

Children look at the words inside the box in Cat F and decide which pronouns go where to finish the sentences. It would be helpful if children chose a different pronoun for each answer.

## Cat H Child's Audio 1, Track 19

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

Does your child know the alphabet in French? If not, the alphabet can be revised in *Bonjour la France*, Audio 1, track 34, lesson 6. Encourage your child to listen to the audio, pausing where necessary and writing each letter down carefully. Sometimes if an error occurs, children will see it quickly as they realise what they are supposed to be spelling!

- |  |                                      |
|--|--------------------------------------|
| 1 – j-o-g-g-i-n-g                                | – (spelling of) tracksuit bottoms    |
| – Je ne comprends pas. Répétez, s'il vous plaît. | – I don't understand. Repeat please. |
| – j-o-g-g-i-n-g                                  | – (spelling of) tracksuit bottoms    |
| 2 – c-o-l-l-a-n-t                                | – (spelling of) tights               |
| – Répétez, s'il vous plaît.                      | – Repeat please.                     |
| – c-o-l-l-a-n-t                                  | – (spelling of) tights               |
| 3 – p-a-n-i-e-r                                  | – (spelling of) basket               |
| – Je ne comprends pas !                          | – I don't understand!                |
| – p-a-n-i-e-r                                    | – (spelling of) basket               |
| 4 – m-a-n-t-e-a-u                                | – (spelling of) coat                 |
| – Je ne comprends pas. Répétez, s'il vous plaît. | – I don't understand. Repeat please. |
| – m-a-n-t-e-a-u                                  | – (spelling of) coat                 |

## Cat I C'est bizarre! It's weird/strange!

*Je lis les phrases. Je regarde l'image et j'entoure 'Vrai' ou 'Faux'. (I read the sentences. I look at the picture and I circle 'true' or 'false'.)*

This exercise revises the two prepositions the children have learned so far: *dans* and *sur* (in and on). There is space at the side of the picture should children wish to make up their own sentences – plenty of scope in the picture!

## Cat J Child's Audio 1, Track 20

*Je regarde la carte. Je colorie en jaune une région. Aujourd'hui: La Bretagne. (I look at the map. I colour a region in yellow. Today: Brittany.)*

As children will be asked later in the book to shade an area dark yellow, it is recommended that a lighter shade of yellow is used here.

Once again children can identify the position of the region of Brittany on their maps on page 2. The large town/city that needs to be written next to the dot cannot be found this time in *Bonjour la France*. This time children need to write the word *Rennes* on their maps as well as on the line provided in their books.

Try asking your child to stop the audio every time they hear a word they recognise and to repeat it out loud. Give lots of praise!

### Le Tour de France !

- *Nous sommes à Rennes, en Bretagne. Ah ! Voici le Tour de France ! Les cyclistes sont en forme aujourd'hui !*  
(turns to a spectator) *Monsieur, vous êtes ici pour le Tour de France ?*
- *Oui, mais aussi pour la Fête de Bretagne et pour manger des crêpes !*
- *Qu'est-ce que c'est la Fête de Bretagne ?*
- *Euh... Ben, il y a des concerts, des expositions, des animations de rue, de la danse traditionnelle – un peu de tout !*
- *Ah, très bien ! Regardez le gagnant d'aujourd'hui ! Que porte-t-il ?*
- *Comme tous les cyclistes, il porte un casque de vélo, bien sûr, des chaussures de vélo, des gants de protection, des lunettes, un cuissard, un maillot et une montre !*

### The Tour de France!

- We are in *Rennes*, in Brittany. Ah! Here is the *Tour de France*! The cyclists are in good shape today! (turns to a spectator) Sir, are you here for the *Tour de France*?
- Yes, but also for the Festival of Brittany and to eat some *crêpes*!
- What is the Festival of Brittany?
- Um... Well, there are concerts, exhibitions, street entertainment, traditional dancing – a bit of everything!
- Ah, very good! Look at today's winner! What is he wearing?
- Like all the cyclists, he is wearing a helmet of course, some cycling shoes, protecting gloves, glasses, cycling shorts, a jersey and a watch!

## LESSON 4

### Cat A Child's Audio 1, Track 21

*J'écoute et je réponds comme Léa. (I listen and answer as if I were Léa.)*

As for Cat A in the last module. Note the audio swaps the weather and season questions so the children need to listen carefully and make sure their answers are on the right lines. Children listen first as all the answers are on the audio and write down the appropriate answers, checking their spellings carefully. The final question asks each child to write down their own age. Having completed *Bonjour la France*, many children will be able to do this without looking up any spellings.

*Salut ! Je m'appelle Léa. Nous sommes samedi. C'est le vingt-deux décembre. Je suis dans le sud de la France. Nous sommes en hiver. Il neige et il fait mauvais. Il est huit heures et demie et je fais de la danse.*

Hi! My name is *Léa*. It's Saturday. It's the 22nd of December. I am in the south of France. It's winter. It's snowing and it's horrible weather. It is half past eight and I'm dancing.

*Quel âge as-tu ?* How old are you?

### Cat B Child's Audio 1, Track 22

There are several new words for children to learn here. Encourage your child to listen carefully to each word as it is pronounced on the audio and to pause and repeat, looking at their book as they do so. Some children may like to draw and colour a little picture next to each word. Others may prefer their 'aide memoire' to simply be the word written in English alongside the French one. For many children, writing the French words down on a separate sheet of paper is the most helpful way of learning new vocabulary.

Draw your child's attention to the words and verbs which can be associated with the new vocabulary. These are all verbs with which they should be familiar. Children can start to highlight masculine and feminine words in the traditional colours.

un ordinateur, une tablette, une télé, une console,  
un téléphone portable, un cahier, un crayon,  
de l'argent (m.), un porte-monnaie

a computer, a tablet, a television, a games console,  
a mobile phone, an exercise book, a pencil,  
money, a purse

### Cat C Child's Audio 1, Track 23

*Je suis à la maison. Je regarde la table.*

I am at home. I look at the table.

*Qu'est-ce qu'il y a sous la table ?*

What is under the table?

*Sous la table, il y a : des lunettes, un crayon,  
une casquette, des chaussettes, un chat, des gants,  
des chaussures, une cuillère et deux pieds !*

Under the table, there are: glasses, a pencil,  
a cap, some socks, a cat, some gloves,  
some shoes, a spoon and two feet!

*Je complète les mots. Ensuite, j'écoute pour me corriger. Sous la table, il y a:* (I complete the words. Afterwards, I listen to check my answers. Under the table there is/are:)

Children listen to the audio and look at the picture in their books, pointing to each item or items in turn as they are mentioned. Does your child understand what the mouse and the cat are saying?

The children complete the words on the dotted lines. They will need to look at the dictionary in the back of *Bonjour la France* to find most of these words. The word for 'spoon' is particularly challenging! The more children are able to copy-write words correctly, the quicker they will learn to spell, which is a very important grounding for the future!

### Cat D Child's Audio 1, Track 24

*J'écris les phrases à la forme négative.* (I write sentences in the negative form.)

Children will have been taught that *ne* and *pas* are placed either side of the verb in French. If the verb begins with a vowel or 'h', the *e* of *ne* is removed. Children can either listen to the audio first and write in the answers as they hear them or complete the exercise first and then check their answers with the audio.

- |                     |                            |                    |                        |
|---------------------|----------------------------|--------------------|------------------------|
| – Je suis en forme. | – Je ne suis pas en forme. | – I am fit.        | – I am not fit.        |
| – Tu es fatigué.    | – Tu n'es pas fatigué.     | – You are tired.   | – You are not tired.   |
| – Il pleut.         | – Il ne pleut pas.         | – It's raining.    | – It's not raining.    |
| – Je sais.          | – Je ne sais pas.          | – I know.          | – I don't know.        |
| – Il fait beau.     | – Il ne fait pas beau.     | – It's a nice day. | – It's not a nice day. |

### Cat E Child's Audio 1, Track 25

*J'écoute et je colorie les vêtements, les chaussures et les sacs de sport correctement.* (I listen and colour the clothes, the shoes and the sports bags correctly.)

Encourage your child not to rush this exercise and to pause the audio as often as they need to. The more the children listen to their audio, the quicker their French will improve! They colour the clothes and sports bags as directed.

*Voici Maxime. Il aime jouer au basketball. C'est son sport préféré. Pour jouer au basketball, il porte un short noir et des baskets bleues. Son T-shirt est bleu. Maxime a perdu ses chaussettes blanches, alors il porte ici les chaussettes de son frère, qui sont grises. Aujourd'hui, il fait froid ; il porte un blouson rouge. Maxime aime beaucoup son sac de sport jaune.*

Here is Maxime. He likes playing basketball. It's his favourite sport. To play basketball, he wears black shorts and blue trainers. His T-shirt is blue. Maxime has lost his white socks, so here he is wearing his brother's socks, which are grey. Today it's cold; he's wearing a red bomber jacket. Maxime loves his yellow sports bag.

Voici Sarah. Elle aime regarder les matchs de football à la télé. Elle aime aussi jouer au football. Elle joue dans une équipe à l'école. C'est son sport préféré. Pour jouer au football, elle porte un short blanc et des chaussures de foot noires. Son maillot est rouge. Sarah porte des chaussettes blanches. Aujourd'hui, il fait beau ; elle porte une casquette verte. Sarah aime beaucoup son sac de sport bleu.

Here is Sarah. She likes watching football matches on the television. She also likes playing football. She plays in a team at school. It's her favourite sport. To play football, she wears white shorts and black football boots. Her football shirt is red. Sarah is wearing white socks. Today, it's a nice day; she is wearing a green cap. Sarah loves her blue sports bag.

### Cat F Child's Audio 1, Track 26

J'écoute. (I listen.)

- |   |   |
|---|---|
| – Allô ? Salut Arthur ! C'est Anaïs.  | – Hello? Hi Arthur! It's Anaïs.   |
| – Salut ! Je suis dans le salon. Je regarde la télé. Et toi, que fais-tu ?                          | – Hi! I'm in the living room. I'm watching television. And you, what are you doing?                 |
| – Je ne regarde pas la télé. Je suis dans ma chambre. Je joue à la console. Quelle heure est-il ?   | – I'm not watching television. I'm in my bedroom. I'm playing on my games console. What time is it? |
| – Il est onze heures dix. Tu viens en ville ?   | – It's ten past 11. Are you coming into town?   |
| – Euh, ben... je préfère le parc !  | – Um, well... I prefer the park!  |
| – D'accord ! J'arrive à vélo. Dans quinze minutes ? À onze heures vingt-cinq ?                      | – OK! I'm coming by bike. In fifteen minutes? At 11.25?   |
| – Super ! Oui, c'est bon, à onze heures vingt-cinq, pile ! J'ai ma trottinette ! À tout à l'heure ! | – Great! Yes, that's good, at 11.25 on the dot! I've got my scooter! See you later!                 |

After listening to the above dialogue a few times, children may like to fine tune their acting skills with a French speaking member of the family!

### Cat G Je classe les mots par ordre alphabétique. (I arrange the words in alphabetical order.)

As your child completes this exercise, see if he/she can spell out each word using the French alphabet. Keep practising the alphabet!

### Cat H Loto

The children play a game of number lotto in class. The range of numbers is at the teacher's discretion.

### Cat I Child's Audio 1, Track 27

Je regarde la carte. Je colorie en vert une région. Aujourd'hui: Les Pays de la Loire. (I look at the map. I colour a region in green. Today: Les Pays de la Loire.)

This region is very famous for its castles by the side of or near to the River *Loire*, the longest river in France. Encourage your child to look at the map on page 2 and identify the area mentioned above. On their maps in *Bonjour la France*, they will see that *Nantes* is the large city in this region they are looking for. As in previous modules, they write the city next to the appropriate dot on their maps and also here on the line provided. (*Nantes* is actually mentioned in the passage, which some children may hear!). The teacher will talk about the name of one of the many famous castles and help your child to write one of them down on the line provided.

### Le Tour de France !

- *Quel plaisir d'être dans les Pays de la Loire et plus précisément à Nantes ! C'est l'équipe de François Pagneul qui a gagné. Le gagnant d'aujourd'hui s'appelle Paco Rojas, il est espagnol. Paco ! Félicitations ! Vous parlez français ?*
- *Oui.*
- *Vous aimez Nantes ?*
- *Oui. C'est une belle ville où passe la Loire, la plus grande rivière de France. Sur la Loire, il y a des beaux châteaux.*
- *Eh oui ! Avez-vous goûté les fameux petits gâteaux secs de Nantes, les petits-beurre ?*
- *Oui ! Ils sont délicieux !*

### The Tour de France!

- What a pleasure it is to be in the *Pays de la Loire* region and more precisely in *Nantes*! It's *François Pagneul's* team who has won. The winner today is called *Paco Rojas*, he is Spanish. *Paco!* Congratulations! Do you speak French?
- Yes.
- Do you like *Nantes*?
- Yes. It's a beautiful city where the *Loire*, France's longest river, passes through. Along the *Loire*, there are beautiful castles.
- Oh yes! Have you tried the famous little biscuits from *Nantes*, the 'petits-beurre'?
- Yes! They are delicious!

## LESSON 5

### Cat A Child's Audio 1, Track 28

*J'écoute et je réponds comme Romain.* (I listen and I reply as if I were Romain.)

As for Cat A in the last module. Children listen to all the answers on the audio and write down the appropriate answers, checking their spellings carefully with the relevant words on pages 3 and 5. The audio swaps the order of the questions so children need to make sure they write the answers down on the correct lines. The final question asks each child to write down their favourite colours, so more than one colour is required here. Having completed *Bonjour la France*, many children will be able to do this without looking up any spellings. Make sure your child writes the word 'and' in French – *et*.

*Salut ! Je m'appelle Romain. Nous sommes lundi. C'est le vingt mai. Je suis dans le nord de la France. Nous sommes au printemps. Il y a du brouillard mais il fait doux. Il est neuf heures et je joue à la console.*

Hi! My name is *Romain*. It's Monday. It's the 20th of May. I am in the north of France. We are in spring. It's foggy but mild. It's 9 o'clock and I'm playing on my games console.

*Quelles sont tes couleurs préférées ?* (What are your favourite colours?)

### Cat B Child's Audio 1, Track 29

Instructions as per Cat B in the last module. Point out to your child that although *pyjama* is written the same in French as in English (minus the *s!*), the pronunciation is quite different. *Pyjamas* are also plural in English but singular in French. Ask your child if he/she recognises the words written around the box here and ask him/her what they mean.



un pyjama  
un dentifrice  
une brosse à dents  
une brosse à cheveux  
un gel douche  
des chaussons (m.)  
une trousse de toilette  
une chemise de nuit

pyjamas  
toothpaste  
a toothbrush  
a hairbrush  
shower gel  
slippers  
a washbag/toiletry bag  
a nightshirt/nightie

### Cat C Child's Audio 1, Track 30

Not all children enjoy singing but the *La Jolie Ronde* songs are a great way to consolidate not just vocabulary previously learned but also new expressions. (*Que portes-tu en hiver/au printemps/en été/en automne ?*) (What do you wear in winter/spring/summer/autumn?), *à mes pieds* (on my feet) and *je frissonne* (I feel the cold – literal translation: I shiver). French-speaking parents could encourage children to make up their own answers orally, using the song as a guide.

**Song:** *Que portes-tu ?*

What do you wear?

*En hiver, en hiver,  
Que portes-tu en hiver ?  
Une écharpe, des gants verts.  
En hiver, je porte :  
Une écharpe, des gants verts.*

In winter, in winter,  
What do you wear in winter?  
A scarf, some green gloves  
In winter, I wear:  
A scarf, some green gloves.

*Au printemps, au printemps,  
Que portes-tu au printemps ?  
Un blouson noir et blanc.  
Au printemps, je porte :  
Un blouson noir et blanc.*

In spring, in spring,  
What do you wear in spring?  
A black and white bomber jacket.  
In spring, I wear:  
A black and white bomber jacket.

*En été, en été,  
Que portes-tu en été ?  
Des sandales à mes pieds.  
En été, je porte :  
Des sandales à mes pieds.*

In summer, in summer,  
What do you wear in summer?  
Some sandals on my feet.  
In summer, I wear:  
Some sandals on my feet.

*En automne, en automne,  
Que portes-tu en automne ?  
Un sweat car je frissonne.  
En automne, je porte :  
Un sweat car je frissonne.*

In autumn, in autumn,  
What do you wear in autumn?  
A sweatshirt because I shiver/I feel the cold.  
In autumn, I wear:  
A sweatshirt because I shiver/I feel the cold.

### Cat D Quels sont les vêtements d'hiver ? (Which are the winter clothes?)

Children circle or highlight every item of clothing they think may be worn in the winter.

### Cat E Child's Audio 1, Track 31

**Role play:** *Les pieds sous la table*

*J'écoute et je travaille avec un copain ou une copine. Je regarde page 46.)* (I listen and I work with a friend. I look at page 46.) – (Note: *copain* is a male friend and *copine* is a female friend.)

Encourage your child to listen to the role play several times whilst looking at the pictures on page 46. The audio can be stopped at the end of each sentence so that your child can repeat after the voices on the audio. The text of the role play can be found on page 53. Children can also listen to it and look at the words at the same time. They might like to fine tune their acting skills with a French-speaking member of the family!

**Role play:** *Les pieds sous la table*

- Où est mon porte-monnaie ? J'ai perdu mon porte-monnaie !
- Regarde dans les paniers.
- Non, dans les paniers, il y a des gants verts, un blouson noir, deux écharpes, une chemise, un poulet, des fraises, un pain et une brique de lait... mais pas de porte-monnaie.
- Où est mon porte-monnaie ? Oh ! J'ai perdu mon porte-monnaie !
- Regarde sur le banc.
- Non, sur le banc, il y a deux garçons, un sac de sport, une écharpe, des baskets, un ballon, un sweat et... un petit oiseau ! Mais pas de porte-monnaie.
- Où est mon porte-monnaie ? J'ai perdu mon porte-monnaie !
- Regarde sous la table.
- Non, sous la table, il y a des lunettes, un crayon, une casquette, des chaussettes, un chat, des gants, des chaussures, une cuillère... Oh ! Et deux pieds !
- Bonjour, je m'appelle François. J'ai trouvé ton porte-monnaie !

The feet under the table.

- Where is my purse? I've lost my purse!
- Look in the baskets.
- No, in the baskets, there are green gloves, a black bomber jacket, two scarves, a shirt, a chicken, some strawberries, some bread and a carton of milk... but no purse.
- Where is my purse? Oh! I've lost my purse!
- Look on the bench.
- No, on the bench, there are two boys, a sports bag, a scarf, some trainers, a ball, a sweatshirt and... a little bird! But no purse.
- Where is my purse? I've lost my purse!
- Look under the table.
- No, under the table, there are some glasses, a pencil, a cap, some socks, a cat, some gloves, some shoes, a spoon... Oh! And two feet!
- Hello, my name is *François*. I've found your purse!

**Cat F** *Je cherche.* (I search.)

Children look for all the words listed in the wordsearch. Can your child remember what all the words mean?

**Cat G** Child's Audio 1, Track 32

This song and the track below teach the children the verb 'être' (to be). Along with 'avoir', introduced in the lesson 3, it is imperative that children know this verb 'inside out'. The more they can listen the better! Remind your child again of the difference between *tu* and *vous* and *ils* (they masculine) and *elles* (they feminine).

**Song:** *Je suis en forme*

I am in good shape.

*Je suis très fort.*

I am very strong.

*Je suis en forme.*

I am in good shape.

*Tu es, il est, elle est en forme.*

You are (singular informal), he is, she is in good shape.

*Nous sommes, vous êtes en forme.*

We are, you (singular formal/plural) are in good shape.

*Ils sont, elles sont en forme.*

They are (masc./mixed), they are (fem.) in good shape.

*Je suis très fort.*

I am very strong.

*Je suis en forme.*

I am in good shape.

(Repeated)

**Cat H** Child's Audio 1, Track 33 *Être (To Be)*

*Je suis*

I am

*Tu es*

You are (singular informal)

*Il est*

He is

*Elle est*

She is

*Nous sommes*

We are

*Vous êtes*

You are (singular formal/plural)

*Ils sont*

They are (masculine/mixed)

*Elles sont*

They are (feminine)



Salut ! Je m'appelle Aurélie. Nous sommes vendredi. C'est le seize août. Je suis à Paris. Nous sommes en été. Il y a des nuages et il y a un orage. Il est onze heures moins le quart et je fais de la gym !

Hi! My name is Aurélie. It's Friday. It's the 16th of August. I'm in Paris. We're in summer. It's cloudy and there is a storm. It's a quarter to eleven and I'm doing exercises!

Quels sont tes vêtements préférés ? What are your favourite clothes?

### Cat B Child's Audio 1, Track 36

Once again encourage your child to read the words which can be associated with the new vocabulary and make sure he/she understands. (*Voici* – Here is/are, *Je vois* – I see, *Je voudrais* – I would like, *J'ai* – I have, *Je porte* – I wear.) Invite your child to listen to the six new words and to repeat them and then to read them in the book. Encourage your child to learn these words by whichever method is most helpful to them. Each word can be highlighted in blue or red to indicate a masculine or a feminine noun. Children should be invited to look up all the words in the dictionary at the back of the book and fill in the English translations.

<i>des sandales</i> (f.)	sandals
<i>un short de bain</i>	swimming trunks
<i>un maillot de bain</i>	a swimming costume
<i>une crème solaire</i>	sun cream
<i>une serviette de bain</i>	a bath towel
<i>une valise</i>	a suitcase

### Cat C Child's Audio 1, Track 37

Invite your child to listen to the song several times and whilst listening to jot down all the clothes and accessories he/she can hear mentioned in the song. Altogether there are nineteen items of clothes and eight accessories. How many can your child identify? There are also two numbers mentioned (apart from 'one'), namely three and five, plus four colours (blue, white, grey and green). Can your child identify them all?

**Song:** *Dans ma valise*

In my suitcase

*Dans ma valise,  
Il y a trois chemises,  
Des chaussures, des baskets  
Et une trousse de toilette,  
Une brosse à cheveux,  
Un T-shirt, un short bleu,  
Des bottes et des gants,  
Une écharpe, un pull blanc,  
Sans oublier  
Ma brosse à dents !*

In my suitcase,  
There are three shirts,  
Some shoes, some trainers  
And a washbag,  
A hairbrush,  
A T-shirt, blue shorts,  
Some boots and some gloves,  
A scarf, a white jumper,  
Not forgetting  
My toothbrush!

*Dans ma valise,  
Il y a une veste grise,  
Un sweat vert, des chaussettes,  
Un pyjama, des lunettes,  
Une console, une tablette,  
Un cahier, une casquette,  
Un bonnet, cinq pantalons,  
Un gilet, trois blousons,  
Sans oublier  
Mes p'tits chaussons !*

In my suitcase,  
There is a grey jacket,  
A green sweatshirt, some socks,  
Pyjamas, glasses,  
A games console, a tablet,  
An exercise book, a cap,  
A woolly hat, five pairs of trousers,  
A cardigan, three bomber jackets,  
Not forgetting  
My little slippers!

## Cat D Child's Audio 1, Track 38

*Je regarde la valise de Sébastien. (I look at Sebastian's suitcase.) Qu'est-ce qu'il y a dans la valise de Sébastien ? (What is in Sébastien's suitcase?)*

Ask your child to point to all the items in the suitcase and name them. Then see if your child can identify which words need to be written on the dotted lines underneath. They can check their answers with the audio. Spelling words correctly is a challenge but encourage your child not to guess how words are spelt but to look them up in the dictionary. If any of the words cannot be found in the dictionary section at the back of *Mon Tour*, they can be found in the back of *Bonjour la France*.

*Je complète les mots. Ensuite, j'écoute pour me corriger. (I complete the words. Afterwards, I listen to check my answers.)*

*Qu'est-ce qu'il y a dans la valise de Sébastien ?*

What is in Sébastien's suitcase?

*Dans ma valise, j'ai mon pyjama, mes chaussettes, mon jogging, ma trousse de toilette avec ma brosse à dents, mon dentifrice, mon gel douche. J'ai aussi mes lunettes de soleil, ma casquette, mes sandales, ma crème solaire et ma serviette de bain.*

In my suitcase, I have my pyjamas, my socks, my tracksuit bottoms, my washbag with my toothbrush, my toothpaste, my shower gel. I also have my sunglasses, my cap, my sandals, my sun cream and my bath towel.

*Super ! Je suis en vacances ! Je vais en Espagne !*

Brilliant! I'm on holiday! I'm going to Spain!

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

In between each of the recognisable clothes words in the 'word string', is a letter of the alphabet. When the six hidden letters are put together, they spell a word. What is it?

**Cat F** *Je complète avec le / la / l' / les. (I complete with le/la/l'/les.)*

The challenge when learning French is not just to learn new vocabulary, it is also to remember which words are feminine and which words are masculine. This exercise is a good opportunity for children to see how many they can remember and to remind themselves of the definite article (the). Children choose their answers from one of the four choices in the box. Remind your child that *le* is the masculine word for 'the', *la* is the feminine word for 'the', *l'* is always placed before a vowel or an 'h' and *les* before plurals.

**Cat G** *Je complète les phrases. (I complete the sentences.)*

This activity practises *Ce n'est pas* (It is not). All the nouns needed for this exercise can be found on the preceding pages.

**Cat H** Child's Audio 1, Track 39

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

Children listen to the audio. Number 1 needs to appear in the correct box in the second and third columns and so on with numbers 2 to 6. For example, in the first sentence the time is eight o'clock and so the number 1 needs to be placed in the fourth box next to *à huit heures*. The audio tells us that the child is playing with the games console and so the number 1 needs to be placed in the third box in the last column next to *je joue à la console*. Finally another number 1 needs to be placed in the box under the relevant picture.

Le lundi, à huit heures, je joue à la console.  
Le mardi, à sept heures, je prends mon petit déjeuner.  
Le mercredi, à quatre heures, je finis l'école.  
Le jeudi, à neuf heures, j'arrive à l'école.  
Le vendredi, à six heures, je regarde la télé.

On Monday, at eight o'clock, I play on my games console.  
On Tuesday, at seven o'clock, I have my breakfast.  
On Wednesday, at four o'clock, I finish school.  
On Thursday, at nine o'clock, I arrive at school.  
On Friday, at six o'clock, I watch television.

### Cat I Child's Audio 1, Track 40

À l'arrêt de bus. Je regarde l'image et je lis. Ensuite, j'écoute et je réponds aux questions avec mon professeur. (At the bus stop. I look at the picture and I read. Then I listen and I answer the questions with my teacher.)

This exercise will have been covered in class, but French-speaking parents have a great opportunity here to ask the following questions to elicit the correct answers. Can your child read what is written in each 'bubble' and tell you what the words mean?

Qui est la première personne dans la queue ?	Who is the first person in the queue?
Qui est la dernière ?	Who is the last one?
Qui est la troisième personne dans la queue ?	Who is the third person in the queue?
Qui est fatigué ?	Who is tired?
Qui porte un pull rose ?	Who is wearing a pink jumper?
Qui est la personne la plus grande dans la queue ?	Who is the tallest person in the queue?
Qui est la plus petite ?	Who is the shortest?
Qui aime manger au restaurant italien ?	Who likes eating in Italian restaurants?
Qui voudrait vivre dans le sud de la France ?	Who would like to live in the south of France?
Qui aime les films ?	Who likes films?
Qui aime le sport ?	Who likes sport?
Est-ce que Léa porte un sac à main bleu ? Elicit: Non, elle porte un sac à main vert.	Is Léa carrying a blue handbag? Elicit: No, she is carrying a green handbag.
Est-ce qu'Olivier porte des chaussures vertes ? Elicit: Non, il porte des chaussures bleues.	Is Olivier wearing green shoes? Elicit: No, he is wearing blue shoes.

### Cat J Child's Audio 1, Track 41

Je regarde la carte. Aujourd'hui encore : Nouvelle-Aquitaine. (I look at the map. Today, once again: La Nouvelle-Aquitaine)

The children reacquaint themselves with the area mentioned above on their maps on page 2 and then they write the word *Bordeaux* (mentioned in the *Tour de France* passage below) next to the relevant dot and also write *Bordeaux* on the line provided in their books. As there are two big cities to be marked on the map in this region, parents need to ensure that *Poitiers* and *Bordeaux* are both given their rightful positions. Some children will remember the location of *Bordeaux* from *Bonjour la France*. Continue to encourage your child to listen to the audio and count how many words they know.

### Le Tour de France !

- Le Tour de France est à Bordeaux, en Nouvelle-Aquitaine. François Pagneul est troisième. Aujourd'hui, c'est Éric Latour qui est premier.
- Bravo, Éric ! Bravo !
- Il a gagné ! Il a gagné !
- Monsieur, vous regardez le Tour de France. Vous habitez à Bordeaux ?
- J'habite au nord de Bordeaux. La Nouvelle-Aquitaine est une belle région. Il y a des grandes plages et beaucoup de forêts.

### The Tour de France!

- The Tour de France is in Bordeaux, in Nouvelle-Aquitaine. François Pagneul is in third place. Today, Éric Latour has come first.
- Well done, Éric! Well done!
- He has won! He has won!
- Sir, you are watching the Tour de France. Do you live in Bordeaux?
- I live in the north of Bordeaux. Nouvelle-Aquitaine is a beautiful region. There are big beaches and lots of forests.

## LESSON 7

### Cat A Child's Audio 1, Track 42

*J'écoute et je réponds aux questions.* (I listen and reply to the questions)

This time, only the questions in the book are on the audio. Children now have the opportunity to write down the appropriate answers for the actual day, date, etc. They need to check their answers are spelt correctly as before. (They can look at pages 3 and 5 to refer to the days of the week, months of the year, seasons, hobbies and sports.) The audio sometimes swaps the order of the questions, so children need to make sure they write the answers down on the correct lines. For the first question, children can write *Nous sommes* and then the day, or simply just write down the day of the week. Question 2 needs to start with *Le* and then the number written in figures. The final questions asks each child to write down how many brothers or sisters they have and if the answer is 0, to tick the appropriate box underneath, as to whether they are an only son (*fils unique*) or an only daughter (*fille unique*). As in Lesson 1, children can fill in the little boxes and clock face at the top of the page to illustrate their answers.

*Quel jour sommes-nous ?*

*Quelle est la date d'aujourd'hui ?*

*Quel temps fait-il ?*

*Quelle heure est-il ?*

*En quelle saison sommes-nous ?*

What day is it?

What is the date today?

What's the weather like?

What time is it?

Which season are we in?

*Combien as-tu de frères ? Combien as-tu de soeurs ? Es-tu fils unique ? Es-tu fille unique ?* (How many brothers do you have? How many sisters do you have? Are you an only son? Are you an only daughter?)

### Cat B Child's Audio 1, Track 43

**Role play:** *C'est l'anniversaire de Marion !*

*J'écoute et je travaille avec un copain ou une copine. Je regarde page 47.* (I listen and I work with a friend. I look at page 47) (Remember: *copain* is a male friend and *copine* is a female friend.)

The text below can also be found at the back of *Mon Tour de France*, page 53. As with all the role plays, the children are encouraged to listen to the audio and look at the little pictures in the back of their books (page 47) at the same time.

**Role play:** *C'est l'anniversaire de Marion !*

Dring !

*Martin – Qui est-ce ?*

*Marion – Je ne sais pas ! Ouvre la porte, s'il te plaît.*

*Martin – Ah ! C'est ton frère, Sébastien ! Salut ! Marion, c'est Sébastien !*

*Marion – Ah, salut, Sébastien. Comment ça va ?*

*Sébastien – Ça va bien, merci, et toi ?*

Dring !

*Martin – Ah ! Qui est-ce ?*

*Marion – Je ne sais pas. Tu ouvres la porte, s'il te plaît ?*

Dring !

*Martin – Oui, j'arrive ! ... Ah ! Bonjour. Marion, c'est Marine et Isabelle, tes cousines !*

*Marion – Bonjour, Marine. Bonjour, Isabelle, comment ça va ?*

*Marine et Isabelle – Très bien, merci.*

Dring !

*Martin – Encore ! Ah, zut alors ! ... Qui est-ce ? Marion, qui est-ce ?...*

*Marion – Je ne sais pas. Ouvre la porte.*

*Martin – Bon, d'accord ! ... Oui, oui, j'arrive !*

*Le groupe – Bonjour, Martin. Et Marion, où est Marion ?*

*Martin – Dans la cuisine. Marion, c'est pour toi ! Ta sœur, tes cousines, tes parents, tes grands-parents, ton oncle et ta tante ! Oh là là ! Je ne comprends pas !*

Everyone but *Martin* exclaims:

*Le groupe – Joyeux anniversaire, Marion !*

*Martin – Ah ! C'est l'anniversaire de Marion !*

It's *Marion's* birthday!

Ring!

*Martin – Who is it?*

*Marion – I don't know! Open the door, please.*

*Martin – Ah! It's your brother, Sébastien! Hi! Marion, it's Sébastien!*

*Marion – Ah, hi, Sébastien. How are you?*

*Sébastien – I'm fine, thank you, and you?*

Ring!

*Martin – Ah! Who is it?*

*Marion – I don't know. Open the door, please?*

Ring!

*Martin – Yes, I'm coming! ... Ah! Hello. Marion, it's Marine and Isabelle, your cousins!*

*Marion – Hello, Marine. Hello, Isabelle, how are you?*

*Marine and Isabelle – Very well, thank you.*

Ring!

*Martin – Again! Oh dear/bother! ... Who is it? Marion, who is it?...*

*Marion – I don't know. Open the door.*

*Martin – Well, OK! ... Yes, yes, I'm coming!*

*The group – Hello Martin. And Marion, where is Marion?*

*Martin – In the kitchen. Marion, it's for you! Your sister, your (girl) cousins, your parents, your grandparents, your uncle and your aunt! Oh dear! I don't understand!*

Everyone but *Martin* exclaims:

*The group – Happy birthday, Marion!*

*Martin – Ah! It's Marion's birthday!*

**Cat C** Je complète les phrases comme Marion. (I complete the sentences as if I were *Marion*.)

The children look at the picture. The children choose adjectives from the boxes and complete the sentences. Draw your child's attention to the masculine (blue) and feminine (red) forms of the adjectives. *Très* and *assez* (very and quite) also appear here if children wish to use these words.

**Cat D** Child's Audio 1, Track 44

*Mon copain. J'écoute et j'entoure les bons mots.* (My friend. I listen and I circle the correct words.)

Children listen carefully to the audio and in their books circle the words they hear to complete the sentences. Afterwards they can practise their pronunciation by reading the descriptions out loud. Draw your child's attention to the spelling of the word for a male friend – *un copain*.



- Comment s'appelle ton copain ?
  - Il s'appelle Victor.
  - Quel âge a-t-il ?
  - Il a dix ans.
  - Quelle est sa nationalité ?
  - Il est canadien.
  - Où habite-t-il ?
  - Il habite à Montréal.
  - Il a les cheveux de quelle couleur ?
  - Il a les cheveux blonds.
  - Comment sont ses cheveux ?
  - Courts et frisés.
  - Il a les yeux de quelle couleur ?
  - Il a les yeux verts.
- What's your friend's name?
  - His name is Victor.
  - How old is he?
  - He's ten years old.
  - What nationality is he?
  - He is Canadian.
  - Where does he live?
  - He lives in Montreal.
  - What colour of hair does he have?
  - He has blond hair.
  - What is his hair like?
  - Short and curly.
  - What colour are his eyes?
  - He has green eyes.

### Cat E Child's Audio I, Track 45

Ma copine. J'écoute et j'entoure les bons mots. (My friend. I listen and I circle the correct words.)

Children listen carefully to the audio and in their books circle the words they hear to complete the sentences. Afterwards they can practise their pronunciation by reading the descriptions out loud. Draw your child's attention to the spelling of the word for a female friend – *une copine*.

- Comment s'appelle ta copine ?
  - Elle s'appelle Camille.
  - Quel âge a-t-elle ?
  - Elle a treize ans.
  - Quelle est sa nationalité ?
  - Elle est belge.
  - Où habite-t-elle ?
  - Elle habite à Bruxelles.
  - Elle a les cheveux de quelle couleur ?
  - Elle a les cheveux roux.
  - Comment sont ses cheveux ?
  - Longs et raides.
  - Elle a les yeux de quelle couleur ?
  - Elle a les yeux bleus.
- What's your friend's name?
  - Her name is *Camille*.
  - How old is she?
  - She is 13 years old.
  - What is her nationality?
  - She is Belgian.
  - Where does she live?
  - She lives in Brussels.
  - What colour hair does she have?
  - She has red hair.
  - What is her hair like?
  - Long and straight.
  - What colour are her eyes?
  - She has blue eyes.

### Cat F Loto

As before, the children play a game of number lotto. The range of numbers is at the teacher's discretion.

**Cat G** Je cherche les mots qui commencent par les lettres suivantes : a r g e n t (I look for words that start with the following letters: a r g e n t)

Children are encouraged to look back through their book to find French nouns which begin with each of the above letters. They can look in the dictionary at the back of the book and also in the dictionary in the back of *Bonjour la France*. Does your child remember what *argent* means? (money!) Children can see how many words they can fit into each of the circles! They can highlight each word in blue or red to remind themselves which are masculine and which are feminine words.

### Cat H Child's Audio I, Track 46

Je regarde la carte. Je colorie en orange une région. Aujourd'hui: L'Occitanie. (I look at the map. I colour a region in orange. Today: l'Occitanie)



The imaginary *Tour de France* has now reached a region in the South West of France. As before, children listen to the audio and see how many words they can recognise. Ask your child if he/she can hear what the weather is like and what adjectives are used to describe *François*. Children look for the region on their maps on page 2, colour it in orange and write the word *Toulouse* next to the dot provided. They also write *Toulouse* on the line at the bottom of page 19 in their books.

### Le Tour de France !

- *Nous voici à Toulouse en Occitanie. Aujourd’hui, il fait très chaud. Les cyclistes sont fatigués. Prochaine étape : le col du Tourmalet. Ensuite Perpignan et Montpellier.*
- *Allez ! Allez ! Fran-çois ! Fran-çois !*
- *Bonjour, je vois que vous encouragez François. C’est votre cycliste préféré ?*
- *Ah oui ! Il est fort et courageux !*
- *Vous habitez dans la région ?*
- *Non, je suis en vacances dans la région. C’est superbe ! J’aime beaucoup le cassoulet et jeudi je vais voir un match de rugby !*

### The Tour de France!

- Here we are in *Toulouse* in *Occitanie*. Today, it is very hot. The cyclists are tired. Next stage: The *Col du Tourmalet*. Then *Perpignan* and *Montpellier*.
- Come on! Come on! *Fran-çois!* *Fran-çois!*
- Hello, I can see you cheering for *François*. Is he your favourite cyclist?
- Oh yes! He is strong and brave!
- Do you live in this region?
- No, I’m on holiday in the region. It’s fantastic! I like *cassoulet* a lot, and on Thursday I’m going to see a rugby match!

## LESSON 8

### Cat A Child’s Audio 1, Track 47

*J’écoute et je réponds aux questions. (I listen and reply to the questions.)*

- |   |                          |
|---|--------------------------|
| <i>Quelle heure est-il ?</i>              | What time is it?         |
| <i>Quel temps fait-il ?</i>               | What’s the weather like? |
| <i>En quelle saison sommes-nous ?</i>     | Which season are we in?  |
| <i>Quel jour sommes-nous ?</i>            | What day is it?          |
| <i>Quelle est la date d’aujourd’hui ?</i> | What is the date today?  |

*Quelles sont les couleurs de ton équipe de sport préférée ou de ton uniforme ? (What are the colours of your favourite sports team or of your uniform?)*

As with the previous lesson, the audio contains a rap beat and no answers. The children write down the replies themselves. They can look at page 3 to refer to the days of the week, months of the year and seasons to make sure that they spell each word accurately. Answers here should be the actual details of the day and time children are doing their homework, if this section has not been completed in class already. Children can write full sentences or just one word answers. The simplified symbols should be drawn in to reinforce the answers given. Simple weather icons can be found on page 3 of their activity books. The last question requires the children to write down the colours of their favourite sports team or school uniform.

### Cat B Child’s Audio 1, Track 48

The children will have been taught the following adjectives in class. Here they can practise their pronunciation of these words by repeating each one after the voice on the audio whilst looking at the words in their books. Draw your child’s attention to the masculine and feminine versions of each adjective and ask if he/she can remember what each word means. Which adjective or adjectives would they use to describe themselves?

drôle  
sympa  
intelligent  
timide  
bavard  
ennuyeux  
gentil  
content  
heureux  
triste  
fatigué

fun  
nice/friendly  
intelligent  
shy  
talkative  
boring  
kind  
glad/pleased/satisfied  
happy  
sad  
tired

drôle  
sympa  
intelligente  
timide  
bavarde  
ennuyeuse  
gentille  
contente  
heureuse  
triste  
fatiguée

**Cat C** Je souligne les bonnes phrases. (I underline the correct sentences.)

The children look at each picture in turn and underline or highlight the correct description.

**Cat D** Child's Audio 1, Track 49

This is a very easy rap for children to learn off by heart. After listening to the audio several times whilst looking at the words in their book, children could be encouraged to say the last word in each line, as parents pause the audio. Children could also test French-speaking members of the family to do the same!

**Rap:** *Regarde, il pleut*

Look, it's raining

*Regarde, il pleut.  
Moi, je suis heureux.  
Et quand il y a du vent,  
C'est Pierre qui est content.*

Look, it's raining.  
Me, I'm happy.  
And when it's windy,  
It's Pierre who is glad.

*Regarde, il fait beau.  
Je suis à Monaco.  
Et quand il fait mauvais,  
Je regarde la télé.*

Look, it's a fine day.  
I'm in Monaco.  
And when it's bad weather,  
I watch the television.

*Regarde, il fait froid.  
Je suis près de Blois.  
Et quand il fait chaud,  
Je voyage en bateau.*

Look, it's cold.  
I'm near Blois.  
And when it's hot,  
I travel by boat.

**Cat E** J'écris dans l'ordre. (I write in (the correct) order.)

The children can first look out for the words beginning with a capital letter indicating the first word in each sentence. They will need to understand the meaning of each word to complete this exercise. In sentence 2, remind your child of the difference between the noun *une porte* meaning a door, and *porte* (without the indefinite article) meaning 'wear' or 'wears'.

**Cat F** *Voici la famille de Mathieu.* (Here is Matthew's family.)

This is a reference to *Mathieu's* family. The children will need to look at the pictures of each family member in order to complete exercises in Cat G and H.

**Cat G** Child's Audio 1, Track 50

*Je regarde la famille de Mathieu et j'utilise les adjectifs et les adverbes dans le tableau pour décrire les personnes. Ensuite, j'écoute les exemples.* (I look at Matthew's family and I use the adjectives and adverbs in the box to describe the people. Afterwards I listen to the examples.)

The children look at the family and the box containing eighteen adjectives below, in addition to the words for 'very' (*très*) and 'quite' (*assez*). They choose which adjective(s) they would use to describe each of the characters. Depending on their ability, they could just say the words out loud, and/or write down full sentences on a separate piece of paper. (*Il est sportif, elle est petite* etc.) Children could begin by highlighting the masculine and feminine versions of each adjective in blue or red to help them remember to choose the correct word for their descriptions. Finally, children listen to check pronunciation and to compare their answers with those on the audio.

*Mon grand-père est vieux et fatigué.*

*Ma grand-mère est vieille et fatiguée.*

*Ma tante est grande et drôle.*

*Mon oncle est petit et drôle.*

*Mon père est très grand et fort.*

*Ma mère est petite et gentille.*

*Ma grande sœur est assez sportive et forte.*

*Ma petite sœur est jeune et belle.*

*Mon frère est petit et gentil.*

*Moi, je suis beau et sportif.*

My grandfather is old and tired.

My grandmother is old and tired.

My aunt is tall and fun.

My uncle is short and fun.

My father is very tall and strong.

My mother is short and kind.

My big sister is quite sporty and strong.

My little sister is young and beautiful.

My brother is short and kind.

I am handsome and sporty.

**Cat H** *Je regarde la famille de Mathieu et j'écris les prénoms correctement.* (I look at Matthew's family tree and I write in the names correctly.)

There are ten descriptions listed, each one relating to a different member of the family. Children look at the family and read each description carefully. They then put each person's name on the appropriate line. The word *barbe* in the second question will be new for most children. It means beard.

**Cat I** Child's Audio 1, Track 51

*Je regarde la carte. Je colorie en violet une région. Aujourd'hui: la région Provence-Alpes-Côte d'Azur.* (I look at the map. I colour a region in purple. Today: the region *Provence-Alpes-Côtes d'Azur*.)

The imaginary *Tour de France* has now reached a region in the South East of France. As before, children listen to the audio and see how many words they can recognise. Ask your child if he/she can hear what two things are blue (the sea and the sky) and what the weather is like. Can your child understand what sort of festival there is every year in *Nice*? Children look for the region on their maps on page 2 and colour it in purple. There are two cities to be marked on the map next to the dots, namely *Marseille* and *Nice*. The position of both cities can be found on the children's maps in *Bonjour la France*. The children write *Marseille* on the line provided at the bottom of page 21.

### Le Tour de France !

- *Le Tour de France est à Marseille, dans le sud de la France, dans la région Provence-Alpes-Côte d'Azur.*
- *Bonjour, je m'appelle Magali et j'habite en Provence près de la Méditerranée. La mer est bleue, le ciel est bleu. Il fait beau et il fait chaud ! Au printemps, il y a un grand festival de fleurs à Nice. Ici, on parle français, mais aussi provençal. C'est le pays des olives et de la lavande. Mmm ! Ça sent bon !*

### The Tour de France!

- *The Tour de France is in Marseille, in the south of France, in the Provence-Alpes-Côte d'Azur region.*
- *Hello, my name is Magali and I live in Provence near to the Mediterranean. The sea is blue, the sky is blue. It's nice weather and hot! In spring, there is a large flower festival in Nice. Here, we speak French, but also Provençal. This is the country of olives and lavender. Mmm! That smells good!*

## LESSON 9

### Cat A Child's Audio 1, Track 52

*J'écoute et je réponds aux questions. (I listen and reply to the questions.)*

- |   |                          |
|---|--------------------------|
| <i>En quelle saison sommes-nous ?</i>     | Which season are we in?  |
| <i>Quelle est la date d'aujourd'hui ?</i> | What is the date today?  |
| <i>Quelle heure est-il ?</i>              | What time is it?         |
| <i>Quel jour sommes-nous ?</i>            | What day is it?          |
| <i>Quel temps fait-il ?</i>               | What's the weather like? |

*Comment es-tu ? Décris-toi ! (What are you like? Describe yourself!)*

As with the previous lesson, the audio contains a rap beat and no answers. The children write down the replies themselves. They can look at page 3 to refer to the days of the week, months of the year and seasons to make sure that they spell accurately. Answers here should be the actual details of the day and time children are doing their homework, if this section has not been completed in class already. Children can write full sentences or just one-word answers. The simplified symbols should be drawn in to reinforce the answers given. Simple weather icons can be found on page 3 of the activity books. Questions are always in a different order and so children need to pay attention to the specific answers required on each line. In the last question, children are asked to describe themselves. They should start their sentence with *Je suis* and can use one or more of the adjectives on page 21. Depending on your child's ability, they could also write down the colour of their hair and eyes.

### Cat B Child's Audio 1, Track 53

Children listen to the seven prepositions and look at the pictures in their books. Test your child. Can your child remember all of the words without looking?

- |  |   |
|--|---|
| <i>sur, sous, dans, devant, derrière, à gauche, à droite</i> | on, under, in, in front (of), behind, on the left, on the right |
|--|---|

### Cat C Child's Audio 1, Track 54

*Je regarde et je lis. J'écoute pour me corriger. Ensuite, j'écris les mots correctement. (I look and I read. I listen to check my answers. Afterwards, I write the words correctly.)*

First the children 'read' each sentence. Can they remember all the words illustrated? Remind your child that in French colours come AFTER the noun instead of before it, as in English. Next the children listen to the audio to self-correct and then write in the missing French words underneath each little picture. Children need to look out for the plurals in points 2,4 and 5. This is a good exercise for consolidating adjective agreements.

- |  |   |
|--|---|
| <i>Voici une montre verte. Elle est dans le sac de sport.</i>    | Here is a green watch. It is in the sports bag.             |
| <i>Voici des sandales jaunes. Elles sont sur la chaise.</i>      | Here are some yellow sandals. They are on the chair.        |
| <i>Voici un gilet bleu. Il est sous le lit.</i>                  | Here is a blue cardigan. It is under the bed.               |
| <i>Voici deux araignées noires. Elles sont devant la maison.</i> | Here are two black spiders. They are in front of the house. |
| <i>Voici des bonbons bleus. Ils sont derrière le verre.</i>      | Here are some blue sweets. They are behind the glass.       |

## Cat D Child's Audio 1, Track 55

### Role play: *Tu ou vous ?*

(*J'écoute et je travaille avec un copain ou une copine. Je regarde page 48*) (I listen and I work with a friend. I look at page 48) – (Remember: *copain* is a male friend and *copine* is a female friend.)

This role play has been devised to emphasise the difference between *tu* and *vous*, the informal and formal ways of saying 'you' in French. The text of the role play can be found at the back of the activity book page 53. Children can listen to the audio and follow the little pictures provided on page 48.

### Role play: *Tu ou vous ?*

*Sophie : Salut, Peter, comment ça va ?*

*Peter : Ça va bien, merci.*

*Sophie : Voici un cadeau pour toi !*

*Peter : Merci, tu es très gentille.*

*Sophie: Hi, Peter, how are you?*

*Peter: I'm fine, thank you.*

*Sophie: Here is a present for you!*

*Peter: Thank you, you are very kind.*

*Peter : Bonjour, monsieur, comment ça va ?*

*Le maître : Non ! Non ! Non ! Pour moi, c'est : 'Comment allez-vous ?'*

*Peter : Ah, pardon. Comment allez-vous ?*

*Le maître : Je vais bien, merci.*

*Peter : Voici un cadeau pour toi !*

*Le maître : Non ! Non ! Non ! Pour moi, c'est : 'Voici un cadeau pour vous !'*

*Peter : Ah, pardon, voici un cadeau pour vous.*

*Le maître : Merci, tu es très gentil.*

*Peter: Hello, sir, how are you? (informal)*

*Teacher: No! No! No! For me, it's: 'How are you?' (formal)*

*Peter: Oh, sorry. How are you? (formal)*

*Teacher: I'm fine (formal), thank you.*

*Peter: Here is a present for you! (informal)*

*Teacher: No! No! No! For me, it's: 'Here is a present for you!'. (formal)*

*Peter: Oh, sorry, here is a present for you. (formal)*

*Teacher: Thank you, you (informal) are very kind.*

## Cat E An example of a postcard written in French

**Cat F** *J'écris une carte postale à mon maître (ou à ma maîtresse).* (I write a postcard to my teacher. (Note to parents: *maître* is a male teacher and *maîtresse* is a female teacher.))

Using the format of the sample postcard in Cat E and the words inside the grey boxes at the bottom of the page, encourage your child to write a simple 'pretend' postcard to their teacher.

**Cat G** *J'écris un e-mail à mon copain (ou à ma copine).* I write an email to my friend.

As above. Children can use the vocabulary in the grey boxes to write a message to one of their friends as if they were on holiday. The words here are to be used as a guide and should be very familiar to most children. Higher attaining children can search for their own ideas by looking in their activity books.

*Idées pour compléter ta carte postale et ton e-mail ci-dessus.* (Ideas for completing your postcard and your email above.)

## Cat H Child's Audio 1, Track 56

*Je regarde la carte. Je colorie en rose une région. Aujourd'hui: La Corse.* (I look at the map. I colour a region in pink. Today: Corsica.)

The imaginary *Tour de France* has now reached Corsica. Children can see from their maps that Corsica is an island off the south coast of France. As before, children listen to the audio and see how many words they can recognise. Ask your child if he/she can hear *Éric* say how many days the *Tour de France* are spending on the island and what the weather is like. Can your child hear and recognise all the numbers mentioned in the passage? Children look for Corsica on their maps on page 2 and colour it in pink. They write in the word *Ajaccio* (the

capital of Corsica) next to the dot provided on page 2 and also write this city at the bottom of page 23 in their books on the line provided.

### Le Tour de France !

- Je suis à Nice et je prends le ferry pour aller en Corse. C'est une île dans la Méditerranée, à cent-soixante-dix kilomètres de la côte. Le service fonctionne sept fois par semaine et la traversée dure cinq heures. Ah ! Voici Éric et son équipe ! Salut, Éric, ça va ?
- Oui, ça va, merci. Nous allons en Corse pour quatre jours. L'étape est à Ajaccio, la capitale de la Corse. Il y a du vent mais il fait beau.
- Vous êtes en forme ?
- Oui. Il y a beaucoup de montagnes en Corse mais c'est très beau. On appelle la Corse 'l'île de beauté' !

### The Tour de France!

- I'm in Nice and I'm taking the ferry to go to Corsica. It's an island in the Mediterranean, 170 kilometres from the coast. The service runs seven times a week and the crossing takes five hours. Ah! Here is Éric and his team! Hi, Éric, are you OK?
- Yes, I'm OK, thank you. We're going to Corsica for four days. The stage takes place in Ajaccio, the capital of Corsica. It's windy but it's a fine day.
- Are you in good shape?
- Yes. There are many mountains in Corsica, but it's very beautiful. We call Corsica 'the isle of beauty'!

## LESSON 10

**Cat A** Quel temps fait-il ? Je mets les phrases à la forme négative. Ensuite, je relie les phrases aux images. (What's the weather like? I put the sentences into the negative form. Afterwards I link the sentences to the pictures.)

Children have been taught that in French the negative is *ne* and *pas*. These two words are placed either side of the verb. Lines have been drawn here to help children place the words in their rightful positions. Children look at the little pictures and write the appropriate numbers next to the sentences.

### Cat B Child's Audio 1, Track 57

un fruit

une clémentine

une fraise

un citron

une orange

une prune

une pêche

un abricot

un melon

un pamplemousse

une cerise

a fruit

a clementine

a strawberry

a lemon

an orange

a plum

a peach

an apricot

a melon

a grapefruit

a cherry

There are a lot of words above the text box which are associated with the new vocabulary. Children should read through these and make sure they understand them and how they can be used with the new nouns. Help your child to understand that to create sentences in French *le/la/l'/les* (the) are used after *J'aime* (I like), *Je n'aime pas* (I don't like) etc. In other words the French say "I like **the** apples" (*J'aime LES pommes*) whereas we just say "I like apples" and don't use the definite article. Encourage your child to listen to the audio to correct their pronunciation, especially with words like fruit, melon and orange which sound very different in French. Point out that *une prune* is a plum in French and not a prune! (Which is *un pruneau*!)

### Cat C Child's Audio 1, Track 58

Encourage your child to sing along with the audio. A great way to practise the expressions *Je voudrais* and *Je n'aime pas* (I would like and I don't like) as well as some of the fruits introduced in this lesson.

Song: Je voudrais des fraises



**Song:** *Je voudrais des fraises*

*Je voudrais des fraises,  
Des citrons, des oranges.  
Je n'aime pas les fraises,  
Les citrons, les oranges.  
Je voudrais des fraises.*

(music) (music)

*Je n'aime pas les fraises.*

(music) (music)

*Je voudrais des pommes,  
Des bananes, des cerises.*

*Je n'aime pas les pommes,  
Les bananes, les cerises.*

*Je voudrais des pommes.*

(music) (music)

*Je n'aime pas les pommes.*

(music) (music)

I would like some strawberries

I would like some strawberries,  
Some lemons, some oranges.

I don't like strawberries,

Lemons, oranges.

I would like some strawberries.

...

I don't like strawberries.

...

I would like some apples,

Some bananas, some cherries.

I don't like apples,

Bananas, cherries.

I would like some apples.

...

I don't like apples.

...

**Cat D** *Je classe les mots par ordre alphabétique.* (I arrange the words in alphabetical order.)

Some children might be able to spell these words too, using the French alphabet of course! A good opportunity to revise the alphabet.

**Cat E** *J'écris le, la, l' ou les dans les cases.* (I write **le, la, l',** or **les** in the boxes.)

All children should now be familiar with the four different ways of saying 'the' in French – for masculine words, feminine words, words beginning with a vowel or 'h', and plural words. Here the challenge is to get them all right!

**Cat F** Child's Audio 1, Track 59

*Un sondage. J'écoute les dialogues et je liste les fruits dans la première colonne. Ensuite, je travaille avec un copain ou une copine pour faire un sondage de la classe et je remplis le tableau.* (A survey. I listen to the dialogues and I list the fruits in the first column. Then, I work with a friend to do a class survey and I fill in the table.)

The children read the French in the bubbles. Hopefully they can understand what all the sentences mean. They listen to the audio and perfect their pronunciation. They write down the four fruits they have heard in the first column (more can be added if so wished) and then children ask members of their family and friends which of these four fruits are liked by them, liked a lot, loved, not liked or hated. Ticks are written in the appropriate columns for each fruit. These will be added to those in the class survey, so that the most and least popular fruits can be discovered.

– *J'aime les pommes.*

– I like apples.

– *Moi, j'aime beaucoup les fraises, et toi ?*

– Me, I love strawberries, and you?

– *Non, je n'aime pas les fraises, je préfère les pêches.*

– No, I don't like strawberries, I prefer peaches.

– *Aimes-tu les prunes ?*

– Do you like plums?

– *Moi, je déteste les prunes.*

– Me, I hate plums.

**Cat G** Loto





## Le Tour de France !

- Bienvenue à tous ! Nous sommes dans la région Auvergne-Rhône-Alpes, à Lyon. Bonjour, Laurent ! Bravo ! Vous êtes le premier aujourd’hui. Vous portez le maillot jaune.
- Oui. Je suis heureux mais je suis très fatigué. Je n’aime pas les montagnes.
- Ah oui. C’est dur et regardez le temps ! Quelle horreur ! Il y a un orage et il pleut.
- Oui, mais je suis content ; j’ai une super équipe.

## The Tour de France!

- Welcome everybody! We are in the Auvergne-Rhône-Alpes region, in Lyon. Hello, Laurent! Well done! You are in first place today. You’re wearing the yellow jersey.
- Yes. I am happy but I am very tired. I don’t like the mountains.
- Ah yes. It’s hard and look at the weather! How awful! There is a storm and it’s raining.
- Yes, but I am glad; I have a fantastic team.

## LESSON 11

### Cat A Child’s Audio 1, Track 63

Quelle est la date d’aujourd’hui ? J’écoute et j’entoure la bonne date sur chaque calendrier. (What’s the date today? I listen and I circle the correct date on each calendar.)

First of all, children identify the correct month on each calendar and then they listen out for the correct date. Most children will need to pause the audio after each sentence.

- |   |                                     |
|---|-------------------------------------|
| 1. Aujourd’hui, nous sommes le vingt-quatre août. | 1. Today is the 24th of August.     |
| 2. Nous sommes le treize novembre.                | 2. It’s the 13th of November.       |
| 3. Le dix-huit janvier !                          | 3. The 18th of January!             |
| 4. Nous sommes le quinze mars.                    | 4. It’s the 15th of March.          |
| 5. Nous sommes le huit juin.                      | 5. It’s the 8th of June.            |
| 6. Le vingt-sept février.                         | 6. The 27th of February.            |
| 7. C’est le seize avril !                         | 7. It’s the 16th of April!          |
| 8. Nous sommes le vingt-huit mai.                 | 8. It’s the 28th of May.            |
| 9. Le vingt-deux juillet.                         | 9. The 22nd of July.                |
| 10. Aujourd’hui, c’est le dix-sept septembre.     | 10. Today is the 17th of September. |
| 11. Nous sommes le sept octobre.                  | 11. It’s the 7th of October.        |
| 12. C’est le vingt-cinq décembre.                 | 12. It’s the 25th of December.      |

### Cat B Child’s Audio 1, Track 64

un légume	a vegetable
un chou-fleur	a cauliflower
des petits pois (m.)	peas
une salade	a salad
un concombre	a cucumber
des haricots verts (m.)	green/runner beans
des champignons (m.)	mushrooms

Children listen to the audio to correct their pronunciation of the above words. They read the words/phrases above the box which can be associated with the new vocabulary and see if they can understand them all. Some children might like to form their own sentences which they can write on a separate piece of paper and staple in their books.

### Cat C Child’s Audio 1, Track 65

Encourage your child to listen and sing along with the audio as often as possible!

In the activity book your child is invited to unscramble the four words and write them on the lines provided. All the fruits are mentioned in the song.

**Song:** *La salade de fruits et la soupe de mamie*

Fruit salad and Granny's soup

À table !

Dinner time!/Time to eat

*Qu'est-ce qu'il y a dans la salade de fruits ?*

*Pommes, poires, oranges, fraises.*

*C'est bon avec des biscuits.*

*Oh oui, c'est bon !*

*Qu'est-ce qu'il y a dans la soupe de mamie ?*

*Légumes verts, carottes, crème fraîche.*

*Mangez avec du pain de mie.*

What is in the fruit salad?

Apples, pears, oranges, strawberries.

It's good with biscuits.

Oh yes, it's good!

What's in Granny's soup?

Green vegetables, carrots, crème fraîche.

Eat with sliced soft bread.

*Et que c'est bon !*

*Et que c'est bon !*

*Et que c'est bon !*

Oh, that's good!

(Repeated)

**Cat D** *Qu'est-ce qu'il y a dans ta salade de fruits ? Qu'est-ce qu'il y a dans ta soupe ?*

*Dans ma salade de fruits, il y a : / Dans ma soupe, il y a : (What's in your fruit salad? What's in your soup? In my fruit salad, there is: / In my soup, there is:)*

Children create their own recipes for a fruit salad and a soup. They write down their chosen ingredients in the bowl and saucepan respectively.

**Cat E** Child's Audio 1, Track 66

**Role play:** *Au restaurant*

At the restaurant

– *Client : Qu'est-ce que vous avez comme desserts ?*

– *Serveuse : Je ne sais pas. Je vais voir.*

*(au Chef) : Qu'est-ce que vous avez comme desserts ?*

– *Chef : Des tartes, des gâteaux et des fraises.*

– Customer: What do you have for dessert?

– Waitress: I don't know. I will go and see.

*(to the chef): What do you have for dessert?*

– Chef: Some tarts, some cakes and some strawberries.

– *Serveuse : Des tartes, des gâteaux et des fraises.*

– *Client : Bon, des tartes à quoi ?*

– *Serveuse : Oh ! Je ne sais pas. Ah ! Je vais voir.*

*(au Chef) : Des tartes à quoi ?*

– *Chef : Des tartes aux fruits.*

– Waitress: Some tarts, some cakes and some strawberries.

– Customer: What sort of tarts?

– Waitress: Oh! I don't know. I will go and see.

*(to the chef): What sort of tarts?*

– Chef: Fruit tarts.

– *Serveuse : Des tartes aux fruits.*

– *Client : Quels fruits ?*

– *Serveuse : Ah ! Je ne sais pas. Je vais voir...*

*(au Chef) : Quels fruits ?*

– *Chef : Des pommes, des fraises et des cerises.*

– Waitress: Fruit tarts.

– Customer: Which fruits?

– Waitress: Oh! I don't know. I will go and see...

*(to the chef): Which fruits?*

– Chef: Apples, strawberries and cherries.

– *Serveuse : Des pommes, des fraises et des cerises.*

– *Client : Très bien, alors, deux tartes aux pommes, s'il vous plaît.*

– Waitress: Apples, strawberries and cherries.

– Customer: Good, then, two apple tarts, please.

Plus tard :

Later:

– *Client : L'addition, s'il vous plaît.*

– *Serveuse : Ah, l'addition ! Ça, je sais ! Vingt-cinq euros, s'il vous plaît.*

– Customer: The bill please.

– Waitress: Oh, the bill! That I know! 25 euros, please.

A transcript of the above role play can be found in the activity books on page 53 and a 'cue card' with little pictures is also provided on page 49. Children can listen to the audio and either look at the transcript at the same time or at the 'cue card' or both.

**Cat F** *Je lis les nombres.* (I read the numbers.)

Listen to your child read these large numbers. A good opportunity for revision!

**Cat G** Child's Audio I, Track 67

*J'écoute et j'entoure les bonnes images.* (I listen and I circle the correct pictures.)

A listening comprehension. The children listen to the audio and circle all the items the shopper asks for and the amount the bill comes to. (The only pictures that should remain uncircled are the two lemons, the three cucumbers, the 13 euros and the 16 euros.)

- |   |  |
|---|--|
| – Bonjour.  | – Hello.   |
| – Bonjour.  | – Hello.   |
| – Je voudrais un concombre, trois citrons, deux pamplemousses, une salade, des haricots verts, des champignons. | – I would like a cucumber, three lemons, two grapefruits, a lettuce, some green beans, some mushrooms. |
| – C'est tout ?  | – Is that everything?  |
| – Ah non ! Des clémentines et un petit panier de fraises.   | – Oh no! Some clementines and a little punnet of strawberries.   |
| – Voilà !   | – Here you are!  |
| – C'est combien ?   | – How much is it?  |
| – Quinze euros.   | – Fifteen euros.   |
| – Dix, cinq... voici quinze euros. Merci !  | – Ten, five... Here is fifteen euros. Thank you!   |

**Cat H** Child's Audio I, Track 68

*J'écoute et je place Juliette et Hugo sur le plan.* (I listen and I position Juliette and Hugo on the map.)

Another listening comprehension. The children listen to the audio and the two children speaking. Hugo speaks first and tells Juliette that he is behind the baker's, so an H for Hugo should be placed on the road behind the shop. A J for Juliette should be placed in front of the market stall. Ask your child if he/she can hear how many euros Hugo has and if they understand the directions given by Juliette.

(Le portable sonne)

- Hugo : Où es-tu ?  
– Juliette : Je suis au marché, et toi, où es-tu ?  
– Hugo : Je suis derrière la boulangerie.  
– Juliette : As-tu de l'argent ?  
– Hugo : (Hugo compte) Cinq, plus cinq... dix, onze, douze, treize. Oui, j'ai treize euros.  
– Juliette : Tu viens ?  
– Hugo : D'accord. Où est le marché ?  
– Juliette : Tourne à droite et prends la deuxième rue à gauche. Je suis devant les fruits et légumes. À tout à l'heure !

(The mobile phone rings)

- Hugo: Where are you?  
– Juliette: I'm at the market, and you, where are you?  
– Hugo: I'm behind the bakery.  
– Juliette: Do you have any money?  
– Hugo: (Hugo counts) Five, plus five... ten, eleven, twelve, thirteen. Yes, I have thirteen euros.  
– Juliette: Are you coming?  
– Hugo: OK. Where is the market?  
– Juliette: Turn right and take the second street on the left. I am in front of the fruit and vegetables. See you later!

**Cat I** *C'est un fruit ou un légume ?* (Is it a fruit or a vegetable?)

*Je relie le mot au bon panier.* (I link the word to the correct basket.)

**Cat J** Children write down which fruit and vegetables they like and dislike on the lines provided.

**Cat K** Child's Audio 1, Track 69

*Je regarde la carte. Aujourd'hui encore : Auvergne-Rhône-Alpes. (I look at the map. Today once again: Auvergne-Rhône-Alpes.)*

Having found this region on their map at the end of the last lesson, children should find this quickly, especially as they will remember colouring the region in grey. This time the children write *Clermont-Ferrand* next to the second dot provided on page 2 and also write *Clermont-Ferrand* in their activity book at the bottom of page 27 on the line provided (*une autre grande ville* = another large town/city.) See how many words your child can identify. Pause the audio or play it through several times to see if your child can improve on his/her score of words recognised.

**Le Tour de France !**

- *Les cyclistes sont à l'ouest de la région Auvergne-Rhône-Alpes, une région de lacs et de volcans dans le centre de la France. Voici une famille qui fait un pique-nique. Ils attendent les cyclistes. Oh là là ! Ça sent fort ! Qu'est-ce que c'est ? Bonjour, monsieur ! Bonjour, madame ! Que mangez-vous ?*
- *Bonjour ! C'est un fromage de la région : le Saint-Nectaire. Il est vieux mais il est délicieux ! Voulez-vous goûter un morceau ?*
- *Vous êtes gentil, monsieur, mais non merci. Je n'aime pas le fromage !*

**The Tour de France!**

- The cyclists are in the west of the *Auvergne-Rhône-Alpes* region, a region of lakes and volcanoes in the centre of France. Here is a family that is having a picnic. They are waiting for the cyclists. Oh wow! That smells strong! What is it? Hello, sir! Hello, madam ! What are you eating?
- Hello! It's a cheese from this region: *Saint-Nectaire*. It is old but delicious! Would you like to try a piece?
- You are kind, sir, but no thank you. I don't like cheese!

## LESSON 12

**Cat B** Child's Audio 1, Track 70

The children listen to the audio whilst following the transcript on page 54 of their activity books. Most of the vocabulary should be familiar. Encourage your child to learn the four times of the day: morning, afternoon, evening and night.

*Le matin*

The morning

- *Réveille-toi !*
- *Mais il est six heures du matin !*

- Wake up!
- But it's six in the morning!

*L'après-midi*

The afternoon

- *Je rentre chez moi à quatre heures de l'après-midi.*

- I go home at four o'clock in the afternoon.

*Le soir*

The evening

- *Je regarde la télé, ensuite je vais au lit à neuf heures du soir.*

- I watch television, then I go to bed at nine o'clock in the evening.

*La nuit*

The night

- *La nuit ? Je dors !*

- At night? I sleep!

## Cat B Child's Audio 1, Track 71

The children listen to the audio to correct their pronunciation of the words below. They read the words/phrases above the box which can be associated with the new vocabulary and see if they can understand them all. Some children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Note the letter 'm' in brackets indicating a masculine word and 'f' indicating a feminine word. Children write in their favourite drink on the line provided. They can refer to cat G for four examples of drinks or look in a dictionary or lesson 15 in *Bonjour la France*.

<i>un biscuit</i>	a biscuit
<i>une brique de lait</i>	a carton of milk
<i>un jus de fruits</i>	fruit juice
<i>une tartine</i>	a slice of bread with something spread on it (butter)
<i>de la confiture (f.)</i>	jam
<i>du miel (m.)</i>	honey
<i>du sucre (m.)</i>	sugar
<i>un yaourt</i>	a yoghurt
<i>du beurre (m.)</i>	butter
<i>du pain grillé (m.)</i>	toast
<i>des céréales (f.)</i>	cereal

Quelle est ta boisson préférée ? (What is your favourite drink?)

## Cat C Child's Audio 1, Track 72

A great song to revise the time and for children to learn the words for different meals in French, all listed in Cat D.

**Song:** *Les repas*

The meals

*Quelle heure est-il ?*

What time is it?

*Il est sept heures.*

It's seven o'clock.

*Je prends mon petit déjeuner :*

I have my breakfast:

*Chocolat chaud, tartines de... beurre !*

Hot chocolate, a slice of bread and... butter!

*Quelle heure est-il ?*

What time is it?

*Il est treize heures.*

It's one o'clock.

*Je prends mon déjeuner :*

I have my lunch:

*Poulet-frites, crêpes au... beurre !*

Chicken and chips, crêpes with... butter!

*Quelle heure est-il ?*

What time is it?

*Il est seize heures.*

It's four o'clock.

*Je prends mon goûter :*

I have my snack:

*Jus d'orange et petits-beurre !*

Orange juice and *petits-beurre*!

*Quelle heure est-il ?*

What time is it?

*Il est vingt heures.*

It's eight o'clock.

*Je prends mon dîner :*

I have my dinner:

*Pâtes au fromage avec du... beurre !*

Pasta and cheese with... butter!

## Cat D Child's Audio 1, Track 73

*J'écoute et je complète les phrases et les cadrans avec la bonne heure. Ensuite, je numérote les images. (I listen and I complete the sentences and the clock faces with the correct time. Then, I number the pictures.)*

Make sure your child refers to the numbers in the grey box to ensure their spelling is accurate. The times given are for the 24-hour clock

- *Il est sept heures, réveille-toi ! Je prépare le petit déjeuner.* – It is seven o'clock, wake up! I'm preparing breakfast.
- *Ah ! Il est treize heures. J'ai faim ! C'est le déjeuner.* – Ah! It is one o'clock. I'm hungry! It's lunch.
- *Il est seize heures. Je rentre chez moi pour le goûter.* – It is four o'clock (in the afternoon/pm). I go home for my snack.
- *À table ! Il est vingt heures. Voici le dîner.* – Time to eat! It is eight o'clock (in the evening/pm). Here is dinner.

### Cat E Child's Audio I, Track 74

**Role play:** *Je peux t'aider ?*

- *Bonsoir ! Ça sent bon. Tu prépares le dîner ?* – Good evening! That smells good. Are you making dinner?
- *Oui, c'est pour mes grands-parents.* – Yes, it's for my grandparents.
- *Je peux t'aider ?* – Can I help you?
- *Oui, merci, passe-moi les tomates, le sel et le poivre, s'il te plaît. C'est pour une salade de tomates.* – Yes, thank you, pass me the tomatoes, the salt and the pepper please. It's for a tomato salad.
- *Voilà. Qu'est-ce que tu prépares dans la casserole ?* – There you are. What are you making in the saucepan?
- *Du poulet avec une sauce aux champignons. C'est délicieux !* – Chicken with a mushroom sauce. It's delicious!
- *Qu'est-ce qu'il y a comme légumes ?* – Which vegetables are there?
- *Des pommes de terre, des carottes et des petits pois.* – Potatoes, carrots and peas.
- *Et qu'est-ce qu'il y a comme dessert ?* – And what is for dessert?
- *Une salade de fruits.* – A fruit salad.
- *Mmm, c'est bon. J'aime les salades de fruits !* – Mmm, that's good. I like fruit salad!

A transcript of the above role play can be found in the activity books on page 53 and a 'cue card' with little pictures is also provided on page 50. The children can listen to the audio and either look at the transcript at the same time or at the 'cue card' or both.

### Cat F Child's Audio I, Track 75

Encourage your child to listen to the song several times to consolidate the vocabulary.

**Song:** *Une tartine*

*Une tartine, tu veux une tartine ?  
Une tartine, tu veux une tartine ?  
Une tartine de miel.  
Une tartine de confiture.  
Confiture de quoi ?  
Confiture de cerises.  
Confiture de fraises.  
Confiture de ma grand-mère.  
Une tartine, tu veux une tartine ?  
Une tartine, tu veux une tartine ?*

A slice of bread with something spread on it (butter)

A slice of bread, would you like a slice of bread?  
A slice of bread, would you like a slice of bread?  
A slice of bread with honey.  
A slice of bread with jam.  
Which flavour jam?  
Cherry jam.  
Strawberry jam.  
My grandma's jam.  
A slice of bread, would you like a slice of bread?  
A slice of bread, would you like a slice of bread?

### Cat G Child's Audio I, Track 76

*C'est le petit déjeuner de qui ? J'écris les noms sous les bons plateaux. (Whose breakfast is it? I write the names underneath the correct trays.)*

The children study the four pictures. Each contains details of a specific breakfast. They then listen to the audio where four children describe what they eat and drink for their breakfast. They can also read the four paragraphs in their books. They then write down the correct child's name under each illustration.

- François : Je mange des céréales avec du lait chaud. Je bois un jus d'orange.
- Catherine : Je mange des tartines de confiture (j'aime beaucoup la confiture de fraises !) Je mange aussi un yaourt avec du sucre. Je bois un chocolat chaud.
- Amir : Je mange des céréales et du pain grillé avec du beurre et du miel. Je bois du lait froid.
- Lina : Je mange un yaourt aux fruits et une banane. Je mange aussi du pain grillé avec de la confiture. Je bois du thé.
- François: I eat cereal with hot milk. I drink an orange juice.
- Catherine: I eat slices of bread with jam (I really like strawberry jam!) I also eat a yoghurt with sugar. I drink a hot chocolate.
- Amir: I eat cereal and toast with butter and honey. I drink cold milk.
- Lina: I eat a fruit yoghurt and a banana. I also eat toast with jam. I drink tea.

### Cat H Child's Audio 1, Track 77

Je complète les mots. Ensuite, j'écoute la conversation : Avez-vous une fourchette? (page 55) (I complete the words. Then I listen to the conversation: Do you have a fork? (page 55))

Encourage your child to spell these words accurately. See if your child can complete the words from memory on the dotted lines but if they need help with spelling, they can refer to the *Bonjour la France* activity book, lesson 14, or use a dictionary. The children then listen to the audio and see if they understand. They could circle the pictures of all the items mentioned in the sketch. This is a good revision of the negative form *Je n'ai pas de...* (I don't have...).

**Listening:** Avez-vous une fourchette ?

Do you have a fork?

- Cliente : Excusez-moi, je n'ai pas de fourchette. Avez-vous une fourchette ?
- Serveuse : Oh, pardon, voici une fourchette.
- Cliente : Ah, zut alors ! Je n'ai pas de couteau !
- Serveuse : Oh, pardon, voici un couteau.
- Cliente : Ah non ! Ce n'est pas possible ! Je n'ai pas de verre.
- Serveuse : Oh, pardon, voici un verre.
- Cliente : Avez-vous une cuillère ?
- Serveuse : Oui ! J'ai une cuillère !
- Cliente : Mais moi, je n'ai pas de cuillère !
- Serveuse : Oh, pardon, voici une cuillère.
- Cliente : Oh là là ! Je n'ai pas de sel.
- Serveuse : Oh, pardon, voici du sel.
- Customer: Excuse me, I don't have a fork. Do you have a fork?
- Waitress: Oh, sorry, here is a fork.
- Customer: Ah, oh dear/bother! I don't have a knife!
- Waitress: Oh, sorry, here is a knife.
- Customer: Oh no! I don't believe it! I haven't got a glass.
- Waitress: Oh, sorry, here is a glass.
- Customer: Do you have a spoon?
- Waitress: Yes! I have a spoon!
- Customer: But I have no spoon!
- Waitress: Oh, sorry, here is a spoon.
- Customer: Oh dear! I have no salt.
- Waitress: Oh, sorry, here is the salt.

Plus tard :

Later:

- Serveuse : C'est douze euros.
- Cliente : Désolée, madame, je n'ai pas d'argent.
- Serveuse : Oh là là !
- Waitress: That's 12 euros.
- Customer: Sorry, madam, I have no money.
- Waitress: Oh dear!

**Cat I** Au supermarché, c'est dans quel rayon ? Je relie les images aux rayons. (At the supermarket, which aisle is it? I link the pictures to the aisles.)

The children can number the pictures appropriately using the little circles.

### Cat J Child's Audio 1, Track 78

Je regarde la carte. Je laisse en blanc une région. Aujourd'hui: la région Centre-Val de Loire. (I look at the map. I leave a region in white. Today: the region Centre-Val de Loire.)



The children find the region on their maps on page 2. They write down *Orléans* (the capital of this region) next to the dot and also write *Orléans* on the line provided at the bottom of page 29 in their books. They leave the area white. As before, see how many words your child can identify – pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child if they can hear the name of a river mentioned (*la Loire*), a day of the week (*samedi*) and a number (*huit*).

### Le Tour de France !

– Bienvenue à Orléans, la capitale de la région Centre-Val de Loire. C'est une route plus facile pour les cyclistes le long de la Loire, mais ils n'ont pas le temps de regarder les châteaux. En plus, il fait gris et il y a du vent. La prochaine étape ? Dijon ! Rendez-vous en Bourgogne-Franche-Comté le samedi huit. Ah ! Voilà les cyclistes !

- Allez, allez !
- Bravo !

### The Tour de France!

– Welcome to Orléans, the capital of the Centre-Val de Loire region. It's an easier route for the cyclists along the Loire, but they don't have time to look at the castles. It is also overcast and windy. The next stage? Dijon! See you in Bourgogne-Franche-Comté on Saturday the 8th. Ah! Here are the cyclists!

- Come on, come on!
- Well done!

## LESSON 13

### Cat A Child's Audio 1, Track 79

Quel jour sommes-nous ? Quel temps fait-il ? Quelle heure est-il ? J'écoute et j'écris le bon numéro à côté de chaque image. (What day is it? What's the weather like? What time is it? I listen and I write the correct number beside each picture.)

- |  |  |
|--|--|
| 1. Nous sommes vendredi, il y a des nuages et il est quinze heures.          | 1. It is Friday, it's cloudy and it's three o'clock (pm).                      |
| 2. Aujourd'hui, c'est dimanche et il y a du brouillard. Il est midi et demi. | 2. Today, it is Sunday and it's foggy. It's half past midday.                  |
| 3. Nous sommes mercredi. Il y a du soleil. Il est dix-huit heures.           | 3. It is Wednesday. It's sunny. It is six o'clock (pm).                        |
| 4. Aujourd'hui, c'est lundi et il y a un orage. Il est neuf heures du matin. | 4. Today, it is Monday and there is a storm. It's nine o'clock in the morning. |

### Cat B Child's Audio 1, Track 80

The children listen to the audio to perfect their pronunciation of the words below. They read the words/phrases above the box which can be associated with the new vocabulary and see if they can understand them all. Some children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Note the letter 'm' in brackets indicating a masculine word and 'f' indicating a feminine word. The question in the separate box below asks children to choose which meal they like best and to write their answer on the lines provided. Here they are not requested to write in the name of the meal – just what items the meal contains, choosing their answer from the list of vocabulary.

du poisson	fish
de la viande	meat
du thon	tuna
du jambon	ham
du saucisson	saucisson
du riz	rice
une pizza	a pizza
des pâtes	pasta
un bifteck	a steak
un hamburger	a burger
une omelette	an omelette

### Cat C Child's Audio 1, Track 81

*Bon appétit! (J'écoute et je travaille avec un copain ou une copine. Je regarde page 50.) (Enjoy your meal! (I listen and I work with a friend. I look at page 50.))*

A transcript of this role play can be found in the activity books on page 53 and a 'cue card' is also provided on page 50. The children can listen to the audio and either look at the transcript at the same time or at the 'cue card' or both in turn. Encourage your child to ask members of the family to pass food items at the table in French and to use their increasing repertoire of vocabulary as often as possible. They could also practise saying they are hungry and thirsty in French!

**Role play:** *Bon appétit !*

- *Bon appétit !*
- *Merci ! Mmm, j'ai faim ! Passe-moi le pain, s'il te plaît.*
- *Voici le pain.*
- *Merci. Passe-moi le saucisson, s'il te plaît.*
- *Voici le saucisson.*
- *Merci. Passe-moi le jambon, s'il te plaît.*
- *Voici le jambon.*
- *Merci. Mmm, c'est délicieux. Passe-moi les petits pois, s'il te plaît. Merci. Passe-moi le sel et le poivre, s'il te plaît. Merci. Passe-moi la bouteille d'eau, s'il te plaît.*
- *Alors, c'est fini ?*
- *Ah ! J'ai toujours faim. Je veux encore manger. Est-ce qu'il y a une pizza ? Des pâtes ? Des glaces ? Des tartes ? Des gâteaux ?*
- *Non.*
- *Alors, passe-moi encore le saucisson, le jambon et les petits pois. Merci. Et aussi passe-moi le pain.*
- *Oh là là ! C'est fini ? Moi, j'ai faim !*

Enjoy your meal!

- Enjoy your meal!
- Thank you! Mmm, I'm hungry! Pass me the bread, please.
- Here is the bread.
- Thank you. Pass me the *saucisson*, please.
- Here is the *saucisson*.
- Thank you. Pass me the ham, please.
- Here is the ham.
- Thank you. Mmm, it's delicious. Pass me the peas, please. Thank you. Pass me the salt and pepper, please. Thank you. Pass me the bottle of water, please.
- Is that everything?
- Ah! I'm still hungry. I want to eat some more. Is there any pizza? Any pasta? Any ice cream? Any tarts? Any cakes?
- No.
- Then pass me the *saucisson*, the ham and the peas again. Thank you. And pass me the bread as well.
- Oh dear! Is it finished? I'm hungry!

### Cat D Child's Audio 1, Track 82

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

The children listen carefully to the audio and choose the correct words from the grey text boxes to write on the lines provided. Can your child translate both passages?

*Il est sept heures. C'est l'heure du petit déjeuner. J'aime manger du pain grillé avec du beurre, de la confiture ou du miel et des céréales. J'aime boire du lait ou du jus d'orange.*

It's seven o'clock (am). It's breakfast time. I like eating toast with butter, jam or honey, and cereal. I like drinking milk or orange juice.

*Il est seize heures. C'est l'heure du goûter. J'ai faim ! Je mange un abricot et des cerises. Je mange aussi deux tartines de confiture et deux petits biscuits. Je bois un chocolat chaud.*

It's four o'clock (pm). It's snack time. I'm hungry! I'm eating an apricot and some cherries. I'm also eating two slices of bread with jam and two small biscuits. I'm drinking a hot chocolate.

**Cat E** *Je colorie. (I colour.)*

The children have been introduced to the French for light and dark colours. They firstly colour over the words in boxes with the correct shades of blue, grey and green. Children then read the instructions below carefully and colour as appropriate.

**Cat F** Child's Audio 1, Track 83

*Je souligne les dix-neuf mots avec le son : eu/œ/œu. (I underline the nineteen words with the sound: eu/œ/œu)*

Encourage your child to listen carefully to the audio here and to pause after each sentence and repeat. After completing the exercise, it would be good practice for the children to read the whole passage out loud whilst looking at the text.

*Il est sept heures. Il pleut. Je prends mon petit déjeuner. Je mange un œuf et une tartine de beurre. Au déjeuner, je mange du bœuf et du chou-fleur. J'ai deux euros dans mon porte-monnaie. Je suis heureux et je joue à l'ordinateur. J'ai une sœur qui s'appelle Eugénie. Elle a les cheveux blonds et les yeux verts. Elle est ennuyeuse. J'ai des portes bleues dans ma maison. Quelle est ta couleur préférée ?*

It's seven o'clock (am). It's raining. I'm having my breakfast. I'm eating an egg and a slice of bread and butter. For lunch, I'm eating beef and cauliflower. I have two euros in my purse. I'm happy and I'm playing on the computer. I have a sister who is called *Eugénie*. She has blond hair and green eyes. She is annoying/boring. I have blue doors in my house. What is your favourite colour?

**Cat G** *J'écris ce que j'aime manger et boire.* (I write down what I like to eat and drink.)

The children refer to previous lessons in order to write in their chosen words correctly. Some children might prefer to write the items illustrated in the bubbles.

**Cat H** Child's Audio 1, Track 84

*J'écoute et j'écris le bon numéro à côté de chaque image.* (I listen and I write the correct number next to each picture.)

After completing the exercise, encourage your child to say which ice cream flavour they like best.

- |   |  |
|---|--|
| – Veux-tu une glace, <i>Émilie</i> ?                          | – Do you want an ice cream, <i>Émilie</i> ?                    |
| – Oui, merci.   | – Yes, thank you.  |
| – Quel parfum ?   | – Which flavour?   |
| – Une glace menthe-chocolat, s'il vous plaît.                 | – A mint choc chip ice cream, please.                          |
| – Et ton frère, <i>Adrien</i> , est-ce qu'il veut une glace ? | – And your brother, <i>Adrien</i> , does he want an ice cream? |
| – Oui, une glace à la vanille !                               | – Yes, a vanilla ice cream!                                    |
| – Et ta copine <i>Juliette</i> ? Elle aime les glaces ?       | – And your friend <i>Juliette</i> ? Does she like ice cream?   |
| – Juliette ! Veux-tu une glace ?                              | – <i>Juliette</i> ! Do you want an ice cream?                  |
| – Ah oui, merci ! J'aime beaucoup les glaces à la fraise !    | – Oh yes, thank you! I really like strawberry ice cream!       |
| – Et toi, <i>Clément</i> ?                                    | – And you, <i>Clément</i> ?                                    |
| – Moi ? Je voudrais une glace au citron.                      | – Me? I would like a lemon ice cream.                          |
| – Et ton copain ? Il aime les glaces ?                        | – And your friend? Does he like ice cream?                     |
| – Alexandre ! Tu aimes les glaces ?                           | – <i>Alexandre</i> ! Do you like ice cream?                    |
| – Oui ! Une glace à la cerise !                               | – Yes! A cherry ice cream!                                     |

**Cat I** *Je cherche.* (I search.)

A wordsearch to revise food and drink.

**Cat J** Loto

The children play a game of number Lotto in class. The range of numbers is at the teacher's discretion.

**Cat K** Child's Audio 1, Track 85

*Je regarde la carte. Je colorie en bleu foncé une région. Aujourd'hui: la région Bourgogne-Franche-Comté* (I look at the map. I colour a region in dark blue. Today: the region *Bourgogne-Franche-Comté*)

The children find the region *Bourgogne-France-Comté* on their maps on page 2 and colour it dark blue. They write down *Dijon* next to the dot provided on the map and also write *Dijon* on the line provided at the bottom of page 31 in their books. As before, see how many words your child can identify – pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child how many words they can recognise that list what there is to see in this region, as well as identifying what *Dijon* is famous for!

### Le Tour de France !

- *Bonjour à tous ! Il est quinze heures et nous sommes à Dijon, d'où vient la célèbre moutarde. Ici, dans la région Bourgogne-Franche-Comté, qu'est-ce qu'il y a ?*
- *Eh bien, il y a des parcs nationaux, des lacs, des forêts, des châteaux et des villages du Moyen Âge, des abbayes magnifiques, des vieilles villes et en plus, il y a des montagnes ! Nous sommes près de la Suisse.*

### The Tour de France!

- Hello everybody! It is three o'clock (pm) and we are in *Dijon*, where the famous mustard comes from. What is there to see or do here in the *Bourgogne-Franche-Comté* region?
- Well, there are national parks, lakes, forests, castles and villages from the Middle Ages, magnificent abbeys, historic cities and even mountains! We are near Switzerland.

Encourage your child to practise saying *À la semaine prochaine* – Until next week. (As written at the foot of the page.)

## LESSON 14

### Cat A Child's Audio 2, Track 1

*Quel jour sommes-nous ? Quel temps fait-il ? Quelle heure est-il ? Que fait-il ? Que fait-elle ?* (What day is it? What's the weather like? What time is it? What is he doing? What is she doing?)

*J'écoute et j'écris le bon numéro à côté de chaque image.* (I listen and I write the correct number next to each picture.)

This time, the children have to identify what the speaker is doing in addition to the day of the week, the weather and the time. Most children will need to pause the audio after each sentence, but high attainers may be able to link the pictures quickly without stopping the audio. Note the third speaker mentions two types of weather.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <i>Bonjour ! Aujourd'hui, c'est mardi. Regarde, il y a un arc-en-ciel ! Il est treize heures. Je prends mon déjeuner.</i></li> <li>2. <i>Salut ! C'est jeudi. Il fait gris. Il est dix heures moins le quart. Je suis à l'école.</i></li> <li>3. <i>C'est samedi ! Il fait doux mais il y a du vent. Il est cinq heures de l'après-midi et je joue au football avec mes copains.</i></li> </ol> | <ol style="list-style-type: none"> <li>1. Hello! Today is Tuesday. Look, there's a rainbow! It is one o'clock (pm). I'm having my lunch.</li> <li>2. Hi! It's Thursday. It's overcast. It's quarter to ten. I'm at school.</li> <li>3. It's Saturday! It's mild but windy. It's five o'clock in the afternoon and I'm playing football with my friends.</li> </ol> |
|---|--|

### Cat B Child's Audio 2, Track 2

*Le menu de la semaine.* (The week's menu.)

The children are invited to read the week's menu and understand the different meals. Most of the words will be familiar except the word *râpées* (grated). They then write down the correct day under each of the five pictures.

Encourage your child to listen to the audio and practise saying "*Qu'est-ce qu'il ya comme ...?*", a question which they were introduced to in Lesson 11 in the role play '*Au restaurant*' (Audio 1 track 66).

- Qu'est-ce qu'il y a comme entrée, lundi ?
- Mmm, il y a du pâté ! J'aime le pâté.
- Qu'est-ce qu'il y a comme plat principal, mardi ?
- Euh... Il y a des hamburgers !
- Qu'est-ce qu'il y a comme dessert, mercredi ?
- Mmm, il y a des glaces ! Youpi !

- What's for starter, on Monday?
- Mmm, it's pâté! I love pâté.
- What's for main course, on Tuesday?
- Umm... burgers!
- What's for dessert, on Wednesday?
- Mmm, ice creams! Yippee!

### Cat C Child's Audio 2, Track 3

**Song:** *Que veux-tu manger ? Que veux-tu boire ?*

What do you want to eat? What do you want to drink?

*Que veux-tu manger ?  
De la salade et du saucisson.  
De l'omelette aux champignons.  
Des pommes de terre et des oignons.*

What do you want to eat?  
Some salad and some saucisson.  
Some mushroom omelette.  
Some potatoes and onions.

*Miam, miam, miam...*

Yum, yum...

*De la, de la salade.  
Du, du saucisson.  
De l'omelette, de l'omelette.  
Des pommes de terre.  
Des oignons.*

Some, some salad.  
Some, some saucisson.  
Some omelette, some omelette.  
Some potatoes.  
Some onions.

*Et que veux-tu boire ?*

And what do you want to drink?

*De la limonade et du thé.  
De l'eau dans une grande bouteille.  
Des jus de fruits et du lait.*

Some lemonade and some tea.  
Some water in a big bottle.  
Some fruit juice and some milk.

*Miam, miam, miam...*

Yum, yum...

*De la, de la limonade.  
Du, du, du, du, du thé.  
De l'eau, de l'eau  
Dans une grande bouteille.  
Des, des, des jus de fruits.\**

Some, some lemonade.  
Some, some, some, some, some tea.  
Some water, some water.  
In a big bottle.  
Some, some, some fruit juice.\*

\*Note: 'des jus de fruits': the French version is plural whereas the English translation will keep to singular 'fruit juice'.

The transcript for the song can be found at the back of the book, page 57. The children have been taught that in French, there are four words for some/any, depending on whether the word is masculine, feminine, starts with a vowel (or 'h') or is plural. Some children will understand straight away, others may find this confusing. Singing the song with the audio (or even just listening), whilst looking at the words will really help!

**Cat D** *Je regarde le dessin. Je lis et je prononce correctement.* (I look at the picture. I read and I pronounce correctly.)

Can your child understand what is written in all the bubbles?

**Cat E** *Je regarde le menu de Chat B. Je souligne la bonne réponse.* (I look at the menu in Cat B. I underline the correct answer.)

If children find it more helpful, they could highlight in pencil, rather than underline the correct answer. Note the final comment for Saturday: *Je n'ai plus rien* – I have nothing left.

**Cat F** *Je prépare mon menu ! (I prepare my menu!)*

The children can refer to the menu in Cat B and choose a starter, a main course and a dessert to write on the lines here, or they can make up their own menu. They can write their own name after the word *Chez* or invent another name for their restaurant.

**Cat G** *Je travaille avec un copain ou une copine. C'est du, de la, de l' ou des ? Je coche la bonne case. (I work with a friend. Is it du, de la, de l' or des? I tick the correct box.)*

An exercise to test the children's comprehension of the four different words for some/any.

**Cat H** Child's Audio 2, Track 4

*Je regarde la carte. Je colorie en vert clair une région. Aujourd'hui: Le Grand Est. (I look at the map. I colour a region in light green. Today: Le Grand Est)*

The children find the region *Le Grand Est* on their maps on page 2 and colour it light green. They write down *Strasbourg* next to the dot provided on the map and also write *Strasbourg* on the line provided at the bottom of page 33 in their books. As before, see how many words your child can identify – pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child which two adjectives *Yvan* uses to describe how he is feeling. Can they also hear two places *Yvan* is going to visit? See if your child can also recognise what *Yvan* has for breakfast! All of the four items he mentions should be familiar.

**Le Tour de France !**

- *Aujourd'hui, nous sommes dans la région Grand Est, en Alsace, à Strasbourg. Voici Yvan. Yvan, tu as gagné ! Félicitations ! Tu portes le maillot jaune !*
- *Salut ! Oui, je suis fatigué mais très content ! Maintenant, je vais visiter Strasbourg, sa magnifique cathédrale et ses maisons noires et blanches. D'abord, j'ai faim ! Je vais au restaurant pour manger de la choucroute, des saucisses, du munster et du pain d'épices comme dessert !*
- *Bon appétit, Yvan ! Qu'est-ce que tu prends le matin pour ton petit déjeuner ?*
- *Ah, le petit déjeuner : c'est le repas le plus important de la journée pour les cyclistes ! Je mange des céréales, une omelette au jambon, des pâtes et des tartines de confiture.*

**The Tour de France!**

- Today we are in the *Grand Est* region, in *Alsace*, in *Strasbourg*. Here is *Yvan*. *Yvan*, you have won! Congratulations! You're wearing the yellow jersey!
- Hi! Yes, I'm tired but very happy! Now I'm going to visit *Strasbourg*, its magnificent cathedral and its black and white houses. But first, I'm hungry! I'm going to the restaurant to eat *choucroute*, *sausages*, *Munster cheese* and *gingerbread* for dessert!
- Enjoy your meal, *Yvan*! What do you have in the morning for your breakfast?
- Ah, breakfast: it's the most important meal of the day for cyclists! I eat some cereal, a ham omelette, some pasta and some bread with jam.

Encourage your child to practise saying *À la semaine prochaine* – Until next week!

## LESSON 15

**Cat A** Child's Audio 2, Track 5

*J'écoute et j'écris le bon numéro à côté de chaque image. (I listen and I write the correct number beside each picture.)*

The children simply link the favourite seasons to the correct names. They can write the name of each season underneath each little picture. Children are invited to write their own favourite season on the line provided.

Invite your child to tell you, if they can, what else each character is saying about their favourite season.

1 – *Quelle est ta saison préférée, Martin ?*  
– *Ma saison préférée, c'est l'hiver. Je fais du ski dans la montagne près du mont Blanc. Je suis fort en ski !*

2 – *Quelle est ta saison préférée, Aurélie ?*  
– *Ma saison préférée, c'est le printemps. J'habite à Nice et j'aime voir passer le carnaval ! Au festival, il y a beaucoup de fleurs. Elles sont de toutes les couleurs !*

3 – *Quelle est ta saison préférée, Valérie ?*  
– *Ma saison préférée, c'est l'automne. J'aime beaucoup marcher dans la campagne et regarder les feuilles. Elles sont de toutes les couleurs : orange, rouge, jaune et marron.*

4 – *Quelle est ta saison préférée, Sébastien ?*  
– *Ma saison préférée, c'est l'été. Je vais en vacances chez ma grand-mère, en Bretagne. Je vais à la plage. C'est formidable.*

1 – Which season is your favourite, *Martin*?  
– My favourite season is winter. I go skiing in the mountains near *Mont Blanc*. I am good at skiing!

2 – Which season is your favourite, *Auréli*?  
– My favourite season is spring. I live in *Nice* and I like seeing the carnival go past. There are a lot of flowers at the festival. They are very colourful!

3 – Which season is your favourite, *Valérie*?  
– My favourite season is autumn. I love walking in the countryside and looking at the leaves. They are very colourful: orange, red, yellow and brown.

4 – Which season is your favourite, *Sébastien*?  
– My favourite season is summer. I go on holiday to my grandmother's house, in *Brittany*. I go to the beach. It's great.

### Cat B Child's Audio 2, Track 6

Aller (To go)

A reference to the verb *aller*.

*je vais*  
*tu vas*  
*il va*  
*elle va*  
*nous allons*  
*vous allez*  
*ils vont*  
*elles vont*

I go  
you go (singular informal)  
he goes  
she goes  
we go  
you go (plural/singular formal)  
they go (masculine/mixed)  
they go (feminine)

### Cat C Je complète avec les bons pronoms. (I complete with the correct pronouns.)

The children refer to Cat B if needed in order to complete the sentences with the correct pronouns. They can choose which sentences they want to link to *il* and to *elle* and which ones to link to *ils* and to *elles*, since there are different options. Higher attaining children might like to repeat the exercise by hiding Cat B.

### Cat D Child's Audio 2, Track 7

Song: *Je vais à la pêche*

*Je vais à la pêche.*  
*Tu vas à la plage.*  
*Il va chez Grand-mère.*  
*Elle va chez Grand-père.*  
*Nous allons à la gare.*  
*Vous allez au marché.*  
*Ils vont à l'école.*  
*Elles vont à l'église.*

(Repeated)

I go fishing

I go fishing.  
You (singular informal) go to the beach.  
He goes to Grandmother's house.  
She goes to Grandfather's house.  
We go to the station.  
You (plural/singular formal) go to the market.  
They (masc./mixed) go to school.  
They (fem.) go to church.

Encourage your child to listen to this song and sing along as often as possible. It will really help him/her to learn the verb *aller* – to go. All the vocabulary in the song should be familiar, except *à la pêche* (fishing). Not to be confused with peach, which has the same spelling in French!

### Cat E Child's Audio 2, Track 8

The children listen to the audio to perfect their pronunciation of the above words. They read the words/phrases above the box which can be associated with the new vocabulary and see if they can understand them all. High attaining children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Three different words are given here for to/at (depending on whether the destination/place in question is masculine, feminine, or whether it starts with a vowel or 'h' – *au/à la/à l'*). Children could practise saying they are going to each of the places in turn.

<i>la piscine</i>	the swimming pool
<i>le magasin de sport</i>	the sports shop
<i>la gare</i>	the station
<i>la patinoire</i>	the ice rink
<i>le musée</i>	the museum
<i>le stade</i>	the stadium
<i>l'aéroport (m.)</i>	the airport
<i>l'hôpital (m.)</i>	the hospital
<i>l'hôtel (m.)</i>	the hotel
<i>l'école (f.)</i>	the school
<i>l'église (f.)</i>	the church
<i>le centre de loisirs</i>	the leisure centre

### Cat F Child's Audio 2, Track 9

*J'écoute et j'écris les bons numéros dans les petits carrés pour compléter les phrases.* (I listen and I write the correct numbers in the little squares in order to complete the sentences.)

There are three components to be linked here: the specific time of day (or month or season – including the word *prochain/prochaine*), the correct part of the verb *aller* and the place. The children listen to the audio, which will need to be paused after each sentence (the first is already completed as an example). Using the same format as in their books, some children may like to create their own sentences as extension work.

- |   |  |
|---|--|
| 1. <i>En juillet, tu vas en Belgique.</i>               | 1. In July, you (singular informal) go to Belgium.                     |
| 2. <i>La semaine prochaine, ils vont à la piscine.</i>  | 2. Next week, they (masc./mixed) are going to the swimming pool.       |
| 3. <i>L'été prochain, il va à Nice en avion.</i>        | 3. Next summer, he's going to Nice by plane.                           |
| 4. <i>Lundi prochain, vous allez à la gare.</i>         | 4. Next Monday, you (plural/singular formal) are going to the station. |
| 5. <i>Le matin, je vais à l'école.</i>                  | 5. In the morning, I go to school.                                     |
| 6. <i>L'après-midi, elle va au marché.</i>              | 6. In the afternoon, she goes to the market.                           |
| 7. <i>Le soir, nous allons à la maison.</i>             | 7. In the evening, we go home.   |
| 8. <i>Mercredi prochain, elles vont à la patinoire.</i> | 8. Next Wednesday, they (fem.) are going to the ice rink.              |

### Cat G Child's Audio 2, Track 10

*Je cache le texte et j'écoute. Ensuite, je lis le texte et je prononce correctement.* (I hide the text and I listen. Then, I read the text and I pronounce correctly.)

This is a reading comprehension. If children are not confident of how to pronounce every word, they can listen to the audio again. The blank squares are for the following activity in Cat H.



- Alors, des croissants... Allons à la boulangerie, mais où est la boulangerie ?
  - Je ne sais pas. Regarde le plan. Voilà, elle est dans la deuxième rue à droite.
  - D'accord. Je voudrais aussi des baskets et un jogging. Il y a un magasin de sport en ville ?
  - Un magasin de sport ? Oui, mais il est fermé le mercredi et aujourd'hui nous sommes mercredi !
  - Ah bon. Il y a un supermarché ?
  - Oui, regarde. Il est dans la première rue à gauche. On y va ?
  - Oui. On y va !
- So, croissants... Let's go to the bakery, but where is the bakery?
  - I don't know. Look at the map. There you are, it's down the second street on the right.
  - OK. I would also like some trainers and a tracksuit. Is there a sports shop in town?
  - A sports shop? Yes, but it's closed on Wednesdays and today is Wednesday!
  - Ah, OK. Is there a supermarket?
  - Yes, look. It's down the first street on the left. Shall we go?
  - Yes. Let's go!

### Cat H Child's Audio 2, Track 11

Où est la piscine ? J'écoute et je complète le plan de Chat G. (Where is the swimming pool? I listen and I complete the map in Cat G.)

The children listen to the audio and find out where the swimming pool, the church, the railway station and the school are situated and write the correct words in the blank squares on the little map above. Make sure your child uses a pencil, so that they can rub out the words in the spaces and choose different places for a later date. They have plenty to choose from (ice rink, museum, stadium, airport, hospital, hotel, leisure centre) – in addition to all the shops they know!

- Où est la piscine ?
  - Elle est dans la troisième rue à gauche.
  - Où est l'église ?
  - Elle est dans la deuxième rue à gauche.
  - Où est la gare ?
  - Elle est dans la troisième rue à droite.
  - Où est l'école ?
  - Elle est dans la première rue à droite.
- Where is the swimming pool?
  - It's in the third street on the left.
  - Where is the church?
  - It's in the second street on the left.
  - Where is the train station?
  - It's in the third street on the right.
  - Where is the school?
  - It's in the first street on the right.

**Cat I** En Grande-Bretagne, on roule à... (In Great Britain, we drive on the...) / En France, on roule à ... (In France, we drive on the...)

The children complete the sentences with left (*gauche*) and right (*droite*) as appropriate.

**Cat J** Je cherche dans mon livre des mots avec des cédilles, des accents aigus et des accents graves. (I search in my book for words with cedillas, acute accents and grave accents.)

The children are requested to find words containing just one of the above accents and to write them down in the appropriate 'bubbles'. There is probably only enough room in each 'bubble' for three or four words. If your child would like to find more examples, they could always write them on a separate piece of paper and staple it into their book.

### Cat K Child's Audio 2, Track 12

Je regarde la carte et un nouveau pays. Aujourd'hui : le Luxembourg. (I look at the map and a new country. Today: Luxembourg)

The children find *le Luxembourg* on their maps on page 2. They write down the word *Luxembourg* next to the dot provided on the map and also write *Luxembourg* on the line provided at the bottom of page 35 in their books, next to the word *capitale*, since the capital city has the same name as the country! As before, see how many words your child can identify in the passage; pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child which three countries are mentioned (apart from *Le Luxembourg*). Children could also be asked to listen for how *Luxembourg* is described – a beautiful region of what? How long are the cyclists going to stay in *Luxembourg* and which dates are mentioned?

### Le Tour de France !

– Pour le Tour de France, c'est une petite étape dans le Luxembourg, entre la France, l'Allemagne et la Belgique, une belle région de forêts. Les cyclistes vont y rester trois jours, du lundi neuf au mercredi onze juin.

### The Tour de France!

– For the *Tour de France*, it's a short stage in *Luxembourg*, in between France, Germany and Belgium, a beautiful region of forests. The cyclists are going to stay there for three days, from Monday 9th to Wednesday 11th June.

Can your child remember how to say 'Goodbye, until next week' in French?

## LESSON 16

### Cat A Child's Audio 2, Track 13

*J'écoute et je réponds aux questions.* (I listen and reply to the questions.)

The children fill in the relevant replies on the lines provided. They answer the questions for the day on which they complete the task. The little boxes and clock can also be filled in appropriately. The final question asks the children where they are going on holiday. They can choose their answers from the text box below, which are given as examples, or make up their own answers.

*Quel temps fait-il ?*

What's the weather like?

*Quelle est la date d'aujourd'hui ?*

What is the date today?

*Quelle heure est-il ?*

What time is it?

*Quel jour sommes-nous ?*

What day is it?

*En quelle saison sommes-nous ?*

Which season are we in?

*Où vas-tu en vacances ? Je vais...* (Where are you going on holiday? I'm going...)

### Cat B Child's Audio 2, Track 14

There are three new prepositions here. Can your child tell you what all the prepositions here mean in English? Ask him or her to practise saying them in French after the voice on the audio.

*à gauche, à droite, sur, sous, dans, devant, derrière*

to the left, to the right, on, under, in, in front of, behind

*à gauche, à droite, sur, sous, dans, devant, derrière*

to the left, to the right, on, under, in, in front of, behind

*à côté de, en face de, entre*

next to, opposite, between

*à côté de, en face de, entre*

next to, opposite, between

*à gauche, à droite, sur, sous, dans, devant, derrière, à côté*

to the left, to the right, on, under, in, in front of, behind,

*de, en face de, entre*

next to, opposite, between

### Cat C Child's Audio 2, Track 15

This is a popular rap. Encourage your child to tell you what the words mean and then do the actions together as you listen to the audio. The whole family can join in with this one!



Pour aller au marché,  
 Au marché du quartier ?  
 Tournez à gauche,  
 Tournez à droite.  
 Pour aller au marché.

How do I get to the market,  
 To the local market?  
 Turn left,  
 Turn right,  
 To get to the market.

As with previous songs in the programme, the more times this song is listened to and sung, the easier it will be for your child to remember the words and phrases contained within it.

### Cat F Child's Audio 2, Track 18

#### Role play: La souris

– Écoute ! J'entends un bruit !  
 – Qu'est-ce que c'est ?  
 – Une souris ! Je vois une souris !  
 – Où ?  
 – Là, sous la table. Ah ! J'ai peur !  
 – Écoute. C'est une petite souris. Elle est gentille !  
 Coucou ! Coucou !  
 – Non ! C'est une grande souris ! Vite ! Attrape la souris !  
 – Oh ! Pauvre petite souris ! Où est la souris ?  
 – Je ne sais pas. Dans le sac ?  
 – Non ! Coucou !  
 – Sous la chaise ?  
 – Non.  
 – Derrière la chaise !  
 – Non.  
 – Devant, là, devant la table.  
 – Non.  
 – Ah ! Entre le sac et le panier.  
 – Non. Bon, calme-toi. Elle n'est plus là.  
 – Tu es sûre ?  
 – Oui.  
 – Ah ! Elle est sur la chaise, à côté de moi !

#### The mouse

– Listen! I hear a noise!  
 – What is it?  
 – A mouse! I see a mouse!  
 – Where?  
 – There, under the table. Ah! I'm scared!  
 – Listen. It's a little mouse. It is kind!  
 Hello! Hello!  
 – No! It's a big mouse! Quick! Catch the mouse!  
 – Oh! Poor little mouse! Where is the mouse?  
 – I don't know. In the bag?  
 – No! Hello!  
 – Under the chair?  
 – No.  
 – Behind the chair!  
 – No.  
 – In front, there, in front of the table.  
 – No.  
 – Ah! Between the bag and the basket.  
 – No. OK, calm down. It's gone.  
 – Are you sure?  
 – Yes.  
 – Ah! It's on the chair next to me!

A transcript of the role play below can also be found in the activity book on page 53 and a 'cue card' is provided on page 51. The children can listen to the audio and either look at the transcript at the same time, or at the 'cue card' or both. French speaking parents/family members can help children to become more and more fluent by taking it in turns to act out the parts.

### Cat G Child's Audio 2, Track 19

Je complète les phrases avec les bonnes prépositions. Où est la souris ? (I complete the sentences with the correct prepositions. Where is the mouse?)

The children look at the little pictures and write down the correct prepositions on the lines provided. They can refer to cat B in order to spell the words accurately.

- |  |   |
|--|---|
| 1. Elle est dans le sac à dos.           | 1. It is in the rucksack.                 |
| 2. Elle est sous la table.               | 2. It is under the table.                 |
| 3. Elle est derrière la porte.           | 3. It is behind the door.                 |
| 4. Elle est devant la porte.             | 4. It is in front of the door.            |
| 5. Elle est entre la chaise et la table. | 5. It is between the chair and the table. |
| 6. Elle est sur la chaise.               | 6. It is on the chair.                    |
| 7. Elle est à côté de moi !              | 7. It is next to me!                      |
| 8. Elle est en face de moi !             | 8. It is facing (opposite) me!            |

### Cat H Je dessine. (I draw.)

A comprehension and drawing activity. The children read the instructions and draw the pictures accordingly.

### Cat I Loto

### Cat J Je cherche. (I search.)

A wordsearch. Make sure your child understands all the words listed.

### Cat K Child's Audio 2, Track 20

*Je regarde la carte et un nouveau pays. Aujourd'hui : la Belgique* (I look at the map and a new country. Today: Belgium)

The children find Belgium on their maps on page 2. They write down the word *Bruxelles* (Brussels) next to the dot provided on the map and also write *Bruxelles* on the line provided at the bottom of page 37 in their books, next to the word *Capitale*. As before, see how many words your child can identify in the passage. Pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child if they can hear the words for 'left' and 'right' in French and if they can understand the context in which they are mentioned.

#### Le Tour de France !

- *Aujourd'hui, le Tour de France fait une étape à Bruxelles, en Belgique. Ah ! Voici des spectateurs anglais. Attention, petit, regarde la voiture !*
- (Child) *Oh, merci, monsieur !*
- (Mother) *Mais fais attention, Albert ! Ce n'est pas l'Angleterre. En Belgique, comme en France, on roule à droite. Avant de traverser, regarde d'abord à gauche !*
- *Vous êtes ici pour le Tour de France ?*
- (Mother) *Oui et non ! Je travaille ici à Bruxelles. Normalement je rentre en Angleterre tous les week-ends mais ce week-end je reste ici. Je suis en vacances pour une semaine avec ma famille. On aime beaucoup regarder le Tour de France.*

#### The Tour de France!

- Today the *Tour de France* has a stage in Brussels, in Belgium. Ah! Here are some English spectators. Careful, little one, watch the car!
- (Child) Oh, thank you, sir!
- (Mother) Be careful, *Albert!* This isn't England. In Belgium, like in France, we drive on the right. You must look to the left before crossing.
- Are you here for the *Tour de France*?
- (Mother) Yes and no! I work here in Brussels. Normally I go back to England every weekend, but this weekend I'm staying here. I'm on holiday for a week with my family. We really like watching the *Tour de France*.

## LESSON 17

### Cat A Child's Audio 2, Track 21

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

This is a good opportunity for children to practise the alphabet. They listen to the questions on the audio and read them in their books. They listen to answers given on the audio and write each one down correctly on the lines provided. They fill in the boxes and the clock at the top of the page appropriately. Finally, they invent a mobile number and say it out loud in French. (It needs to have ten digits and the numbers grouped in pairs!)

- *Quel jour sommes-nous ?* – What day is it?
- *Nous sommes d-i-m-a-n-c-h-e.* – It is (spelling of Sunday).
- *Quelle est la date d'aujourd'hui ?* – What is the date today?
- *Le t-r-e-n-t-e août.* – The (spelling of thirty) August.

- *Quel temps fait-il ?*
- *Il fait m-a-u-v-a-i-s.*

- *En quelle saison sommes-nous ?*
- *En é-t-é.*

- *Quelle heure est-il ?*
- *Il est t-r-e-i-z-e heures.*

- What's the weather like?
- It's (spelling of bad weather).

- Which season are we in?
- In (spelling of summer)

- What time is it?
- It's (spelling of thirteen\*) o' clock.

\*Thirteen is spelled out here indicating one o'clock in the afternoon in the 24-hour clock.

*J'invente un numéro de portable et je le lis en français.* (I invent a mobile number and I read it in French.)

### Cat B Child's Audio 2, Track 22

*une maison/une maison de plain-pied/un appartement avec...*

a house/a bungalow (or single-storey house)/a flat with...

*un toit*

a roof

*des volets (m.)*

shutters

*une entrée*

a hallway

*un salon*

a living room/lounge

*une cuisine*

a kitchen

*une pièce*

a room

*une salle à manger*

a dining room

*une chambre*

a bedroom

*un garage*

a garage

*des toilettes (f.)*

a toilet

*une salle de bains*

a bathroom

The children listen to the audio to perfect their pronunciation of the above words. They read the words/phrases above the box which can be associated with the new vocabulary and see if they can understand them all. High attaining children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Encourage your child to tell you in French what rooms there are in your house.

### Cat C Child's Audio 2, Track 23

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

– *Quelle est ton adresse, Mireille ?*

– What is your address, Mireille?

– *La voilà. Soixante-sept rue de Lille, à Paris.*

– Here it is. 67 rue de Lille, in Paris.

– *Quel est ton code postal ?*

– What is your postcode?

– *75007 (soixante-quinze mille-sept)\**

– 75007

– *Quel est ton numéro de portable ?*

– What is your mobile number?

– *C'est le 06 42 27 78 52. (zéro six, quarante-deux, vingt-sept, soixante-dix-huit, cinquante-deux)*

– It's 06 42 27 78 52.

\*Postcodes in France, the district number can also be read in a way to avoid confusion (particularly for large cities such as Paris or Marseille): *soixante-quinze zéro zéro sept*.

The children listen to the audio and fill in the gaps in Mireille's replies.

## Cat D Child's Audio 2, Track 24

Où vont-ils en vacances ? J'écoute et j'écris le nom des régions correctement. (Where are they going on holiday? I listen and I write the name of the regions correctly.)

This is a listening comprehension followed by a writing exercise. The children write down the correct region on the lines provided. They just have to write down the name of the specific region mentioned by each of the characters. Note that *Lison* just mentions *Les Alpes*, although the full name of the region is *Auvergne-Rhône-Alpes*, which is the answer required here.

*Caroline* : En été, je ne vais pas à Marseille ; je vais à Ajaccio, en Corse. C'est une très belle île dans la mer Méditerranée.

*Caroline*: In summer, I don't go to *Marseille*; I go to *Ajaccio*, in Corsica. It's a very beautiful island in the Mediterranean Sea.

*Antoine* : Je vais en Bretagne avec mon frère et ma sœur. Nous allons à la pêche et nous jouons sur la plage.

*Antoine*: I go to Brittany with my brother and my sister. We go fishing and we play on the beach.

*Lison* : Pendant les vacances d'hiver, je vais à Chamonix dans les Alpes. J'aime beaucoup skier.

*Lison*: During the winter holidays, I go to *Chamonix* in the Alps. I love skiing.

*Mathéo* : Toute la famille et moi, nous allons en Normandie chez mes grands-parents.

*Mathéo*: All of our family and I go to stay with my grandparents in Normandy.

## Cat E J'entoure 'Vrai' ou 'Faux' (I circle 'True' or 'False')

A comprehension to see whether your child has understood all of the audio track in Cat D. The audio can be played as many times as necessary until your child is confident his/her answers are correct.

## Cat F Child's Audio 2, Track 25

Ils sont en vacances... mais où ? avec qui ? Quel temps fait-il ? Je coche les bonnes cases. (They are on holiday... but where? With whom? What's the weather like? I tick the correct boxes.)

Another listening comprehension. The children tick the correct boxes pausing the audio as often as they need to, or if they prefer, listening to the whole passage several times until they are confident with the answers they have given.

– Allô, c'est Colette. Je suis à Tours avec une copine. Il fait très beau.

– Hello, it's *Colette*. I'm in *Tours* with a friend (girl). It's a very fine day.

– Salut, c'est moi, Armand. Je suis à Rouen avec mon frère. Il pleut.

– Hi, it's me, *Armand*. I'm in *Rouen* with my brother. It's raining.

– Allô, c'est Augustin. Je vous appelle de Nantes. Je suis avec un copain. Il fait mauvais. Je ne suis pas content.

– Hello, it's *Augustin*. I'm calling you from *Nantes*. I'm with a friend (boy). It's bad weather. I'm not happy.

– Bonjour, c'est Sophie. Je visite Paris avec ma sœur, Lucie. Il y a du vent mais il y a du soleil.

– Hello, it's *Sophie*. I'm visiting *Paris* with my sister *Lucie*. It's windy but sunny.

## Cat G Je souligne le mot juste. (I underline the correct word.)

This is a chance for children to revise all eight prepositions they have been taught, in addition to the expressions 'on the left' and 'on the right'. This exercise also provides an opportunity to revise animal words. The children read each sentence carefully, look at the picture on the right and underline or circle or highlight the correct prepositions. After completing the exercise, encourage your child to find one more item (not mentioned in the nine prewritten sentences) and construct and write a tenth sentence on the line provided.

**Cat H** *J'écris dans l'ordre.* (I write in the correct order.)

The children 'unscramble' the sentences and rewrite them in the correct order on the lines provided.

**Cat I** *Je lis et je prononce correctement.* (I read and I pronounce correctly.)

Your child's teacher will have taught the children that 'i' in English is generally pronounced as 'ee' in French, with a few exceptions. Encourage your child to read the passage out loud. French speaking parents will be able to correct any mistakes made in pronunciation, but this exercise is about developing your child's confidence in reading and comprehension. Encourage your child to translate the passage for you – even if you know what it means! They can highlight all the words with the sound 'i'. Remember to give lots of praise!

**Cat J** Child's Audio 2, Track 26

*Je regarde la carte. Aujourd'hui encore: les Hauts-de-France.* (I look at the map. Today once again: les Hauts-de-France.)

The children find the region *les Hauts-de-France* on their maps on page 2. This region should already have been coloured in red, as it appeared in lesson I! Can your child remember what *moules* are? (mussels). Can they remember what the speciality dish of region is? What are mussels typically accompanied by? They write down *frites* on the dashes provided. (The answer is in the audio passage.) As before, see how many words your child can identify. Pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child what position *François* is in, how many kilometres he has completed and what part of his body is hurting. What food would your child say they love eating? Ask them to respond in French: *J'adore manger les...*

**Le Tour de France !**

- *Nous voici de nouveau dans les Hauts-de-France. Cette fois, à Lille. Ah ! Voici François Pagneul ! Alors, François, comment ça va ?*
- *Assez bien, je suis en troisième position. Aujourd'hui, on a fait quatre-vingt-douze kilomètres et je suis assez fatigué. J'ai mal aux jambes !*
- *Vous êtes content d'être ici, à Lille ?*
- *Oui bien sûr. J'adore manger des moules et des frites, la spécialité de notre région.*

**The Tour de France!**

- We are here again in the *Hauts-de-France* region. This time, in *Lille*. Ah! Here is *François Pagneul*! So, *François*, how's it going?
- Quite well, I'm in third place. Today, we have done 92 kilometres and I'm quite tired. My legs are hurting!
- Are you happy to be here, in *Lille*?
- Yes, of course. I love eating mussels and chips, the speciality of our region.

## LESSON 18

**Cat A** Child's Audio 2, Track 27

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

This is another good opportunity for children to practise the alphabet. As with the previous lesson, they listen to each question given on the audio and read them in turn in their books. They listen to answers given to each question on the audio and write each one down correctly on the lines provided as the speaker on the audio spells them in French. They fill in the boxes and the clock at the top of the page appropriately. The final question asks the children to write down in which room of their house they eat. Children can refer to the words listed on the previous page to ensure accurate spelling.

- *Quel jour sommes-nous ?* – What day is it?
- *Nous sommes v-e-n-d-r-e-d-i.* – It is (spelling of Friday).
- *Quelle est la date d'aujourd'hui ?* – What is the date today?
- *Le v-i-n-g-t avril.* – The (spelling of twenty) April.
- *Quel temps fait-il ?* – What's the weather like?
- *Il y a du s-o-l-e-i-l et il fait d-o-u-x.* – It's (spelling of sunny) and (spelling of mild).



- *En quelle saison sommes-nous ?*
- *Au p-r-i-n-t-e-m-p-s.*
- *Quelle heure est-il ?*
- *Il est s-e-i-z-e heures.*

- Which season are we in?
- In (spelling of spring).
- What time is it?
- It is (spelling of sixteen\*) o'clock.

\*This denotes 4 o'clock in the afternoon using the 24-hour clock.

*Dans quelle pièce manges-tu chez toi ?* (In which room of the house do you eat?)

### **Cat B** en haut / en bas

Reference to upstairs and downstairs.

### **Cat C** Child's Audio 2, Track 28

#### **Song:** *Le vieux château*

*C'est un vieux château,  
Oh, oh, oh, oh, oh !  
Avec des tours... en haut,  
Avec des caves... en bas,  
La porte est noire... devant,  
Les murs sont gris... derrière !*

*C'est un vieux château,  
Oh, oh, oh, oh, oh !  
Il y a vingt pièces... en haut,  
Il y a vingt pièces... en bas,  
Un grand fossé... devant,  
Un petit bois... derrière !*

*C'est un vieux château,  
Oh, oh, oh, oh, oh !  
Des gros oiseaux... en haut,  
Beaucoup de rats... en bas,  
Et un vampire... devant,  
Et un fantôme... derrière !*

#### The old castle

It's an old castle,  
Oh, oh, oh, oh, oh!  
With towers... at the top,  
With cellars... at the bottom,  
The door is black... in front,  
The walls are grey... behind!

It's an old castle,  
Oh, oh, oh, oh, oh!  
There are 20 rooms... upstairs,  
There are 20 rooms... downstairs,  
A big moat... in front,  
A little wood... behind!

It's an old castle,  
Oh, oh, oh, oh, oh!  
Some fat birds... at the top,  
Lots of rats... at the bottom,  
And a vampire... in front,  
And a ghost... behind!

Words for the song can be found at the back of the Activity book, page 58. Encourage your child to listen to the song whilst looking at the words. To begin with, pause the audio at the end of each line and ask your child if he/she understands. There are some new words in this song: *des caves* (some cellars), *les murs* (the walls), *un fossé* (a moat), *un bois* (a wood), *des rats* (some rats), *un vampire* (a vampire). Note the difference in pronunciation of the last two words when speaking French. Once your child has listened to the song several times, encourage him/her to sing along – perhaps just joining in with *en haut*, *en bas*, *devant* and *derrière* to begin with, until they are more confident.

**Cat D** *Je regarde le château. Je relie les questions aux réponses.* (I look at the castle. I link the questions and the answers.)

A reading and comprehension exercise. The first question has been completed as an example.

## Cat E Child's Audio 2, Track 29

A transcript of the role play below can be found in the Activity book on page 54 and a 'cue card' with little pictures is provided on page 51. The children can listen to the audio and either look at the transcript at the same time, or at the 'cue card' or both.

### Role play: *Le fantôme*

- *Écoute ! J'entends un bruit !*
- *Qu'est-ce que c'est ?*
- *Je ne sais pas... C'est dans la salle à manger !*
- *Ouvre la porte !*
- *Non, toi, ouvre la porte ! C'est une souris ?  
Un fantôme ?*
- *Personne... Écoute !*
- *J'entends un bruit ! C'est en haut !*
- *Allez, monte !*
- *Non, toi, monte le premier.*
- *C'est dans la chambre de ma sœur.*
- *Ta sœur est à la piscine !*
- *Ouvre la porte.*
- *Non, toi, ouvre la porte !*
- *Personne.*
- *Écoute, c'est dans la salle de bains !*
- *Oh ! Oui, vite ! Descends ! Vite, vite, dépêche-toi !*

### The ghost

- Listen! I can hear a noise!
- What is it?
- I don't know... It's in the dining room!
- Open the door!
- No, you open the door! Is it a mouse?  
A ghost?
- No one... Listen!
- I can hear a noise! It's upstairs!
- Go up!
- No, you go up first.
- It's in my sister's bedroom.
- Your sister is at the swimming pool!
- Open the door.
- No, you open the door!
- No one.
- Listen, it's in the bathroom!
- Oh! Yes, quickly! Go down! Quickly, quickly, hurry up!

## Cat F Child's Audio 2, Track 30

*Je regarde la maison et le jardin. Je décris où sont les personnes. Que font-elles ? J'écoute pour m'entraîner !* (I look at the house and the garden. I describe where the people are. What are they doing? I listen for practice.)

- |  |   |
|--|---|
| 1. <i>Le matin, la fille mange des tartines dans la cuisine.</i> | 1. In the morning, the girl eats slices of bread and butter in the kitchen. |
| 2. <i>Le soir, le père regarde la télé dans le salon.</i>        | 2. In the evening, the father watches television in the living room.        |
| 3. <i>Le garçon joue au basketball dans le jardin.</i>           | 3. The boy plays basketball in the garden.                                  |
| 4. <i>La mère ferme les volets.</i>                              | 4. The mother closes the shutters.  |

The children listen to each of the above sentences whilst looking at the table of words in their book. They might like to highlight in pencil the words they hear. They could use a different colour for each of the four sentences. Children will then have an opportunity to make up their own sentences in Cat G below.

## Cat G *J'écris des phrases.* (I write some sentences.)

Higher ability children may want to write more than three sentences on the lines provided, which they can do on a separate piece of paper and staple into their books. There are endless possibilities for both 'sensible' and 'silly' sentences. The important thing here is for children to 'play' with the words they are given and choose the words they want to use to construct their sentences.

It is important that children understand that they take just one word from each column, as this is the way the sentences are built, but they don't HAVE to take a word from EVERY column and their sentences can be short. The words given are obviously examples, but children can choose and use any other words they like and are familiar with. All the words in the table have appeared at some point throughout the *La Jolie Ronde* programmes. Encourage your child to look up any words they don't understand in a French/English dictionary.

Please note that in the sixth column, the articles do not appear (*un/une/des, le/la/l'/les*) and so children will have to choose the one they need. This activity is a very important foundation for constructing sentences and should really increase your child's confidence in their language writing skills. It is a great opportunity for children to develop their imagination and to produce some funny sentences!

**Cat H** *Je souligne les mots corrects pour décrire où j'habite, puis je complète.* (I underline the correct words to describe where I live, then I complete.)

The children highlight the relevant words from the passage that relate to their own home and fill in the two gaps. They then practise reading the passage out loud. They could ask French speaking friends and/or members of their extended family to do the same! Note that when describing accommodation in French, bathrooms and toilets are not included as *pièces* (rooms). To practise their writing skills, after completing the exercise in their books, children may wish to write their individual five sentences on a separate piece of paper, which can then be stapled in their book.

**Cat I** Child's Audio 2, Track 31

*Je regarde la carte. Je colore en jaune foncé une région. Aujourd'hui : l'Île-de-France.* (I look at the map. I colour a region in dark yellow. Today: l'Île-de-France.)

The children find the region *Île-de-France* on their map, page 2 and colour it dark yellow. They write *Paris* next to the dot on their maps and also on the line provided at the bottom of page 41. As before, see how many words your child can identify. Pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. A famous castle is mentioned in the passage – *Versailles*, on the outskirts of *Paris*. Children write this on the second line provided in their books.

**Le Tour de France !**

– Je suis à Paris et je parle avec une famille du sud de la France. Vous êtes en vacances ici ?

– Oui, nous visitons Paris et l'Île-de-France avec ses beaux châteaux. Notre château préféré, c'est Versailles. C'est très intéressant.

– Child 1 : Et pour moi, il y a Disneyland et le Parc Astérix ! C'est chouette !

– Child 2 : Moi, je voudrais aller sur la Seine en bateau-mouche et voir la tour Eiffel !

– Mother : Oui, oui, super ! Mais aujourd'hui, nous sommes à Paris pour l'arrivée du Tour de France.

– Child 1: Génial !

**The Tour de France!**

– I'm in Paris and I'm speaking with a family from the South of France. Are you here on holiday?

– Yes, we're visiting Paris and the Île-de-France region with its beautiful castles. Our favourite castle is Versailles. It's very interesting.

– Child 1: For me, it's Disneyland and Parc Astérix! It's great!

– Child 2: (Me,) I would like to go on the Seine in a river boat and see the Eiffel Tower!

– Mother: Yes, yes, fantastic! But today we are in Paris for the arrival of the Tour de France.

– Child 1: Great!

Draw your child's attention to the sentence in red at the bottom of the page. Does he/she still remember what it means? (Goodbye, until next week!)

**LESSON 19**

**Cat A** The children look at their books and write down the relevant questions, not the answers! They can refer to previous pages to help them spell accurately. The little clock and boxes at the top of the page can also be filled in appropriately.

## Cat B Child's Audio 2, Track 32

J'écoute. Ensuite, je dessine et je colorie correctement. (I listen. Then I draw and colour correctly.)

The children listen carefully to the audio and draw (and colour) a picture of a house and garden according to the instructions they hear in French. Parents will need to pause the audio at frequent intervals.

*C'est une maison. Elle a un toit gris. En bas, il y a deux fenêtres avec des volets bleus. Il y a une porte d'entrée rouge. En haut, il y a trois fenêtres avec des volets bleus aussi. Devant, il y a un petit jardin avec deux arbres et des fleurs. À côté de la maison, il y a une piscine. Entre la maison et la piscine, il y a un chat, un ballon et un banc. Il fait beau. Il y a des oiseaux et des nuages dans le ciel.*

It's a house. It has a grey roof. Downstairs, there are two windows with blue shutters. There is a red front door. Upstairs, there are three windows with blue shutters as well. In front, there is a little garden with two trees and some flowers. Next to the house, there is a swimming pool. Between the house and the pool, there is a cat, a ball and a bench. It's a fine day. There are birds and clouds in the sky.

## Cat C Child's Audio 2, Track 33

This song revises time, five prepositions, the words for backpack and glasses and the phrases meaning "I've lost" and "I've found", which are very useful! "Dépêche-toi!" (Hurry up!) is new to the children and is reinforced in the role play below.

**Song:** *Il est huit heures*

It's 8 o'clock

*Dépêche-toi ! Dépêche-toi ! Dépêche-toi !  
Il est huit heures, il est huit heures.  
Dépêche-toi !*

Hurry up! Hurry up! Hurry up!  
It's 8 o'clock, it's 8 o'clock.  
Hurry up!

*J'ai perdu ma casquette,  
Mon sac à dos et mes lunettes.*

I've lost my cap,  
My rucksack and my glasses.

*Dépêche-toi ! Dépêche-toi ! Dépêche-toi !  
Il est huit heures, il est huit heures.  
Dépêche-toi !*

Hurry up! Hurry up! Hurry up!  
It's 8 o'clock, it's 8 o'clock.  
Hurry up!

*Sur la table ? Non.  
Sous la table ? Non.  
Derrière la chaise ? Non.  
Devant la chaise ? Non.  
Dans ta chambre ? Oui !*

On the table? No.  
Under the table? No.  
Behind the chair? No.  
In front of the chair? No.  
In the bedroom? Yes!

*J'ai trouvé ma casquette,  
Mon sac à dos et mes lunettes.*

I've found my cap,  
My rucksack and my glasses.

*Dépêche-toi ! Dépêche-toi ! Dépêche-toi !  
Il est huit heures, il est huit heures.  
Dépêche-toi !*

Hurry up! Hurry up! Hurry up!  
It's 8 o'clock, it's 8 o'clock.  
Hurry up!

## Cat D Child's Audio 2, Track 34

A transcript of the role play below can be also be found in the activity book on page 54 and a 'cue card' with little pictures is provided on page 52. The children can listen to the audio and either look at the transcript at the same time, or at the 'cue card' or both. French speaking parents/family members can really help children to become increasingly fluent in speaking French by taking it in turns to act out the two parts. As your child becomes more confident, encourage him/her to fine tune their acting skills by being as expressive as possible.

**Role play: Dépêche-toi !**

- Mum : *Dépêche-toi ! Il est huit heures !*
- Child : *J'ai perdu ma casquette, mon sac à dos et mes lunettes !*
- Mum : *Ah ! Zut alors ! Dépêche-toi ! Dépêche-toi !*
- Child : *Ma casquette... Où est ma casquette ? Ah ! Là, dans ma chambre, derrière la chaise ! Ah ! J'ai trouvé ma casquette !*
- Mum : *C'est bon, mais où est ton sac à dos ? Cherche-le, vite ! Dépêche-toi !*
- Child : *Mon sac à dos... Où est mon sac à dos ? Ah ! Sous la table ! J'ai trouvé mon sac à dos !*
- Mum : *Bravo ! Mais où sont tes lunettes ? Cherche-les, vite ! Dépêche-toi !*
- Child : *Mes lunettes... Où sont mes lunettes ? Ah ! Zut alors, j'ai perdu mes lunettes ! Ah, là, sous le lit ! J'ai trouvé mes lunettes !*
- Mum : *Ça y est ! Dépêche-toi ! Vite, vite ! Monte dans la voiture !*

**Hurry up!**

- Mum: *Hurry up! It's eight o'clock!*
- Child: *I've lost my cap, my rucksack and my glasses!*
- Mum: *Ah! Oh bother! Hurry up! Hurry up!*
- Child: *My cap... Where is my cap? Ah! There, in my bedroom, behind the chair! Ah! I've found my cap!*
- Mum: *That's good, but where is your rucksack? Look for it, quickly! Hurry up!*
- Child: *My rucksack... Where is my rucksack? Ah! Under the table! I've found my rucksack!*
- Mum: *Well done! But where are your glasses? Look for them, quickly! Hurry up!*
- Child: *My glasses... Where are my glasses? Ah! Oh bother, I've lost my glasses! Ah, there, under the bed! I've found my glasses!*
- Mum: *That's it! Hurry up! Quick, quick! Get in the car!*

**Cat E Child's Audio 2, Track 35**

*Chez les Dubois. Je complète les phrases. (At the Dubois house. I complete the sentences.)*

A listening and writing comprehension. The children listen carefully to the audio and fill in the correct words on the lines provided, choosing from the words in the grey box. Parents will need to pause the audio at frequent intervals. After completing the exercise, children can practise reading the passage and try to imitate the French accent of the speakers on the audio.

**Chez les Dubois**

- *Pierre, où es-tu ? Il est sept heures !*
- *Je suis dans ma chambre ! Je dors. Je suis très fatigué !*
- *Viens dans la cuisine. C'est le petit déjeuner.*
- *Je n'ai pas faim. Je reste au lit.*
- *Pierre !*

*Plus tard...*

- *As-tu faim ?*
- *Oui, j'ai faim. Quelle heure est-il ?*
- *Il est midi et demi. C'est l'heure du déjeuner. Que veux-tu manger ?*
- *Un sandwich.*
- *Un sandwich au fromage ou au jambon ?*
- *Au fromage, s'il te plaît. J'aime beaucoup le fromage, particulièrement le camembert !*

**At the Dubois**

- *Pierre, where are you? It's seven o'clock!*
- *I'm in my bedroom! I'm sleeping. I am very tired!*
- *Come into the kitchen. It's breakfast time.*
- *I'm not hungry. I'm staying in bed.*
- *Pierre!*

*Later...*

- *Are you hungry?*
- *Yes, I'm hungry. What time is it?*
- *It is half past twelve. It's lunchtime. What do you want to eat?*
- *A sandwich.*
- *A cheese or ham sandwich?*
- *Cheese, please. I love cheese, especially camembert!*

**Cat F Loto**

The children play a game of number Lotto in class. The range of numbers is at the teacher's discretion.

**Cat G** *Une carte postale de Marion. Je reconnais les images et je complète les phrases. (A postcard from Marion. I recognise the pictures and complete the sentences.)*

Most children will easily recognise the pictures from various points in the *La Jolie Ronde* course. First, encourage your child to 'read' the passage and then to write in the words on the lines provided. They can refer to their dictionaries in the back of *Mon Tour* or *Bonjour la France* if they cannot remember how to spell each word accurately.

Answers:

*Salut ! Aujourd'hui, c'est **dimanche**. Il est **quinze heures trente** (OR **trois heures et demie**). Je suis sur la **plage**. Il **fait beau** et il **fait chaud**. Je porte un **T-shirt blanc** et un **short rouge**. Mon **blouson** et mon **pull** sont toujours dans ma **valise**. Je suis **contente**. Martin a perdu sa **montre vendredi** et il est **triste**. Et toi ? **Comment ça va ? À bientôt**. Marion*

Hi! Today is **Sunday**. It is **half past three**. I am on the **beach**. It's **nice weather** and it's **hot**. I'm wearing a **white T-shirt** and **red shorts**. My **bomber jacket** and **jumper** are always in my **suitcase**. I'm **happy**. Martin lost his **watch** on **Friday** and is **sad**. And you? **How are you? See you soon**. Marion.

**Cat H** *Quelles pièces sont derrière les portes ? (Which rooms are behind the doors?)*

The children can refer to the vocabulary list on page 38 to spell the words accurately.

**Cat I** *Je prononce les mots ci-dessous correctement. (I pronounce the words below correctly.)*

During the programme, the children have been reminded of the correct way to pronounce certain phonics. Here the different sounds have been mixed up and there will have been an opportunity in class for children to double check their pronunciation.

**Cat J** *Je lis et j'écris le bon numéro à côté de chaque image. (I read and I write the correct number next to each picture.)*

A reading comprehension. Hopefully at the end of the programme, the children will find this activity fairly easy. Encourage your child to translate all the sentences in the bubbles.

**Cat K** Child's Audio 2, Track 36

The children listen to the last *Tour de France* section and write down the name of the winner on the line provided. (*Éric Latour*)

*Le gagnant du Tour de France s'appelle...* (The winner of the *Tour de France* is called...)

**Le Tour de France !**

– *C'est la finale du Tour de France. Qui va arriver le premier ? Ivan, qui porte le maillot jaune ou son frère Éric ? Où est François ? Ils arrivent ! Eh oui ! C'est Éric Latour devant François et Ivan. Plus que deux-cents mètres et c'est toujours Éric, François, Ivan... Plus que cent mètres. François avance un peu, mais non, c'est trop tard. Éric ! C'est Éric qui arrive le premier, suivi de François et Ivan ! Je ne sais pas qui est arrivé en deuxième position ! Quelle finale !*

**The Tour de France!**

– It's the final stage of the *Tour de France*. Who is going to be first? Ivan, who is wearing the yellow jersey, or his brother Éric? Where is François? They are coming! Yes! It's Éric Latour ahead of François and Ivan. Only two hundred metres left and it's still Éric, François, Ivan... One hundred metres to go. François makes a move forward, but no, it's too late. Éric! It's Éric who arrives in first place, followed by François and Ivan! I don't know who finished in second place! What a finish!

Give your child lots of praise for finishing the programme. Parents can use the French words written at the bottom of page 43. *Bravo!* (Well done!) *Super!* *Magnifique!*

Draw your child's attention to the final words written in red. They have a different meaning from the other pages – Goodbye, until next year!



Happy Language Learning

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