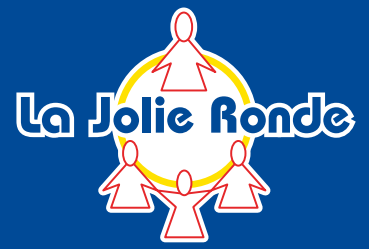


# An introduction to La Jolie Ronde's French programme materials for Licensees and Tutors



Happy Language Learning

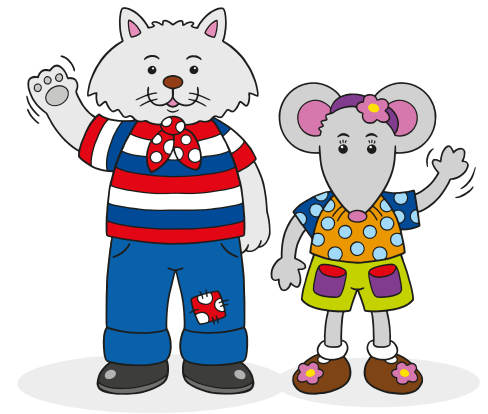
Learn French with  
La Jolie Ronde



## Bonjour

This booklet is an introduction to the *La Jolie Ronde* French structured course for 3-12 year olds, plus some additional information on our baby and toddler programme for 0-3 year olds. It contains an overview of the course as a whole, its methodology and details of each programme.

Established in 1983, from humble beginnings, *La Jolie Ronde* has continually developed and improved its course for over 30 years and is proud to be the UK and Ireland's leading early language learning organisation with its award-winning and proven method of teaching languages to young children.



*La Jolie Ronde* has been the winner of the best national activity in the "What's on 4" awards for 4 consecutive years, the most recent being 2017. This is an international award voted for by parents, proving that parents choose *La Jolie Ronde* over any other course to effectively teach languages to their children.

Over the following pages you will see an overview of each programme, what's included in each programme and a sample lesson plan for each programme. We know from experience that the combination of our superb materials of the highest quality, coupled with your language skills and enthusiasm, make for a language learning experience that children will benefit from enormously.

## La Jolie Ronde

Established in 1983, for more than 30 years *La Jolie Ronde* has been a unique centre for learning not just a second language but a platform for introducing children to the everyday realities of the country and the culture they are studying. Our award winning programme, which is available for 0-12 year olds, ensures each friendly weekly lesson combines fun with exciting games, story-telling, songs and activities.

## Teaching materials

With *La Jolie Ronde* each individual programme comes with its own set of teaching materials for the tutor, including a detailed teacher's guide, comprehensive lesson plan templates, printable/photocopiable masters, coloured flash cards (with the exception of the nursery and baby and toddler programme) and teacher's audio and resource materials. All audio material for all programmes is available on CD, online and through our Media Player App.

With *La Jolie Ronde* children can start learning a language at any age, in fact the earlier the better. We will start with our programme for pre-school age children.

## Viens jouer avec Matou et Tounette

Designed for pre-school age children *Viens jouer avec Matou et Tounette* is a unique programme that has been developed for *La Jolie Ronde* Licensees in their Licensed Centres. It contains:

- a 206 page Teacher's Guide
- a Child Activity Book (54 pages)
- three CDs (a Child CD and 2 Teacher CDs) also available via our Media App.

Colourful images can be downloaded from the licensee login area of the *La Jolie Ronde* website.



The programme offers a set of approximately 55 ready-made lesson plans which easily run alongside typical topics used in the Early Years Foundation Stage.

### Here is a list of the topics:

<i>Les numéros</i> <i>Ma tête</i> <i>Mon corps</i> <i>Les formes</i> <i>Ma famille</i> <i>Ma maison</i> <i>Mes animaux</i> <i>Les couleurs</i>	<i>Mes habits</i> <i>Mes jouets</i> <i>Mon anniversaire</i> <i>Les transports</i> <i>Le zoo</i> <i>La ferme</i> <i>Boire et manger</i> <i>Je plante et je grandis (1)</i>	<i>Je grandis (2)</i> <i>Le supermarché</i> <i>On fait comme si...</i> <i>Allo!</i> <i>Ma journée</i> <i>Automne</i> <i>Hiver</i> <i>Printemps</i>	<i>Été</i> <i>Halloween</i> <i>Noël</i> <i>Mardi Gras</i> <i>Bonne fête, maman</i> <i>Pâques</i> <i>Bonne fête, papa</i>
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### Teacher's Guide:

Each topical module is set out with target vocabulary (including passive vocabulary) and a clear list of resources (most of which are included in the programme). There is a comprehensive section for ideas of *Bain français* activities and introduction of new vocabulary, chants/rhymes, songs and stories. Suggestions for language learning activities abound.

- Occasional group craft activities help children to focus on a particular word and therefore a specific 'Creative' section has been added.
- Each topic offers references for recommended French books. They also include CD transcripts and useful photocopiable activity sheets.
- A clear list of songs, rhymes/chants and stories, together with their page reference has been added at the end of the programme.
- Last but not least, there is good number of masks and board games to be used at the discretion of the teacher.

### Optional Activity book and child CD:

- The colourful activity book has 54 pages. It includes 12 pages for parents with transcripts and translations of songs and rhymes. There is also a 70 minute Child CD to accompany the activity books. The rhymes and chants are performed by very young children. There are 36 action songs in total.

### 2 Teacher CDs:

(CD 1 – 72 minutes, CD 2 – 61 minutes) combine the tracks from the Child's CD and all the stories.

**The following pages show the first 4 pages of a Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

# Ma famille

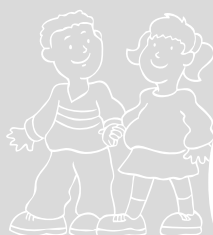
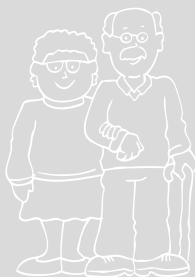
**Note:** Talk to parents before introducing this topic to ensure that you are aware of any relevant family issues. Be sensitive to individual children's circumstances.

Target Vocabulary Lesson 1	Target Vocabulary Lesson 2	Resources
papa, maman, grand frère, grande soeur, petit bébé	grand-père, grand-mère, je t'aime, fait un bisou!	Matou and Tounette Puppets Sac Magique Prepared/bought finger puppets Templates with bear family picture cards, family finger puppets and family tree

## EXAMPLE LESSON PLAN 1 – 20 MINS

<b>A</b>	Bonjour les petits! Children guess which puppet is coming out of the bag first to say Bonjour. Revise rhymes, chants and songs. Sing 'Qu'est-ce qu'il y a dans le sac magique?' Take out and introduce members of the family (use bear family template).
<b>B</b>	<b>RHYME:</b> Bonjour petit bébé  <b>SONG:</b> Je peux sauter (Children can pretend to be bébé ours greeting Maman and Papa by jumping up and down as they sing).
<b>C</b>	<b>STORY:</b> Baby bear wants his mummy
<b>D</b>	<b>ACTIVITY BOOK:</b> Colour the family of bears from the story. Children draw their family members onto the blank leaves of the family tree.





# Ma famille

## EXAMPLE LESSON PLAN 2 – 20 MINS

<b>A</b>	<p>Bonjour Matou et Tounette! Ask each child in turn if they'd like to greet Matou or Tounette with two kisses like they do in France? Say 'fait un bisou' to each child in turn.</p> <p>Do they remember what was in the sac magique last week? Tell them there are two other members of the family in the sac magique. They were in last week's story –can they guess who they might be?</p>
<b>B</b>	<p><b>RHYME:</b></p> <p><b>Bonjour petit bébé...</b> + grand-père... + grand-mère (use the two middle fingers of the other hand).</p>
<b>C</b>	<p><b>GAME:</b></p> <p>Play bear family memory card game.</p>
<b>D</b>	<p>Make family mobiles to take home.</p> <p><b>ACTIVITY BOOK:</b></p> <p>Draw your family.</p>

## IDEAS AND EXTRAS – MA FAMILLE

CHOOSE AT LEAST ONE ITEM FROM EACH SECTION A, B, C, D:

### A.

#### SUGGESTIONS FOR BAIN FRANÇAIS AND NEW VOCABULARY

Children guess which puppet is coming out of the bag first to say Bonjour.

Sing 'Qu'est-ce qu'il y a dans le sac magique?' Introduce members of the family with finger puppets.

Invite the children to greet Matou and Tounette and the family members with kisses.

### B.

#### RHYME:

**Bonjour petit bébé...** etc. (Repeated + grand-père, grand-mère).

This rhyme can be repeated with other greetings/phrases e.g. Salut/Au revoir/Je t'aime petit bébé... etc

#### SONG:

**Je peux sauter**

### C.

#### STORY:

**Baby Bear wants his mummy**

# Ma famille

## GAMES:

**Bear Family Cards Memory Game** – Photocopy, and stick onto card, two sets of the bear family pictures and cut these up. Lay them face down and the children can take it in turns to turn over two cards each. If their cards match they keep them. They could say 'papa' to say which card they are looking for.

**Grandma's footsteps** – You are grand-mère and stand a few metres away from the group. When you start to count to ten, the children try and creep up, tap your back and say 'Bonjour grand-mère!' before you turn around. You turn around at intervals and try and catch one of them moving.

## D. CREATIVE:

- Children draw their family members onto the blank leaves of the photocopyable family tree template.
- Children could make their own family mobile: they draw or paint each member of their family's face onto a circle of card and punch a hole in each. Cut a paper plate in half and punch 3/4/5 holes along the straight edge (*depending on number of family members*). Thread with strings or ribbons and then tie each family member's picture onto the strings. You could write 'ma famille' onto the paper plate, or the children could trace over dotted words.

## ACTIVITY BOOK:

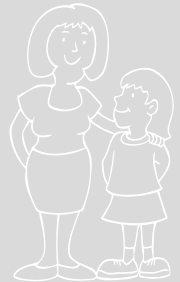
- Children colour the family of bears from the story.
- They also draw their own family.

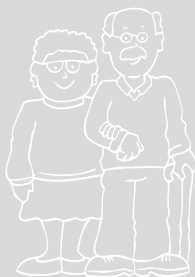
## ADDITIONAL ACTIVITIES/RECOMMENDED BOOKS

- Children could make a family by cutting around a figure drawn onto folded paper, opening them out and adding faces to each person.
- Children could make a card for grand-père & grand-mère for Grandparents' Day in September.
- Read Boucle d'or et les trois ours or 'Petit Ours Brun et le bébé' by M Aubinais from [www.younglinguists.com](http://www.younglinguists.com)
- A set of family finger puppets can be purchased at [www.puppetsbypost.co.uk](http://www.puppetsbypost.co.uk)

## CD TRANSCRIPT – LES FORMES

Ch. 18 Comb. CD 1 Track 22	Papa, maman, grand frère, grande soeur, petit bébé
Ch. 19 Comb. CD 1 Track 23	<b>SONG:</b> <b>Qu'est-ce qu'il y a dans le sac magique</b> Qu'est-ce qu'il y a dans le sac, dans le sac magique? Qu'est-ce qu'il y a dans le sac, dans le sac magique?
Ch. 20 Comb. CD 1 Track 24	<b>RHYME:</b> <b>Bonjour petit bébé</b> – fait un bisou! Bonjour papa, bonjour maman, bonjour grand frère, bonjour grande soeur. <i>One hand will represent the family with the baby being the thumb which you kiss after saying Bonjour petit bébé. Petit bébé (thumb) then taps (kisses) all the other members of the family saying bonjour to them all.</i>





# Ma famille

Ch. 21  
Comb. CD 1  
Track 25

## RHYME: (continued to introduce grandparents)

**Bonjour petit bébé** – fait un bisou! Bonjour papa, bonjour maman, bonjour grand frère, bonjour grande soeur, bonjour grand-père, bonjour grand-mère.

Thumb 'kisses' the middle and index fingers of your other hand for grand-père and grand-mère.

Comb. CD 1  
Track 26

## STORY:

### Baby Bear wants his mummy

Voici 'la famille Ours' – 'Papa, Maman, Bébé, Grand frère, Grande soeur, Grand-père, Grand-mère'.

One day 'Maman' and 'Papa' had to go out to find some food. They asked 'Grand frère' and 'Grande soeur' to look after the 'Bébé' whilst they were gone. As soon as his parents left the house 'Bébé' ours started to cry for his mummy and daddy.

### Maman, Papa!

'Grand frère' tried to cheer him up by making funny faces at his little brother, but he didn't stop crying.

### Maman, Papa!

'Grande soeur' stroked his fur and gave him a cuddle, but still 'Bébé' would not stop crying.

### Maman, Papa!

A little while later 'Grand-père and Grand-mère' stopped by to say 'Bonjour'.

### 'Bonjour Grand-père! Bonjour Grand-mère'

'Grand frère' and 'Grande soeur' explained to their grandparents that 'Bébé' wanted his mummy and daddy, and that they could not stop him crying. 'Grand-mère' tried to read 'Bébé' a story, and 'Grand-père' told him a rhyme and tried to tickle him.

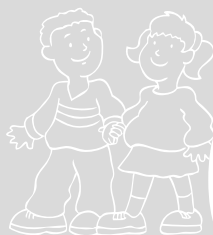
But nothing worked. 'Bébé ours' was still crying.

At last 'Papa and Maman ours' arrived home with a great big pot of honey.

**Papa! Maman!** 'Bébé' jumped up and down with joy to see his mummy and daddy. 'Maman' told him that she and 'Papa' will always come back and gave him a big hug. 'Bébé' was happy now.

### Je t'aime Maman, je t'aime Papa!

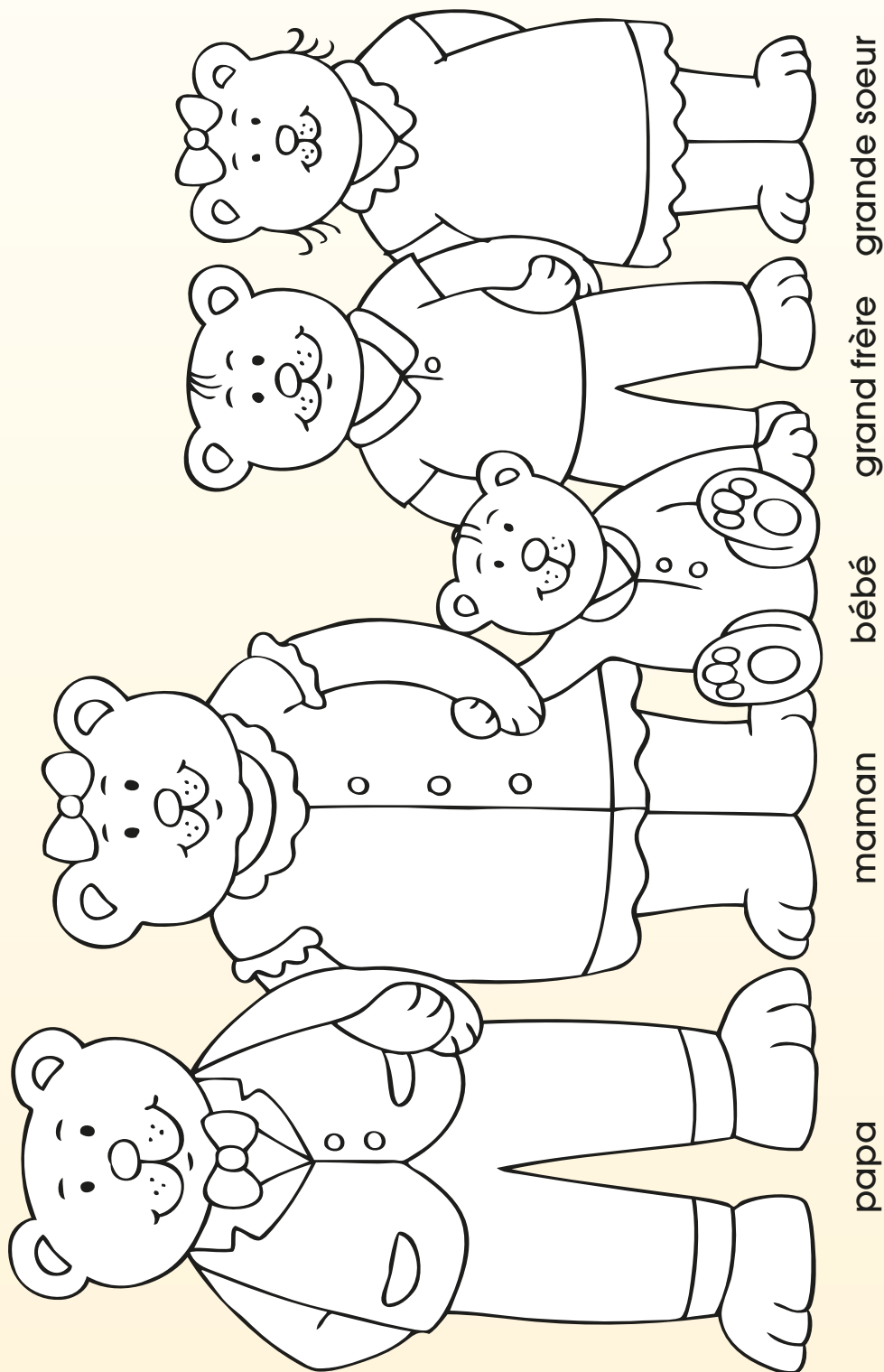
Can you guess what that means?



## ADDITIONAL SHEETS – MA FAMILLE

- Templates of family finger puppets
- A tree with a number of large blank leaves on which the children can draw their family members.
- Photocopiable bear family picture cards for memory game.

# Ma famille



Note to Parent: Help your child to colour the family.

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# Ma famille

**Note to Parent:** Help your child to draw your family. Revise family members in French. Listen to track 18.

9

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Viens jouer avec Matou et Tounette.



## Structured course for 4-12 year olds: an overview

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The course is for 4 to 12 year olds and is structured and progressive. Children learn through a diversity of oral and practical activities, with the addition of reading and writing as they progress. The emphasis is on songs, rhymes, stories, games, role plays and on making familiar classroom/home activities part of the language learning process.

Activities have been carefully selected for each age group, taking into account children's stages of development. The *La Jolie Ronde* course has what we believe to be a unique approach by having three alternative starting points as follows:

- *Les aventures de Minou et Trottime et les saisons Part 1* for 4-6 year olds
- *Salut Céline et Antoine !* for 7-8 year olds
- *Bonjour la France* for 8-11 year olds

Pupils who have completed *Les aventures de Minou et Trottime Part 1* can move on to *Les aventures de Minou et Trottime Part 2* and then on to *Salut Céline et Antoine !* Pupils then progress on to *Bonjour La France* and then *Mon tour de France*, which is aimed at those 9-11 year olds who have prior knowledge of French and is a direct progression from *Bonjour la France*.

Finally, we have *On y va ! Petites aventures en France* for 11+ year olds who wish to continue learning and excelling at languages with a fun and structured programme alongside their regular MFL classes at Secondary school.

### The methodology

The methodology is at the heart of *La Jolie Ronde's* success and is based on real communication situations suited to the interests, experience and social and intellectual development of each age group. It is also aimed at encouraging children to use language for their own purposes.

The methodology includes strategies for reintroducing words and phrases through new and different activities as the child develops. Phrases introduced in a rhyme, song or story at an early age will be used again in a role play situation, a game or a song at a later stage. As confidence grows, a child may be asked to search in their memory for words and phrases to use in a future situation.

The method is used with small groups of children sitting on the floor or around a table with a combination of high and low activities, with plenty of opportunities for the children to be active during the lesson. The children learn orally first. The emphasis is on songs, role plays and learning to communicate. Having completed the course, children will have a sound knowledge of basic vocabulary and phrases which gives them a good grounding for future language learning.

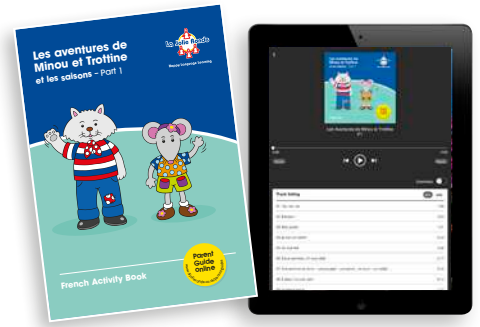
Reading and writing are postponed until confident oral activities have been performed and are established. Both activities are seen as a reinforcement of listening and speaking skills. Faithful to the spirit of the method, reading and writing activities remain within a child's capability and are seen by the children as a game.

Children are kept busy and actively involved throughout each lesson. Young children are physically involved, pointing, holding, organising flash cards, pretending, playing the teacher, as well as participating in interactive games. The aim is for each child to enjoy producing their own work. Children are encouraged to think for themselves, to search for clues, to imagine and make up their own plays and to get involved with the stories or the activities introduced throughout the course.

## Les aventures de Minou et Trotline et les saisons Part I

This programme includes:

- a pupil activity book
- two child CDs
- teacher's audio and Resource CDs offering further printable resources, listening activities, songs and instrumentals of the songs
- a teacher's guide with photocopiable masters
- a set of 136 coloured flash cards
- a guide for parents



### Available separately for Part I:

- Photocopiable masters: A4 pictures of the stories in black and white
- Mini replicated pictures of the flash cards in black and white
- Set of words to accompany the flash cards
- Song pictures in black and white
- Teacher's Resources: A4 pictures of the stories in colour
  - A5 replicated pictures of the flash cards in colour and black & white
  - Mini replicated pictures of the flash cards in colour
  - Set of words to accompany the flash cards
  - Coloured song pictures
  - Further pictures

This programme has been written for all those working with young beginners (4/5, 5/6, 6/7 year-olds). It provides activities and promotes learning skills in preparation for and in support of the national curriculum in England and Wales, the Curriculum for Excellence in Scotland and the Primary School Curriculum in Ireland.

Although the activities are aimed at average 5-6 year olds, the programme includes support for younger or less able children and extension work for older or more able children.

### Programme aims

- To familiarise children with the sound of the French language and develop their ability to listen attentively
- To help young children to:
  - become confident in using phrases and words other than their mother tongue
  - become familiar with classroom language
  - develop listening and concentration skills
  - develop social skills associated with interpersonal behaviour and communication
  - enjoy a variety of language learning activities
- To enable children to use the French language creatively and/or for their own purposes,
- promoting independence
- To integrate French into school or home life
- To allow children of all abilities to experience success and develop personal confidence
- To promote gross and fine motor skills and visual literacy

*Les aventures de Minou et Trotline et les saisons* will support teachers in providing activities which are:

- worthwhile and interesting
- a contributory factor to achieving specific learning objectives
- geared to the level of development of children:
- making the most of their listening skills, their love of singing, dancing and performing
- a sound foundation for more advanced MFL work

With *Les aventures de Minou et Trottime et les saisons*, oral and aural skills are given priority. Children chant, sing and take an active part in role plays and drama. The programme is carefully structured and enables children to use their knowledge of simple French language creatively. Consideration has been given to the general level of their development and many opportunities are offered to enable children to use their new language imaginatively and confidently through a main conductor: mini stories. A short story in every session helps children internalise the patterns of the language, new words and phrases. The children become immersed in the different activities which are offered to them. They play, chant, sing, act and display their own work creatively. The activities undertaken are mainly stories, songs, games and action chants.

The emphasis is on listening, responding and speaking. The children are obviously not expected to read at this stage and the French titles or instructions given to the activities of the Activity Book, for example, will usually serve as a reference for the teacher. There are, however, optional activities for more able children at the end of the Activity Book and some photocopiable masters provided in many modules for practising reading, responding and copy-writing skills (at the discretion of the teacher).

### Pupil achievement

As you approach the end of *Les aventures de Minou et Trottime et les saisons*, your pupils will have:

- used with confidence some words and phrases other than their mother tongue
- developed listening and concentration skills
- developed confidence and enjoyed a variety of language learning activities
- developed their social skills

### The Teacher's Guide

This comprehensive 273 page guide includes everything you could possibly need to support your teaching. It is made up of 16 modules and contains clear objectives, lesson notes, templates, story illustrations, photocopiable activity sheets, word and song cards.

### The Activity Book

The full colour Activity Book for Part I has 56 pages. The pages on the left-hand side contain illustrations of the mini stories. The pages on the right-hand side provide reinforcement, consolidation and more practice. Activities vary from simple games, listening, observing, drawing and colouring to sequencing and highlighting, matching, joining dots to complete words, counting, copying numbers and key words.

**The following pages show the first 4 pages of a 21 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

## I – BONJOUR !

## LEARNING OBJECTIVES

- learn simple greetings in French • introduce main characters and their friends • understand and use words for toys • count to five • respond to simple instructions • language for two songs

Key language	Receptive language/ further vocabulary
<b><i>bonjour</i></b> <b><i>au revoir</i></b> <b><i>c'est moi</i></b> <b><i>je m'appelle</i></b> <b><i>Comment t'appelles-tu ?</i></b> <b><i>1, 2, 3, 4, 5</i></b> <b><i>un, deux, trois, quatre, cinq</i></b> <b><i>Qui est là ?</i></b> <b><i>je suis</i></b> <b><i>un ours</i></b> <b><i>une poupée</i></b>	<b><i>les jouets/mes jouets</i></b> <b><i>une boîte</i></b> <b><i>une poche</i></b> <b><i>un sac</i></b> <b><i>une souris</i></b> <b><i>un chat</i></b> <b><i>voici</i></b>

## RESOURCES AND MATERIALS

- Photocopiable masters set: A4 pictures of the mini story (pages 1-12); mini pictures of flash cards (page 205); set of words (page 197); song pictures (page 218).
- Resources CD: A4 pictures of the mini story in colour; A5 pictures of flash cards in colour and black and white; mini pictures of flash cards in colour; set of words; song pictures in colour.
- Photocopiable pages in Teacher's Guide: optional six small story pictures (page 47). Always remember to keep a master copy prior to cutting up the six small pictures. Note that the sheet can be cut up or children can number in the correct order for individual sequencing activity. Large *Minou* and *Trottine* photocopiable pictures in this section of the Teacher's Guide for puppet making (enlarge them if you wish). Back them with card and laminate (pages 48-49). A picture for making a jointed *Minou* puppet (page 50). Picture for finger puppets representing all the toys (page 51). Pictures, available in this section, of all the toys. Enlarge (if you wish). Cut out all the different shapes around the dotted lines. Make photocopies of a set, colour in and mount on card. Stick the names on the back if you wish. They will be useful for future guessing games, for example 'feely' bags (pages 52-53). Optional lotto game sheet, in this section, for domino/lotto-type games where children have to match the shape to the silhouette (page 54). Optional toy observation game sheet to distribute to each child. 'Circle the drawing that is different from the others in each row' in this section of the Teacher's Guide (page 55). Optional activities on page 56 'À qui appartient la silhouette ?' and 'C'est moi !' Optional activity sheet on page 57: *Complète les personnages et complète leur nom*. Optional master sheet for badges (page 58).
- A special box, bag or pocket, large enough for all the toys and puppets you will be introducing (use it for all the modules).
- Optional large envelope for each child to store pictures or finger puppets in.
- Your box, bag or pocket with toys and puppets. Use it for all modules.

# Automne – Part 1

1

**Theme:** Meeting new people and introducing yourself – toys.

*Bonjour* is a stand-alone module that can be used at the beginning of any term as an introductory session for the whole year.

## Cross-curricular links:

PSHE & Citizenship:	How to start conversations (to greet each other). Listen to each other and work together.
Numeracy:	Count reliably to five (one number name to each object).
History:	Toys could be related to old-fashioned play things.
Literacy:	The telling of a story (in sequence).
Design:	Making a simple puppet.

## Suggested activities/ideas for 1st lesson – Home link

## MAIN ACTIVITIES

	<b>GREETINGS, SONG</b> <i>Toc, toc, toc</i> (Audio CD 1, track 1). Game: <i>jeu des rencontres</i> .
	<b>MINI STORY</b> <i>Bonjour !</i> (Audio CD 1, track 2).
	<b>GAMES</b> <i>Qui est là ? Circle. Cherche les jouets</i> . Counting games.
	<b>SONG</b> <i>Mes jouets</i> (Audio CD 1, track 3).
	<b>WHAT HAVE WE LEARNT?</b>

## TO START WITH

**Note:** These notes provide lots of ideas! Not all the following activities will be possible in a 30 minutes session.

- Say “Hello” and your name in French (*Bonjour, je m’appelle ...*) Encourage the children to reply and say “Hello” back. Use your *Minou* (the cat) and *Trottine* (the mouse) puppets or pictures. Make *Minou* say *Bonjour, je m’appelle* to everyone. (*Minou* and *Trottine* will always speak French!) Talk to the puppets to introduce new questions and answers and ask the children to repeat after them. Let some pupils hold the puppets and greet the others. Shake hands with neighbours.
- As recommended earlier, tell the children what they will be learning. (This will be a focus for your recap at the end – “What have we learnt today?”) Make it simple and short with only two objectives for the children, even if you intend to cover more than two.
- Introduce the song: *Toc, toc, toc* (Audio CD 1, track 1). Mime with the puppets or in pairs.
- Play the *jeu des rencontres*. Distribute badges if you wish. Form two circles (the inner and the outer). The children face each other.

# 1

## Automne – Part 1

- Play any music. The circles walk in opposite directions. Stop the music. The children must greet each other, say: “*Comment t’appelles-tu ?*” and say their names in French. If you have a small group, just let the children walk around (a bit like musical chairs).
- A third game can be played when children say if they are a boy or a girl: “*Je suis un garçon*”, “*Je suis une fille*.”
- Introduce your box, bag or pocket and place *Minou* and *Trottine* in it, for a rest. Time for the story. Make *Minou* and *Trottine* say “*Au revoir*” to everyone.

### TEACH AND REINFORCE



#### MINI STORY

- *Bonjour !* (Audio CD 1, track 2). Please refer to introductory notes on pages 7 and 10 regarding how to introduce stories.  
Prepare the children for the story. Ask them to look (*Regardez\**) at the story pictures. The coloured pictures for the story are on your Teacher’s Resources CD. Ask the children to describe what they see and discuss. Either play the CD or read the story from the back of each A4 illustration in the photocopiable masters set. If you choose to read yourself, you can play Audio CD 1, track 6 for the French section.
- Ask the children to join in when someone knocks on the door saying, “*Toc, toc, toc. Qui est là ?*” Repeat the numbers after the voice on the CD. Ask the children to listen (*Écoutez\**). Repeat the story and pause for them to say the French words.

\* Remember to recycle *Regardez* and *Écoutez* regularly during your storytelling sessions.

*Minou* and *Trottine* can now come out of hiding. First the children can choose the toys and say their names after the teacher.



#### GAMES

- A good game which helps the children to learn counting is to arrange them in a circle and start counting to five. The child who is fifth has to sit down. Eventually there will be one child left standing as the winner!
- Play a guessing game: *Qui est là ?* The first child closes his/her eyes and the second child taps on his/her back, saying: “*Toc, toc, toc*”. The first child asks “*Qui est là ?*” The second child disguises his/her voice and says “*C’est moi !*” The first child has to guess who it is. Guess the toys by their shape. Hide them first and then hold them up slowly with their backs to the children. Ask “*Qui est là ?*” Demonstrate with your puppets first!
- The children sit in a circle. Play some music. The children pass round the toys while the music plays. When the music stops, whoever has a toy must greet it, in French.
- Play a searching game: *Cherche les jouets*. Hide your enlarged illustrations of the toys in different places in the room. Call out the names of two toys in French, e.g. *un robot*, *une poupée*. Ask two children to find one each.



#### SONG

- Introduce *Mes jouets* song (Audio CD 1, track 3). Simply play the song and ask some children to point to the right toy. Reintroduce next time and make it part of your *bain français* at the onset of the lesson. (For *bain français*, see explanatory notes page 3).



# Automne – Part 1

1

## FINALLY

### What have we learnt today?

Pass around a favourite toy, or *Minou*. Everyone says “*Je m’appelle*” to the toy/puppet. Return all the toys to the box, bag or pocket.




## HOME LINK

Colour and cut round the dotted lines of the puppets *Minou* and *Trottine*, that the children can personalise, or the children can choose and colour one of the finger puppet characters and take it home. Practise saying “*Bonjour, je m’appelle*” and “*Au revoir*”.

Optional: adapt and distribute the message from *Minou* or one from yourself (see example of *Messages de Minou*, page 17, or use the downloadable template from the Resources CD).

### Suggested activities/ideas for 2nd lesson

## MAIN ACTIVITIES

<b>BF</b>	<b>BAIN FRANÇAIS</b> Song: <i>Toc, toc, toc</i> (Audio CD 1, track 1). Count. Song: <i>Mes jouets</i> (Audio CD 1, track 3).
	<b>GAMES</b> <i>Écoute et montre l’objet. Jeu des rencontres. Action games.</i>
	<b>MINI STORY</b> <i>Bonjour !</i> (Audio CD 1, track 2).
	<b>ACTIVITY BOOK</b> Pages 2 and 3: tell the story – listen and recognise (Audio CD 1, track 4). Join the dots.
<b>?</b>	<b>WHAT HAVE WE LEARNT?</b>



### TO START WITH

- Start your *bain français*. Children can say “*bonjour*” to each other, using their own made-up finger puppets of *Minou* and *Trottine* that they have coloured and cut out (have extra finger puppets ready, just in case some children have not got them). Sing: *Toc, toc, toc* and count to five. Count the five toys. Note that counting is generally at the discretion of the teacher as children who have completed previous programmes will know how to count to ten.
- Ice breaker: the teacher says “*Bonjour*” to each child in turn but instead of saying the correct name, deliberately gives the child the wrong name (funny names such as: Aladdin, Rumpelstiltskin, Cinderella) and each child is encouraged to say his or her correct name.

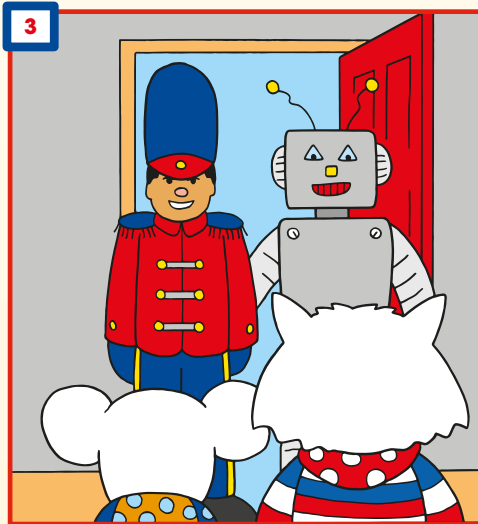






Écoute l'histoire et colorie.

CD1  
2



### Note to parents

A parent guide to support this programme is available at [www.lajolieronde.co.uk/parent-guides/les-aventures](http://www.lajolieronde.co.uk/parent-guides/les-aventures)

# Bonjour !

1



Écoute et entoure la bonne personne. Relie les points pour finir les mots.

CD1  
4



Nounours



Audrey



Gaston



François



Marco

Je suis  
un ours



Bonjour !  
Je m'appelle

Je suis  
une poupée



Bonjour !  
Je m'appelle

Je suis  
un ballon



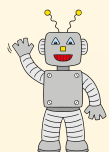
Bonjour !  
Je m'appelle

Je suis  
un soldat



Bonjour !  
Je m'appelle

Je suis  
un robot



Bonjour !  
Je m'appelle

Je suis  
une fille

☐


Bonjour !  
Je m'appelle

un garçon

☐


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Les aventures de Minou et Troffine et les saisons.

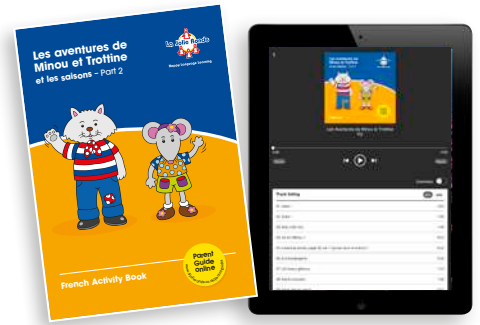
3



## Les aventures de Minou et Trottine et les saisons Part 2

This programme includes:

- A Pupil Book
- Two Child's CDs
- Teacher's Audio and Resource CDs offering further printable resources, listening activities, songs and instrumentals of the songs
- A Teacher's Guide with Photocopiable Masters
- A set of 78 coloured flash cards
- A guide for parents



### Available separately for Part 2:

- Photocopiable Masters: A4 pictures of the stories in black and white
- Mini replicated pictures of the flash cards in black and white
- Set of words to accompany the flash cards
- Song pictures in black and white
- Teacher's Resource CD: A4 pictures of the stories in colour
  - A5 replicated pictures of the flash cards in colour and black and white
  - Mini replicated pictures of the flash cards in colour
  - Set of words to accompany the flash cards
  - Coloured song pictures
  - Further templates

This programme has been written for all those working with young beginners. It is a follow-on from Part 1. The programme's aims and approach are exactly the same as with Part 1, with oral and aural skills given priority.

### The Teacher's Guide

This comprehensive 283 page Teacher's Guide is made up of 16 modules and again includes everything a teacher could possibly need to effectively plan and deliver their lessons.

### The Activity Book

The full colour Activity Book for Part 2 has 54 pages. As with Part 1, the pages on the left-hand side contain illustrations of the mini stories, while the pages on the right-hand side provide reinforcement, consolidation and more practice.

**The following pages show the first 5 pages of a 16 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

## I – LE CHIEN CHERCHE UN AMI

## LEARNING OBJECTIVES

- understand and use nine action verbs with *je*
- understand and use a variety of animal words and expressions
- learn how to ask someone to play
- revision of numbers up to 20
- language for three songs

Key language Words in bold are completely new.		Receptive language/further vocabulary	
<b>le chien</b>	<i>s'il te plaît</i>	<b>dors bien</b>	<i>Bon appétit !</i>
<b>numéro</b>	<i>triste</i>	<b>se met à jouer</b>	<i>Bonne idée !</i>
<b>frappe à la porte</b>	<i>content</i>	<b>un grand nez</b>	<i>Tant pis !</i>
<i>je vole</i>	<i>le tigre</i>	<b>Qui joue avec moi ?</b>	<i>Quel dommage !</i>
<i>je sors</i>	<i>la vache</i>	<b>la toile d'une araignée</b>	<i>saute(nt) en l'air</i>
<i>(je) cherche</i>	<i>le mouton</i>	<b>je suis ton ami</b>	<i>tombe par terre</i>
<i>je saute</i>	<i>l'éléphant</i>	<b>gros</b>	<i>comme ça/ci</i>
<i>je fais de la gym</i>	<i>le crocodile</i>	<b>pas de doigts</b>	<i>c'est bon</i>
<i>(je) joue</i>	<i>le papillon</i>	<b>pas d'orteils</b>	<i>Youpi !</i>
<i>je dors</i>		<b>petits moulins</b>	<i>Je reste ici</i>
<i>(je) mange</i>		<b>pour jouer</b>	<i>gris</i>
<i>(je) nage</i>		<b>avec lui</b>	<i>petites mains</i>
<i>un ami</i>		<b>D'accord !</b>	<i>tournent</i>
<i>j'ai trouvé</i>			<i>petits poissons</i>
<i>viens jouer</i>			

## RESOURCES AND MATERIALS

- Photocopiable Masters set: A4 pictures of the mini story in black and white, (pages 145-156); mini pictures of flash cards in black and white (page 215); set of words (page 208); song pictures in black and white (page 224).
- Resources CD: A4 pictures of the mini story in colour; A5 pictures of flash cards in colour and black and white; mini pictures of flash cards in colour; set of words; song pictures in colour. Pictures for actions. Extra pictures to illustrate the song on Audio CD 4, track 12.
- Photocopiable pages in Teacher's Guide: optional six small story pictures (page 219). Always remember to keep a master copy prior to photocopying. The sheet can be given out for children to number each picture in the correct order for an individual sequencing activity. Alternatively the six small pictures can be cut out for individuals or pairs to place in the correct order. Sheet for counting and naming of animals (page 220), as referred to in the Activity Book section of these notes, Cat 2, and in Ideas for Differentiation; *Écoute et relie l'animal au bon numéro*. Optional sheet with doors (page 221).
- Toy animals including a toy spider (may be available from joke shops.)
- Optional animal masks.
- Flash cards of a door and animals (if toys not available).
- Optional cardboard 'door'.
- Pictures showing actions in story.
- Sad face and happy face flash cards from Part 1.



# Printemps/Été – Part 2

1

## RECYCLING

Note: the following list will be new for children joining a group for Part 2. Some of the words/phrases listed below appear in the previous key language/receptive language lists and others within the CD transcript of the module number in brackets.

**Part 1 Automne:** *un, deux, trois, quatre, cinq, moi, je suis (1); s'il vous plaît (2); non, oui, dit, je vole, je saute, Quel dommage !, six (3); triste, content(e), grand(e) (4); j'ai trouvé, tombe par terre (5); frappe(nt), petites mains, tournent, nez (6).*

**Part 1 Hiver:** *mange, c'est bon, comme ci, comme ça (1); gris (2); je dors (4); cherche (5).*

**Part 1 Printemps/été:** *viens jouer, s'il te plaît, un papillon, je sors (1); un éléphant, un tigre, un crocodile, une porte (2); je reste (3); nage, petit(s) poisson(s) (5).*

**Part 2 Automne:** *je suis, (mes) ami(s), oui, non, moi, Salut ! (1); s'il vous plaît, un, deux, trois, quatre, cinq, six, grand (2); Youpi !, Quel dommage !, triste, content, vole (3); gris (4); j'ai trouvé (5); tournent/tournez, je fais de la gym, (je) frappe, saute en l'air, tombe par terre, bonne idée, le nez (6).*

**Part 2 Hiver:** *dit (1); Bon appétit ! (2); Tant pis ! (3); une araignée (4); un mouton, une vache (5).*

**Theme:** Friendships. Tolerance of others and the choices they make. Being polite and friendly even when disappointed.

### Cross-curricular links:





PSHE and citizenship: Making friends and developing social skills.

PE: Balancing/coordination (song: *Un éléphant...*)

English/drama: Developing listening, storytelling and acting skills.

## Suggested activities/ideas for two sessions

### MAIN ACTIVITIES

<b>BF</b>	<b>BAIN FRANÇAIS</b> Greetings etc. At this stage the content of the <i>bain français</i> is at the discretion of the teacher. See below for suggestions.
	<b>MINI STORY</b> <i>Le chien cherche un ami</i> (Audio CD 4, track 10).
	<b>GAMES</b> Various games of picture lotto. <i>Montre-moi</i> . Musical statues. Various flash card games. Kim's game ( <i>Le voleur</i> )/la dernière carte/pelmanism. What is it? (feeling game). <i>Petits poissons</i> .
	<b>SONGS</b> <i>Qui joue avec moi ?</i> (Audio CD 4, track 11); <i>Un éléphant se met à jouer</i> (Audio CD 4, track 12); <i>L'éléphant est gros et gris</i> (Audio CD 4, track 13).
	<b>ACTIVITY BOOK</b> Pages 24 and 25: Listen to the mini story (Audio CD 4, track 10). Circle the silhouettes.
<b>?</b>	<b>WHAT HAVE WE LEARNT?</b>

Note: These notes provide lots of ideas. Not all the following activities will be possible in a 30-minute session. New children have now been introduced to a vast amount of vocabulary. There should never be any pressure for children to catch up or learn everything. It is far better that they concentrate on enjoying each lesson and absorb key words and expressions at their own pace.

## IDEAS FOR BAIN FRANÇAIS AND WARM-UP ACTIVITIES

Choose a few from the list of suggested activities below.

- Greet the children. Remember to always start with a *bain français*.
- Perform some of the songs and action chants from the lists under the headings below:
  - Action chant: *Monsieur Pouce, es-tu là ?* (Part 1, Audio CD 3, track 10): reinforces *je dors*.
  - Action chant: *Toc, toc, toc, petite chenille* (Part 1, Audio CD 3, track 36): reinforces *je dors/je sors*.
  - Song: *Viens jouer !* (Part 1, Audio CD 3, track 37): reinforces *viens jouer/je dors*.
  - Song: *Qui est là ?* (Part 1, Audio CD 4, track 4): reinforces *un éléphant/un tigre/un crocodile*.
  - Song: *Vole petit oiseau* (Part 1, Audio CD 4, track 15): reinforces *(je) saute, vole, je suis, je reste*.
  - Song: *Qu'est-ce que c'est ?* (Part 1, Audio CD 4, track 26): reinforces *mange, un papillon, vole*.
  - Song: *Cinq petits oiseaux* (Part 1, Audio CD 1, track 20): reinforces *je vole*.
  - Song : *Les petites mains* (Part 1, Audio CD 2, track 20): reinforces *danse/nt, tourne/nt and frappe/nt*.
- *Toc, toc, toc, qui est là ?* Bring out *une vache* and *un mouton* that the children learnt in the last module and say: “*Qu'est-ce que c'est ?*” For children who have already completed Part 1, see if they can remember other animals such as *un tigre, un éléphant, un crocodile* and *un papillon*. Play games (see page 13).
- Count up to 20 with the children. Show pictures of animals (either from books or made from the mini flash cards) and ask: “*Il y a combien de/d' vaches/moutons/papillons/tigres/crocodiles/éléphants ?*”
- Count all the animals together in French.
- As an extension to the above and as a warm-up game, stand the children in a circle and count together, for example, from eleven to sixteen, pointing to a different child in turn as each number is called. The child who is ‘number 16’ has to sit down. Continue until there is one child left standing who is the winner.
- Prepare and distribute numbered doors (use photocopyable pictures provided on page 221, reinforce with card and laminate if possible). Write a number on each door between 1 and 20. More able children could have the higher numbers. Say the numbers in a random order and the child holding the door with that number on it shows it to the rest of the class. Alternatively, distribute blank doors to the group and ask each child to write a number on their door between 1 and 20. Note: The children must be confident that they know the French for the number they have written! (If the doors have been laminated, the children will need a white board marker each but then the doors can be used over and over again.) Ask the children to hold up their numbered door when you say the number, or to say what their door number is as you count. This could be played as a game with the child holding the last number to be called out winning the game!
- Ask the children to put up their hands if their house number is *onze*. Repeat with *douze, treize, quatorze, quinze* etc.
- Use ‘happy’ and ‘sad’ flash cards from Part 1. Say: “*Je suis content/e*” and smile and show ‘happy’ flash card. Say: “*Je suis triste*” and show ‘sad’ flash card. Ask the children to copy. Ask: “*Tu es content/e ?*” The children have to reply “*oui*” or “*non*”. Ask: “*Tu es triste ?*” The children have to reply “*oui*” or “*non*”. Hopefully yes to the first question and no to the second one!

## TEACH AND REINFORCE

- If all the children are familiar with the six animals which have been previously taught in earlier modules, introduce *un chien*. The children who have not done Part 1 will need to be taught *un papillon, un éléphant, un tigre* and *un crocodile*. Ask if anyone has a pet *chien* at home. Ask the children to say what their dog's name is by pretending to be their dog (i.e. *je m'appelle Fido*).





# Printemps/Été – Part 2

1

- Show a picture of a door and pretend to knock on it. Say: “*Je frappe à la porte.*” Pretend the toy dog is knocking at the door and say: “*Le chien frappe à la porte.*” Play a guessing game with a cardboard ‘door’ or one of your pre-prepared laminated doors (enlarged) – see *bain français* section). The children guess which animal is ‘knocking’ on the door (“*Qui frappe à la porte ?*”).
- Teach mimes for all the verbs in the story and show the toy animals to the children. They have to guess why each of the animals says they can’t play. They can listen to the story and see if they are right! Pictures showing the actions in the story can be found on the Resources CD. The children can point to the correct picture when they hear *je dors, je nage, je mange* etc.
- Reinforce by getting the children to do the mimes as the teacher says each one; you could make it a game of musical statues, with the last one to do a mime/action being out.
- Numbers: write numbers on the board or have cards, and ask: “*Où est le numéro trois ?*” etc. This should be easy for most children up to 10 – not so easy for numbers 10-16! Make numbers 10-20 a priority for your *bain français* for this term.
- Teach action rhyme *Frappent, frappent, petites mains* (Audio CD 4, track 15) and/or one of the action rhymes in the *bain français* section in preparation for the story and to settle the children down. The above rhyme consolidates *frappe, vole* and *nage*.



## MINI STORY

### For a first session:

Please refer to Part 2 introductory notes on pages 7 and 10 for a reminder of how to introduce stories.

- *Le chien cherche un ami* (Audio CD 4, track 10). Prepare the children for the story. The coloured pictures for the story are on your Resources CD. Ask the children to describe what they see and discuss.
- Either play the CD or read the story from the back of each A4 illustration in the Photocopiable Masters set.
- Introduce the story in the usual way. Set the scene for the story. Listen once, then again, pausing after each picture:

Picture one: what does *frappe* mean? Which door number is it? What does *le chien* ask? Ask the children to repeat *Viens jouer s’il te plaît.* Who answers? What does the cow say it’s doing? (Prompt answers with actions/mime!) What does *le chien* tell her to do? *Il est gentil !*

Picture two: which door number is it? Who is it? What does the sheep say it’s doing? (Prompt with actions/mime.) The dog says: “*Bon appétit*” – what does this mean?

Picture three: which door number is it? What does the crocodile say it’s doing? (Do actions.) What does *le chien* say?

Picture four: what is the number? Who lives there and what does the butterfly say it’s doing? (Do actions.) What is *le chien*’s reaction?

Picture five: which door number is it? Who is it and what do they say it’s doing? (Do actions.) How can you tell the dog is sad? What does he say?

Picture six: which door number is it? The children should by now be joining in with *Viens jouer!* Who is it? What does he say? *Le chien* is happy – how do you know? Ask the children to repeat *j’ai trouvé un ami.*

### For a second session:

- Re-enact the story with the children.
- The children point to each small picture of the story in their books and say the French words.
- Another time, play track 20 from Audio CD 4 which is in a different sequence.

# 1

## Printemps/Été – Part 2

- Consolidate all the names of the animals, verbs and expressions taught in the first session and play a good number of games, sing songs and do action rhymes to reinforce the key vocabulary of this module – see Games section below and also previous modules for ideas to adapt to the key vocabulary in this module.



### GAMES

See previous modules for additional ideas for games. Here are some more suggestions:

- Re-enact the story wearing animal masks.
- Re-enact with the children playing themselves or the toys.
- In groups/pairs, give each an animal, then give instructions for them to carry out. Use verbs in story or classroom instructions.
- Play lotto with pictures of animals or the actions as found in the Photocopiable Masters and Resources CD.
- Play *Montre-moi* using pictures or flash cards.
- Play musical statues using verbs: call out: “*Je nage*” etc. and the children freeze as statues in this position. Last one to do the correct action is out.
- Repeat above game with mimes for all the animals. Make sure each child knows the actions before starting the game!
- Play Kim’s game (*Le voleur*) with the animals in the story and also animals from elsewhere in the programme.
- A child is picked to choose an animal flash card and hide the picture behind their back. He/she then asks the rest of the class: “*Qui joue avec moi ?*” The others in the group try and guess which animal it is. The one who guesses correctly takes over.
- Alternatively, pass a box around to music containing the six animal flash cards from the story. When the music stops the child holding the box takes out an animal card, shows it to the rest of the group and says: “*Viens jouer, s’il te plaît*”. The other children give the appropriate answer and do a suitable mime, e.g. *je dors, je mange* etc. This game can be played several times until everyone has had a turn.
- Play *la dernière carte* with animals and/or numbers to 20. See explanation for this game on page 13.
- Play pelmanism with two sets of animal cards and/or two sets of number cards.
- *Qu’est-ce que c’est ?* Place a selection of toy animals in a bag and divide the children into two teams. Ask each child in turn to put his/her hand in the bag and feel the animals. If they guess correctly they earn *un point* for their team. The team with the most number of points, after all the animals have been guessed, wins.
- *Petits poissons* (adaptable to other animals!); three/four children are picked out to be little fish/crocodiles/butterflies or whatever animal the teacher decides to choose. These children close their eyes and stand facing the wall so they can’t see. The rest of the group decides on a number together (between one and ten, otherwise the game takes too long). They then stand in a circle holding hands with arms raised above their heads. The three/four ‘fish/butterfly’ children then ‘swim’ or ‘fly’ through the gaps in the circle whilst the rest of the group sings/chants: *Petits poissons/papillons, petits poissons/papillons passent, passent, passent or volent, volent, volent*, and then repeats the phrase with *ne passent pas/plus* or *ne volent pas/plus*. The children count up to the chosen number and the circle of children bring down their arms and try to ‘catch’ as many fish or butterflies as they can in their ‘net’. The ‘caught’ children are ‘out’ and others take their place. A very popular game!





# 1

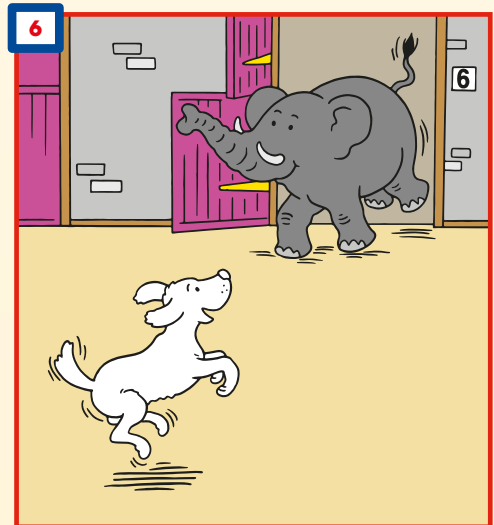
## Le chien cherche un ami



1

CD2  
10

Écoute l'histoire. Colorie le chien en marron.



# Le chien cherche un ami

1



Entoure les animaux de l'histoire.



## Salut Céline et Antoine !

This programme includes:

- A pupil book
- Audio tracks for children to listen to at home, either on our Media App or CD
- Audio material for teachers on either our Media App or CD
- A Teacher's Guide with Photocopiable Masters
- A set of 129 coloured flash cards
- A Resources DVD offering further printable resources



*Salut Céline et Antoine !* is a starting point for 7/8-year-olds. It introduces songs, flash-card games, short role plays, and reading, listening and writing activities, which are suited to this age group. If used as a follow-up from *Les aventures de Minou et Trotte et les saisons*, the vocabulary from **Les aventures** can be reinforced and extended in the added section provided: *Salut, 'Les aventures' !*

- New games are used to practise the vocabulary and phrases.
- There is sufficient material for one year with a pupil's Activity Book.
- *Salut* has its own set of coloured flash cards.
- Short conversations are introduced for listening and speaking.
- The written word is encountered.
- Assessment sheets and record of attainment sheets are available.
- The Teacher's Guide contains clear objectives, lesson notes with explanations of listening/speaking and reading/writing activities, photocopiable activity sheets, transcripts of all audio tracks and a set of Photocopiable Masters.
- A Resources DVD offers further printable resources.

### About the programme

There are 19 units. *Salut Céline et Antoine !* can be completed in one academic year with one 30-minute session per week.

The Activity Book has short and simple instructions in the target language. Parents will find helpful translations in the Parent's Guide.

### The Teacher's Guide

This comprehensive 246 Teacher's Guide includes a wealth of teaching materials and supporting resources.

#### A typical *La Jolie Ronde* class:

- *Le bain français*
- Introduction of new vocabulary (flash cards/role play)
- Revision of words with games
- Role play/song/games
- Time for the Activity Book
- What have you learnt today?

## The Activity Book

The full colour activity book for *Salut Céline et Antoine !* contains 46 pages and is completely in French apart from two pages of introduction. The layout of each unit allows the teacher to choose the order of activities. Each activity is introduced by a smiling cat which has been pre-coloured. Each cat also has a letter which serves as a point of reference. Each group of new words is surrounded by a border ('the red puddle'). This makes it easier for a child to locate the new words.

As a rule, in each unit there is generally counting, weather, new vocabulary, a revision exercise, a cue card for a role play or a listening, speaking, reading and copying activity. Added to this there could be a bingo game, word games or questions.

Each page is numbered in French. For every new lesson, the children write the equivalent numeral in the box provided.

Each unit in the Activity Book has some activities laid out either for use in the classroom or for homework. Very simple symbols will give meaning to instructions. The symbols are a guide to parents who wish to supervise their children's home activities, e.g. one of the characters drawing/writing, earphones on the cat with the track number clearly highlighted for listening passages.

**The following pages show the first 4 pages of a 10 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

# LEÇON NEUF

## LEARNING OBJECTIVES:

- Understand and use words for the different parts of the face
- Understand further classroom language: *dessine(z)*, *ferme(z) les yeux*
- Use and recognise rising intonation to make a statement into a question
- Numbers 1-20
- Language for one song and one rap

Key language	Receptive language/further vocabulary
<i>la tête</i> <i>les yeux</i> <i>le nez</i> <i>la bouche</i> <i>les oreilles</i> <i>les cheveux</i> <i>le cou</i>	<i>Oui ? Non ?</i> <i>un(e) grand(e) + noun</i> <i>un(e) petit(e) + noun</i> <i>dessine(z)</i> <i>écoute(z)</i> <i>ferme(z) les yeux</i> <i>regarde le monstre/l'extra-terrestre</i> <i>encore</i> <i>touche</i> <i>avec</i> <i>à moi</i>

## WHAT HAVE I LEARNT AND HOW DID I LEARN?

At the end of your lesson, help the children to focus on the language you have taught them and how they have learned it. Example:




I can now easily find French words I need to copy within my *La Jolie Ronde* French book (red puddles!) I can read French words much more easily too, now I know how to say all the vowels. I love singing the song *Touche les yeux*. It really helps me to remember how to say all the parts of the face in French.

## RESOURCES AND MATERIALS

- Photocopiable Masters set: mini pictures of flash cards in black and white (page 13); mini pictures of the set of extra flash cards/symbols in black and white (page 20); set of words (page 30); song pictures in black and white (page 40).
- Resources DVD: pictures of flash cards in colour and black and white; mini pictures of flash cards in colour; set of words (larger scale); song pictures in colour; song words.
- Optional photocopiable worksheets in Teacher's Guide: link figures to words to revise numbers and missing words song (page 139); missing letters rap and fill in the missing vowels (page 140).
- Flash cards depicting head, eyes, nose, mouth, ears, hair and neck.
- Pictures/photographs of recognisable faces (optional). Song box.

➡ **Salut, 'Les aventures' !** See additional section, specifically created by Anthea Collard, to help children retain and use the vocabulary which they have learnt with *Les aventures de Minou et Trottine et les saisons*.

## MAIN ACTIVITIES

<b>BF</b>	<b>BAIN FRANÇAIS</b> Greetings, take the register, questions and answers, revision of key vocabulary, counting, singing etc. at teacher's discretion and ideas from previous lessons.
	<b>SONGS/RAP</b> – <i>Touche les yeux</i> (Teacher's Audio 2, track 31) – <i>Les voyelles</i> (Teacher's Audio 2, track 32)
	<b>GAMES</b> – Blindfold drawing – <i>Jacques a dit</i> (Simon says) – Listen and draw (an alien) – Face 'consequences' – Face beetle – Repeat if it's true
	<b>BOOK</b> (PAGES 20 & 21) – Write in the appropriate weather condition(s) – Count – Link words to pictures – Draw and label – Wordsearch – Find the missing letter – Read and answer questions – Listen/read and draw according to instructions

## SUGGESTIONS FOR LISTENING AND SPEAKING ACTIVITIES

### • Counting

Recite numbers in the *bain français* and do a short game later on. See list of games in introductory notes. Try counting backwards, as well as in odd numbers and in even numbers. Higher-attaining children might be able to count in threes or fives.

- **Rap the vowels** (Teacher's Audio 2, track 32). *Antoine* has a lot of vowels in his name. Play the rap and look at page 11, Cat E. The children can circle the vowels they hear. They should look in the alphabet and/or in the letters being juggled by *Antoine*. These are the letters of his name in a mixed order.

### • The face

- Introduce the vocabulary with 'touch and repeat', changing the volume, pitch and pace of the words for a bit of fun.
- Ask for volunteers to be blindfolded in turn and instruct them to draw a face while everyone else in the group says the different parts of the face (in French). See what kind of monster you end up with! "*Regarde le monstre !*"
- Alternatively ask all the children to draw. Say: "*Fermez les yeux ! Écoutez et dessinez.*"
- Play Teacher's Audio 2, track 30. The children listen and draw.
- Play *Jacques a dit* (Simon says)



- Revise *ouvre* and *ferme* with *ouvre/ferme les yeux; ouvre/ferme la bouche*.
- Design an alien with the teacher or pupils giving instructions to draw *trois têtes, deux grandes bouches* etc. Interesting colours could also be used.
- Sing the song *Touche les yeux* (Teacher's Audio 2, track 31) several times. Use the version with missing words and finally the instrumental version, tracks 36 and 37 respectively), by which time the children should be able to remember the new vocabulary.



- **Teach and recite** the action chant *Dans mon jardin, il y a une petite bête qui monte* and add *sur les cheveux, sur le nez* etc. as the bug crawls over each pupil's face. They love this activity – and the multi-sensory nature of it makes it a very effective reinforcement of the vocabulary.

### • Describing people

- Use Teacher's Audio 2, track 35 as an oral comprehension. Later as a class, make up your own descriptions.
- Using easy phrases with adjectives already learnt, a pupil or the teacher describes a character and the rest guess whom it is. (This activity is easier if the children have pictures to look at. The teacher could pre-prepare some very large pictures of recognisable people – cut out of supplements or newspapers for example – and then stick them on the walls of the classroom or lay them on the table/floor where everyone can see them.)
- Face 'beetle' can be played (see games page 19). Decide which parts of the face are to be represented by which number, roll the dice and build a face. Depending on the ability of the group and the time available, this could be played in pairs, teams or as individuals.
- Face 'consequences'. Each child is given an A5 piece of plain white paper and a pencil. The teacher explains that the object of the game is to draw the funniest face, but each child is only allowed to draw one part of it. Throughout the game the teacher gives the instructions in French, first asking the children to draw a head. The first drawing of the head almost fills the page, but children should be asked to leave a little bit of room for someone else to draw in the neck later. At the same time the children also draw the hair onto the head. It can either be short and spiky or long and flowing. The top part of the piece of paper is then folded over and the hair will be hidden. For faces with long hair, the hair will still show but that doesn't matter at this point in the game, as the other facial features will be hidden. The pieces of paper are passed to the right. The second child to hold each piece of paper draws the eyes, folds the paper and passes it to the right again. The third drawing is of the nose and then ears, or the eyes and the ears together and then the nose. It doesn't really matter, as the object is to end up with a lot of strange pictures. The game continues in the same way, with the mouth and finally the neck being added to all the pictures. All the pieces of paper are passed back to the teacher who shows the drawings to the class. The teacher could use the pictures to revise some vocabulary, e.g. *C'est un garçon ou une fille ? Une dame ou un monsieur ? Où est la fille avec un grand nez ?* etc. This is a very popular game but it does take quite a long time to complete, so don't start this near the end of a lesson!



As a quicker version of the game for a small class, at the end of a lesson or during a lesson, one piece of paper could be passed around the class with each child drawing, then passing it folded to the next child. The same result would occur but producing only one piece of paper for the teacher to revise with.

### • Revising *C'est un(e) ... ? Oui ou non ?*

- Use Teacher's Audio 2, track 34 and hold up the flash cards, e.g. *C'est une dame ? Oui ? Non ?*
- Prepare Cat H. Use flash cards. Select words the children have learnt already and sometimes say the wrong word. Pupils respond *oui, non*. You could choose some words which pupils in the group most struggle to remember – a great exercise for consolidating vocabulary!

Play guessing games such as 'telepathy': pupils guess which card has been chosen (i.e. out of a selection of four). Use the question *C'est un(e)... ?*



As an alternative: four cards are laid out on the floor or table face down or fanned out in the teacher's hand. One pupil chooses a card, but isn't shown what it is. Listen to the audio, e.g. *c'est une dame*. The rest of the class puts up their hands to show whether or not they are 'voting' *oui* or *non*. The card is then shown to the class. Those who were right get a point. The first to collect five points wins the game.

- Point out how rising intonation can change *C'est...* (statement) into *C'est... ?* (question). Practise accentuating the intonation.

## SUGGESTIONS FOR READING AND WRITING ACTIVITIES

- The children write *neuf* in **the box at the top of the page**, using the page number nine as a model for accurate spelling.

### • The weather box

By now the children should be able to read all seven weather conditions and understand what they mean. In this lesson and from now on, children are invited to write the appropriate weather condition(s) themselves in the box. They should be encouraged to refer to the weather boxes in lessons 5 to 8 or to page 44 for accurate spelling.

### • Cat A

The children listen to Teacher's Audio 2, track 28 and see if they can recognise the last number they hear. In this case it is sixteen. They write number 16 in the box provided and then write *seize* on the dotted lines following the model of the relevant page number as before.

### • Cat B

Children link up each picture with the correct word.

Always check that the children know the words well before introducing the written form. The definite article is used here (*le, la, les*), and can be explained, although it is not specifically incorporated into the course until later. The plurals show no gender so the children will need help underlining/highlighting the words in the correct gender colours.

### • Cat C

The children are invited to draw a head and label their drawings. They can draw a monster's head. Play Teacher's Audio 2, track 30.

### • Cat E

Once the children have completed the wordsearch, invite them to highlight all the words with the 'ou' sound.

Answers for word search:

s	i	s	s	b	l	v	h	n	z
m	v	o	u	x	d	e	h	s	g
b	o	u	c	h	e	m	q	n	f
y	i	r	p	j	m	v	x	f	l
p	t	i	o	k	o	c	m	i	e
l	u	s	r	g	u	a	p	l	u
a	r	c	t	x	c	q	o	l	r
g	e	k	e	o	h	z	u	e	x
e	a	c	o	u	e	o	l	v	u
i	i	u	h	i	w	y	e	h	h

### • Cat F

This is a point of reference for the vowels rap.





# Leçon 9



Je compte jusqu'à :

— — — — —

48



49



la tête  
les yeux  
le nez  
la bouche  
les cheveux  
les oreilles  
le cou



50

Je dessine une tête :



51

Touche les yeux.



s	i	s	s	b	l	v	h	n	z
m	v	o	u	x	d	e	h	s	g
b	o	u	c	h	e	m	q	n	f
y	i	r	p	j	m	v	x	f	l
p	t	i	o	k	o	c	m	i	e
l	u	s	r	g	u	a	p	l	u
a	r	c	t	x	c	q	o	l	r
g	e	k	e	o	h	z	u	e	x
e	a	c	o	u	e	o	l	v	u
i	i	u	h	i	w	y	e	h	h

cou

souris

voiture

filles

poule

fleur

plage

mouche

bouche

porte

20

page vingt

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Salut Céline et Antoine !





52

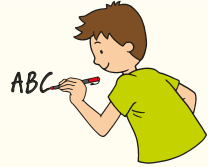
Les voyelles.

a e i o u y

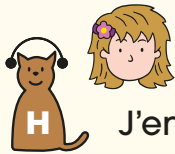


53

Je complète les mots avec la bonne lettre :



un b \_ s, un \_ rbre, une v \_ che, un ch \_ t,  
une d \_ me, une f \_ nêtre, un poiss \_ n, un av \_ on.



54

J'entoure la bonne réponse :

C'est une dame ?



oui / non

C'est une voiture ?



oui / non

C'est un papillon ?



oui / non

C'est un arbre ?

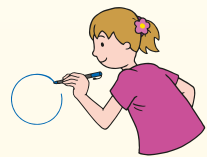


oui / non

C'est un poisson ?



oui / non



55

Je dessine :

1. Un garçon avec une grande bouche.
2. Un bébé avec un petit cou.
3. Une dame avec un petit nez.
4. Une fille avec de grands yeux.



1.	3.
2.	4.



## Bonjour la France

This programme includes:

- A pupil book
- Audio tracks for children to listen to at home, either on our Media App or CD
- Audio material for teachers on either our Media App or CD
- A Teacher's Guide with Photocopiable Masters
- A set of 90 coloured flash cards



*Bonjour la France* is a starting point for 8–11 year olds and a follow-up for *Salut*. While the core vocabulary is revised, there is a greater emphasis on role play. The songs, games and activities are suited to older children. Those who have completed *Salut* and *Les aventures* are encouraged to 'recycle' phrases they have learnt through stories, songs and action chants into new contexts, to use the language for their own purposes. All pupils are encouraged to adapt the *Bonjour la France* role plays, once they are well known, to create their own versions. These role plays form an essential part of the foundation for further work in *Mon tour de France*.

- It is more complex than *Salut* from which it is a progression
- The vocabulary and language structures from *Salut* are reinforced and can be extended
- Role plays are introduced
- Pupils start to use the language creatively for themselves
- The Teacher's Guide gives clear guidance on how to use the course:
  - a) as a follow-up to *Salut* and b) as a starting point

There are clear explanations of listening/speaking and reading/writing activities

- There are cultural/geographical notes
- Assessment sheets are available
- Record of Achievement sheets are available
- There is a CD and transcript

### About the programme

There are 19 units. *Bonjour la France* can be completed in one academic year with one 30-45 minute session per week.

The activity book has short and simple instructions in the target language. Parents will find helpful translations in the Parent's Guide.

### The Teacher's Guide

The 296 page comprehensive Teacher's Guide is organised in units corresponding to the *leçons* in the Activity Books. Each unit has clear objectives with specific ideas and suggestions for reinforcing and extending vocabulary. Suggestions for listening and speaking activities are followed by reading and writing activities. Illustrated facts about a specific area or town are highlighted at the end of each unit. Useful symbols are dotted throughout.

Photocopiable checklists for *Bonjour* (called 'I can' sheets) are included in the photocopiable masters set. Teachers will also find further Revision Assessment pages and record sheets.

## The Activity Book

The full colour activity book for *Bonjour* contains 52 pages and each page is numbered in French. For every new lesson, the children write the equivalent numeral in the box provided. At the end of the programme, there is space for copying words of songs, poems or for sticking postcards or pictures. Further pages include the words of the songs and the role plays. An appendix is included in *Bonjour*.

The layout of each unit allows the teacher to choose the order of activities. Each activity is highlighted by the silhouette of a cat. Note that each group of new words is surrounded by a border 'the blue star'. This makes it easier for a child to locate the new words. Optional words can be added to the previous vocabulary inside the blue border. For each unit, the older children fill in towns, rivers and mountains on their map of France.

As a rule, in each unit there is counting, new vocabulary, a revision exercise, a cue card for a role play, listening, speaking, reading and copying activities plus geography and cultural points. Added to this there could be a bingo game, word games or questions.

Each unit in the Activity Book has some activities laid out either for use in the classroom or for homework. Very simple symbols will give meaning to instructions. The symbols are a guide to parents who wish to supervise their children's home activities, e.g. a pen drawing or a pen writing, earphones on the cat with track number clearly highlighted for listening passages on the CD.

The material used in the classes is clear, attractive and easy for the child to use. Many of the activities allow for variation of pace and the Teacher's Guide contains aids for class organisation. Spelling and comprehension exercises feature throughout the course. Games and language exercises are kept short to maximise attention.

**The following pages show the first 4 pages of a Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

## TROISIÈME LEÇON

### Learning objectives:

- Understand and use words for house and garden
- Say how old I am
- Ask how old someone is
- Say please
- Start to talk about the weather: *il fait chaud/froid*
- Perform and adapt a role play
- Understand and use: *s'il te plaît/s'il vous plaît, ouvre/ferme, combien, je ne sais pas*
- Language for a song

Key language	Receptive language/ further vocabulary	Suggested activities
<i>une maison</i> <i>une porte</i> <i>une fenêtre</i> <i>une fleur</i> <i>un jardin</i>  <i>ouvre</i> <i>ferme</i>  <i>quel âge as-tu?</i> <i>j'ai ... ans</i>  <i>il fait chaud</i> <i>il fait froid</i>  <i>viens ici</i> <i>écoute</i> <i>ouvre la porte</i> <i>ferme la porte</i> <i>je ne sais pas</i> <i>viens</i> <i>ah, zut alors!</i> <i>s'il vous plaît</i> <i>s'il te plaît</i>	<i>combien de + noun?</i>	<p>Weather recording</p> <p><b>Role play</b></p> <p>- <i>Ah, zut alors!</i> (Track 18)</p> <p><b>Song</b></p> <p>- <i>Salut, bonjour</i> (Track 17)</p> <p><b>Games</b></p> <p>- Numbers</p> <p>- Loto</p> <p><b>Art and craft</b></p> <p>- Weather chart</p> <p><b>Book</b> (Pages 8 &amp; 9)</p> <p>- Recognise French words - fill in your age - put <i>Nantes</i> on the map - listening comprehension - loto - draw and label - recognise numbers - adapt a role play</p>

### Resources and materials

5 flash/text cards depicting: a house, a door, a window, a flower and a garden.

The key to all the symbols throughout

Recycling:



Song:



Art & Craft:



Book:



Action Chant:



Story:



Role Play:




Game:



## SUGGESTIONS FOR LISTENING AND SPEAKING ACTIVITIES

- Start with the **bain français** for all your sessions. (Refer to 'Course and Methodology', 'The Four Skills' section).


- **Show the weather chart** or prepare it with the children (see introductory notes, page 26). Introduce *Il fait chaud; Il fait froid*. Then build up weather vocabulary slowly.

- Ask the pupils to make flash cards or playing cards (with text, or an additional set of text cards) and use them for games etc. 
- Keep a record of the weather each week. You could add a temperature reading to revise numbers, if circumstances permit. Use the box provided on the top right-hand side of the page.
- [www.meteo.fr](http://www.meteo.fr) is a useful site for up-to-date weather forecasts and other information.
- [www.yahoo.fr](http://www.yahoo.fr) also gives information on weather including overseas territories.

- **Numbers** between 10 and 20 are rather difficult. Start teaching them or revise them with your group. Listen to the CD (Track 14) and play the loto game (Track 19) Cat 6.

- **Introduce the word *combien*?**

Ask *Combien d'enfants dans la classe?*, *Combien de fenêtres, de portes*, etc.? Let the children suggest words they already know and let them ask the question themselves.

- **Introduce the five new words** with the flash cards. Revise all the other words they know with a short game. 

- **Making sentences**

Another suggestion for a useful extension activity would be to use the new words in sentences, such as: *il y a une fleur dans le jardin* or *la maison a trois portes et six fenêtres*. Ask the children to illustrate what they understand.

- **Age**

Play the song **Salut, bonjour** on Track 17 to recap some of the questions the children have learnt. Give an example and let the children repeat it. Ask the pupils to introduce themselves fully in French. Link it to the introduction they know i.e. name and where they live.

- Use the listening exercise on the CD, Cat 3 (Track 16). (See transcript).

- **Ouvre and ferme**

With a small group, simply get the children to open and close the classroom door. Let them do it in turn and ask each other to open and close the door in French ... politely. Teach *s'il vous plaît* and *s'il te plaît*. Use body parts (*les mains, la bouche, les yeux* etc). Follow up with the role play: *Ah, zut alors!* This role play is very important for the progress of the course and the children need to be very familiar with its content to move successfully on to other role plays in the Programme.

There are three parts, including the cat. It is important to ensure that much choral repetition is done with the whole group, imitating the CD exactly (including the cat!) before the group is divided into two, each half taking one of the characters, but still using choral repetition. During the next lesson, you can start where you left off – with two halves repeating the dialogue. Add actions. When pupils are confident, ask them to do it in pairs, still in choral repetition, but actually talking to each other, using body language, eye contact and gestures. (They are getting used to the idea of playing the role of someone else). Eventually, set them off to work in individual pairs. Once established,



the role play can be modified in any number of ways: one part could be played with a child pretending to be a car or a baby instead of a cat – let them choose. Anything that makes a recognisable sound.

It is important that all future role plays are approached and prepared in this confidence

boosting way, to ensure positive outcomes.

- Use Cat 9 to develop adaptations to this role play and to record one of them.
- **Je ne sais pas** and **Zut alors!** Can be introduced into the everyday classroom language (to great effect!) Devise a gesture for both.

• **Song: Toc, toc, toc bonjour!**

If you have the CD for *Salut Céline et Antoine!*, play the song on Track 16. This helps the children to practise *ouvre* and *ferme*.



## SUGGESTIONS FOR READING AND WRITING ACTIVITIES

• **Cat 2 –**

You could pick the *-ai* sound: *maison, j'ai, français*, and challenge them to pronounce: *lait, s'il vous plaît, saison, balai, vrai, mauvais*.

• **Cat 3 –**

The children write their age in French. Use their Activity book as a reference tool for copy writing the number.

• **Cat 4 –**

*Nantes* – Birth place of *Jules Verne*, famous writer of 'Around the World in 80 Days'. Mention important ships. Remind the children about *Lille* always with the same story. See more suggestions below.

Visit: [www.nantestourisme.fr](http://www.nantestourisme.fr)

• **Cat 7 –**

Once the drawing is completed, ask the

children to copy write the words for house, door, etc. next to the relevant part of the picture. They could draw their own house first or an imaginary one (on a different planet?). More advanced pupils can be given written or oral instructions of what to draw.

• **Cat 9 –**

The children complete the cue card following the same pattern as *Ah, zut alors!* on Cat 5.

Ask them to choose:

- 1) What or who is behind the door? (*Une dame? Un bébé? Une voiture?* – they must use words from the course).
- 2) What or who has disappeared? The children choose for themselves.



Translation of instructions in French:

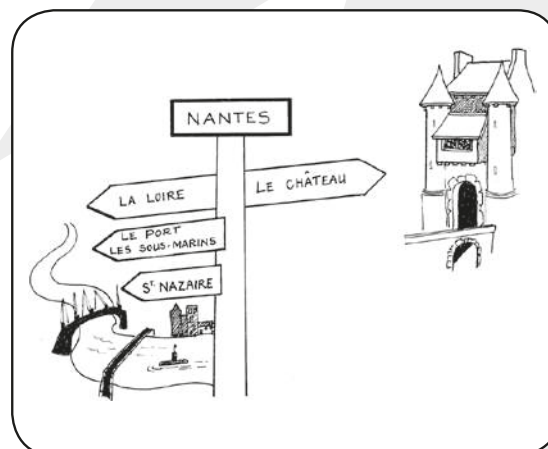
Cat 7 I draw a house and a garden.

Cat 8 I link the numbers to the words.

Cat 9 What is the capital of France?

### How did I learn?

Today we talked about the different ways we can try to remember number words and we compared some of them with English number words. It makes it easier to remember!



# CD TRANSCRIPT

## TROISIEME LEÇON

### Track 14

#### Chat un

Compte!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

### Track 15

#### Chat deux

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

### Track 16

#### Chat trois

Quel âge as-tu?

J'ai 8 ans.

J'ai 9 ans.

J'ai 10 ans.

J'ai 11 ans.

### Track 17

#### Song:

Salut, bonjour

Salut, bonjour.

Bonjour, salut.

Comment t'appelles-tu?

Comment t'appelles-tu?

Salut, bonjour.

Bonjour, salut.

Où habites-tu?

Où habites-tu?

Salut, bonjour.

Bonjour, salut.

Quel âge as-tu?

Quel âge as-tu?

### Track 18

#### Chat cinq

#### Role play:

Ah! Zut alors!

- Miaou.

- Viens ici, écoute!

- Qu'est-ce que c'est?

- C'est un chat.

- Miaou!

- Ouvre la porte.

- Non, toi, ouvre la porte!

- Où est le chat?

- Je ne sais pas.

- Ah! Zut alors!

- Ferme la porte. Viens.

Come here, listen!

What is it?

It's a cat.

Open the door.

No, you, open the door!

Where is the cat?

I don't know.

Oh! Bother!

Close the door. Come on.

### Track 19

#### Chat six

Prépare un loto de 10 à 20.

Tu es prêt? 11, 16, 14, 18, 13, 20.





# Troisième leçon



1

14

Je compte jusqu'à \_\_\_\_\_



2

15

Rappelle-toi!

C'est...

une maison

une fenêtre

un jardin

une fleur

une porte



3

16-17

Quel âge as-tu? J'ai \_\_\_\_\_ ans.



4

Où est NANTES ?



5

18

Ah! Zut alors!

1



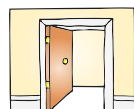
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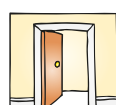
3



4



5



6



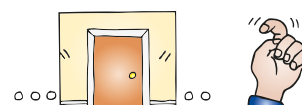
7



8



9



page huit

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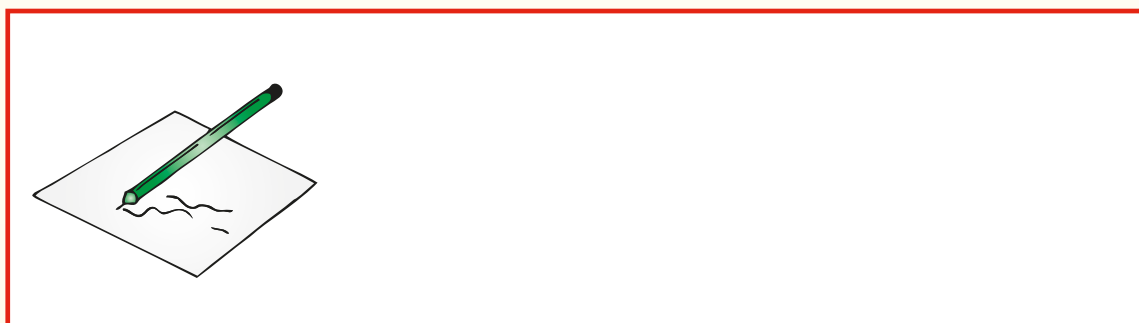
Bonjour La France



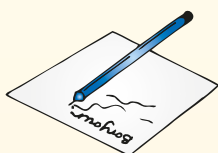
Loto



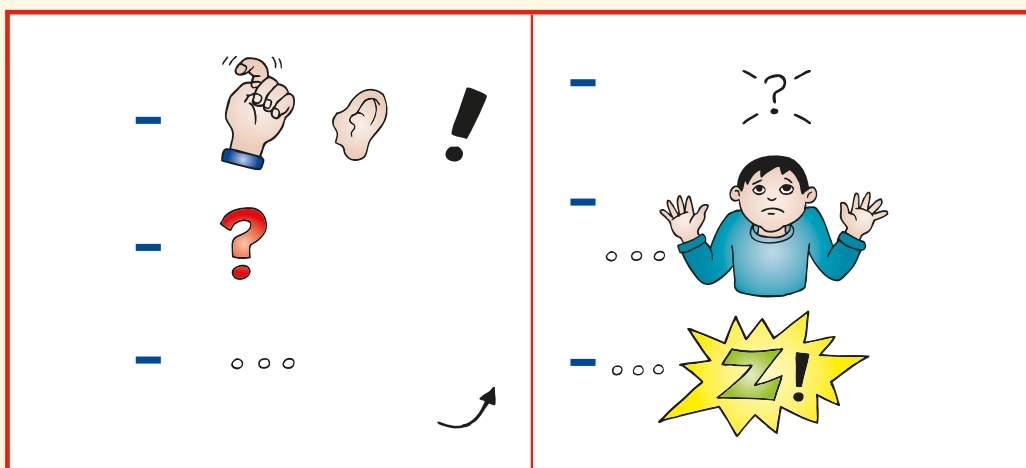

Je dessine une maison et un jardin.



Je relie les nombres aux mots.



dix  
un 4 1  
neuf 7 10 9 sept  
quatre



Quelle est la capitale de la France?



## Mon tour de France

This programme includes:

- A pupil book
- Audio tracks for children to listen to at home, either on our Media App or CD
- Audio material for teachers on either our Media App or CD
- A Teacher's Guide with Photocopiable Masters
- A set of 95 coloured flash cards



*Mon tour de France* is a new challenge for pupils aged 10. It has been written as a follow-up to *Bonjour la France* and contains references to and uses vocabulary from previous parts of the course. It is, however, perfectly possible to use the programme with pupils who have not used *La Jolie Ronde* before, although we do not recommend that it be used with pupils who have no prior knowledge of the language.

- More complex linguistic structures are introduced
- New vocabulary is met and topic areas extended
- There are extended role plays
- Increasing emphasis is put on the creative use of language. (New contexts are introduced and the pupils are encouraged to combine known elements to suit)
- Assessment sheets are available
- Record of Achievement sheets are available
- There is an extensive Teacher's Guide
- There are two CDs and transcripts
- *Mon tour de France* has its own set of 95 coloured flash cards

### About the programme

There are 19 lessons with 3 extra double pages for revision and consolidation. Each lesson should last approximately 2 to 3 weeks allowing the children time to practise and remember the role plays and the songs involved, although they will be completing written work on one topic or lesson, whilst orally preparing the next. *Mon tour de France* can be completed in one to two academic years with one 45-minute session per week.

*Mon tour de France* introduces 123 new vocabulary items. The nouns are presented through flash cards. Verbs which are used in this book include:

*Etre, avoir, aller, porter* (singular forms), *regarder, colorier, s'appeler, aimer, détester, préparer, pouvoir* (je/tu peux + inf), *vouloir* (tu veux + inf), *manger, boire, préférer, compléter, oublier, perdre, chercher, dessiner, ranger, monter, remplir, tourner*, plus others used in the role plays. There are 15 dialogues and role plays and 17 songs.

### The Teacher's Guide

The 142 page comprehensive Teacher's Guide is organised in units corresponding to the *leçons* in the Activity Books. Each unit has clear objectives with specific ideas and suggestions for reinforcing and extending vocabulary. Suggestions for listening and speaking activities are followed by reading and writing activities.



Useful symbols are placed throughout. For example, this recycling symbol to the left highlights areas of revision. Information about each region of France is included in each unit. Children are encouraged to learn about France, its geography and culture as they follow the *Tour de France*.

The Teacher's Guide is accompanied by supporting materials which are printable/photocopiable.

The 26 page set includes:

- A map of France
- A list of core words (entitled 'word cards') and associated images (entitled 'illustrated cards')
- A useful set of 17 song cards
- 'I can' sheets.

## The Activity Book

The full colour pupil activity book for *Mon tour* contains 62 pages and each page is numbered in French. For every lesson, the children write the equivalent number in the box provided. Each unit has some activities laid out either for use in the classroom or for homework. Each activity is highlighted by the silhouette of a cat. The headphones indicate that there is a listening activity. For each lesson, Cat 1 has four standard questions and the children are encouraged to write the answers on their own. There are picture clues to assist when the order of questions is changed.

There is an additional 'Quelle' question in each unit, which relates to the current or previous lesson. Groups of new words are introduced with Cat 2. Cat 2 benefits from the addition of phrases to link with the new vocabulary which the teacher can choose to pursue if desired. For revision purposes the children are asked to remember each region's main town or river.

Pages for revision and consolidation are introduced through the book. The pupil activity book also includes an appendix, where children are encouraged to copy the new words they learn. Ideal for dictionary skills practice! The lyrics of the songs are also provided as well as all the role plays and cue cards.

Role plays are a key element of *Mon tour de France*. Using the cue cards that are presented at the back of the pupil activity book, children recognise the symbols easily and have fun practising the role plays. The role plays are longer than in *Bonjour la France*. Through role plays, the children acquire confidence and see that they can speak more French. Each one has a title and can be referred to easily. The children can make up their own role plays using any of those in their book as a pattern.

**The following pages show the first 4 pages of a Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

# QUATRIÈME LEÇON

## SUMMARY OF OBJECTIVES AND CONTENT

- 5 new items of clothing.
- Use of 'sous'.
- Language for a role play.
- Language for a rap.

Key language	Revision	Additional/Optional language	Suggested activities
sous qu'est-ce qu'il y a sous...?	colours agreement of adjectives	'au secours' use of 'on' (regarde)	Rap J'ai deux mains (Track 25)
<b>Vocabulary</b> un pyjama une chemise de nuit une culotte un blouson une casquette	quel âge as-tu? j'ai froid c'est trop grand tu aimes...? aimes-tu...? je n'aime pas		Role play Au téléphone (Track 26)
qu'est-ce qu'il/elle porte? je/il/elle porte			Games Où est la carte choisie? Le Voleur Loto 10 à 20 Proverb Après la pluie, le beau temps Le Tour de France région: Pays de la Loire (Track 28)
<b>Resources and materials</b> Weather board/pictures and clock Map of France available in photocopiable masters set Coloured crayons (green) Vocabulary flash cards			

The key to all the symbols throughout

Recycling:



Song:



Art & Craft:



Le Tour de France:



Action Chant:



Role Play:



Game:



# QUATRIEME LEÇON

## SUGGESTIONS FOR LISTENING AND SPEAKING ACTIVITIES

### • Questions

The CD now contains only a rap beat and no answers. The additional *Quel* question should be well known already.

### • Sous

Revise the *jive* (Lesson 2) or introduce it here with the 3 prepositions now covered.

a) Use the same idea as in Lessons 2 and 3. Ask questions like: *Combien y a-t-il de pieds sous la table?... Combien y a-t-il de crayons sous la boîte?...*

**Listening exercise:** use the CD. Ask the children to look at the picture on page 10, Cat 3. Are there added items on the picture which are not mentioned on the CD? Ask them to check.

### b) Où est la carte choisie?

This time you should use *dans*, *sur* and *sous*. Distribute a flash card to each child. As you are doing so say in French what it is, to whom it belongs and where you are putting it, e.g. *Voici un pantalon. C'est le pantalon de 'x'. Il est sur le livre... Voici une cravate. C'est la cravate de 'y'. Elle est sous le livre de 'y'.... Voici un mouchoir. C'est le mouchoir de 'z'. Il est dans le livre de 'z', etc...* If it is a large class you need to pick just 8 to 10 children at random and repeat the game with others.

One child is asked to leave the room or close his/her eyes while the class chooses a card and the person to whom it belongs. When the child returns, he/she has to guess which card was chosen by asking questions like: *C'est la carte de... Elle est sous le livre.*

c) Use the rap: *J'ai deux mains* on the CD (Track 25) which has always been very

popular as it involves the children physically. *Sur* and *sous* are difficult to pronounce together and this song will help to clarify the difference. The song has been used in large classes. See transcript for ideas on the actions.

• Introduce the **5 new words** in the usual way with the flash cards.

A game to help memory: *Le Voleur*. Mix the 5 new words with other well-known words. Present them so that everyone can see them all. The children must then look away as you remove a few cards. The children have to guess which are missing. A child can then take your place.



### • Je porte/il porte

Children have to **explain** in French **what they are wearing**.

Ask: *Qu'est-ce que tu portes?...Je porte...* The children could also report: *Il porte...Elle porte...* Note that in Lesson 7 a different way of asking the question will be introduced: *Que portes-tu?*

Game: In pairs, one child describes someone in French and the other draws what he/she understands: *C'est un garçon. Il porte...* If there is time they could use colours.

• **Practise the dialogue** on page 11, Cat 4: listen to the CD (Track 26) and use the cue card page 60 in the Activity book. *Au téléphone*. After listening/reading or both, pupils decided which person is saying which part of the dialogue, by reference to the illustrations of clothes. Pupils could decide which parts could be changed to make their own version and underline them in the book. Enact with another pupil. Use appropriate voice intonations.



### • Cat 5 –

Oral **revision of clothes** worn in different seasons/weathers.



### • Extension

Oral discussion: *tu aimes/préfères le*



beau temps/mauvais temps/la neige/la pluie?

### • Extension/Revision

Cat 3 speech bubbles could be the basis for revision of:

- likes/dislikes
- an accumulative memory gam: *Sous la table je vois...*, each time adding a new item to the list.

Questions/answers/sentence construction :  
*Le chat regarde la souris. La souris aime le fromage.*

- *Sous/sur/dans: où est la souris, où sont les fleurs?*

## SUGGESTIONS FOR READING AND WRITING ACTIVITIES

### • Cat 4 –

Make sure the children know the dialogue well before attempting Cat 5.

Ask the children to work in pairs. They can change the names, items of clothes and colours. Once they have written their own telephone conversation, they could present it to the class, write it at the back of their book or, for fun, swap partners and enact the conversation once more.

As a reading/writing extension activity, groups could write versions of the dialogue, with illustrations of the clothes on a separate piece of paper. The text and pictures are separated, numbered and distributed around the classroom. The pupils have to match the pictures back to their original dialogue (e.g. Picture A with Text 6).

### • Cat 5 –

Space is provided for copying French words which describe what the girl is wearing. Pupils might like to refer back to *Bonjour la France*.

### • Cat 6 –

The **Loto** game on the CD will revise numbers between 10 and 20.

## LE TOUR DE FRANCE!

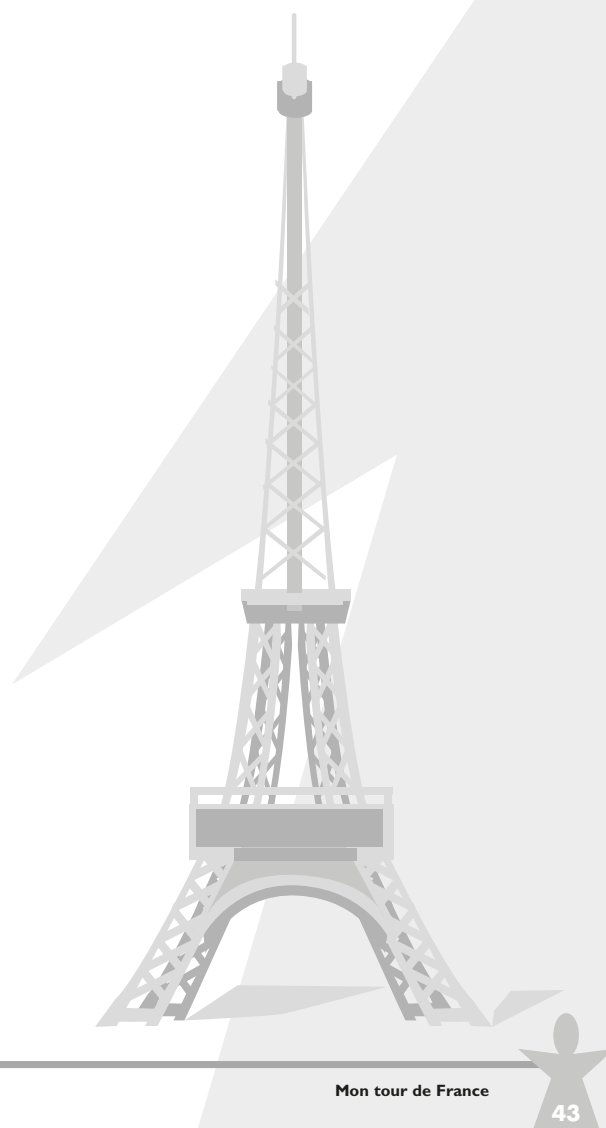
PAYS DE LA LOIRE. You can talk about the Châteaux of the Kings of France, or the Loire being the longest river in France. Pupils can be asked to name a *château*: Chambord, Saumur, Chenonceau, Azay-le-Rideau, Amboise (all very good phonics practice).

NANTES is the town to write here in their book. Another town of interest for the children: Le Mans with the 24 hour Grand Prix, probably the most famous of all car races.

You can follow this up with work on wine-growing and finding other wine-producing areas, or a look at the architecture of French castles.

[www.cr-pays-de-la-loire.fr](http://www.cr-pays-de-la-loire.fr)

[www.loirevalleytourism.com](http://www.loirevalleytourism.com)







## CD TRANSCRIPT

### QUATRIÈME LEÇON

#### Track 22

##### Page 10, Chat 1

Quel jour sommes-nous?  
 Quelle est la date d'aujourd'hui?  
 Quel temps fait-il?  
 Quelle heure est-il?

Quel âge as-tu?

#### Track 23

##### Page 10, Chat 2

Voici 5 nouveaux mots:  
 un pyjama, une chemise de nuit, une culotte,  
 un blouson, une casquette.

#### Track 24

##### Page 10, Chat 3

Nous sommes au restaurant.  
 On regarde la table.  
 Qu'est-ce qu'il y a sous la table?  
 Il y a des lunettes, une casquette, des baskets,  
 un petit chat et deux pieds!

#### Track 25

##### Rap: J'AI DEUX MAINS

J'ai deux mains, voici le  
 dessus, voici le dessous.  
 J'ai deux pieds, voici le  
 dessus, voici le dessous.  
 Dessus, dessous, dessus,  
 dessous.....

(A 'keep-fit' exercise for informal groups of children.  
 'Voici le dessus': extend arms forward, hands face down, one leg  
 also extended.  
 'Voici le dessous': arms are pulled back, palms up. The leg is pulled  
 back across in front of the other leg. Lift the underneath of the foot.  
 Repeat and swing ... see how long you can keep your balance!)

#### Track 26

##### Page 11, Chat 4

Isabelle téléphone à Michèle. Ecoute!

- Allo? C'est Michèle?
- Oui, c'est moi.
- Salut! Ici c'est Isabelle.
- Salut. Comment ça va?
- Bien, merci. Ecoute. Aujourd'hui il y a  
une soirée chez Sophie.
- Ah oui! C'est vrai. Qu'est-ce que tu  
portes?
- Une robe verte avec une veste rouge  
et toi?
- Moi, je porte mon pantalon noir avec un  
pull vert.
- Ah joli! Allez. A ce soir!
- A ce soir!

#### Track 27

##### Page 11, Chat 6

Un Loto! De 10 à 20.  
 18, 16, 19, 11, 13, 15, 10, 12, 14, 17, 20

#### Track 28

##### • Le Tour de France!

- Nous voici dans les Pays de la Loire.  
Bonjour, Mademoiselle, vous attendez le Tour  
de France?
- Oui, je m'appelle Marie et je vis à Nantes  
ou on fabrique de bons petits gâteaux secs.  
C'est une belle ville où passe la Loire, la plus  
grande rivière de France. Sur la Loire il y a  
de beaux châteaux. Sur la côte, il y a aussi la  
plus grande plage de France à La Baule.



## Quatrième leçon



Quel jour sommes-nous? \_\_\_\_\_



Quelle est la date d'aujourd'hui? \_\_\_\_\_



Quel temps fait-il? \_\_\_\_\_



Quelle heure est-il? \_\_\_\_\_



"Quel âge as-tu?" \_\_\_\_\_

**Voici cinq nouveaux mots:**

Je porte...

un pyjama    une culotte

une casquette

une chemise de nuit

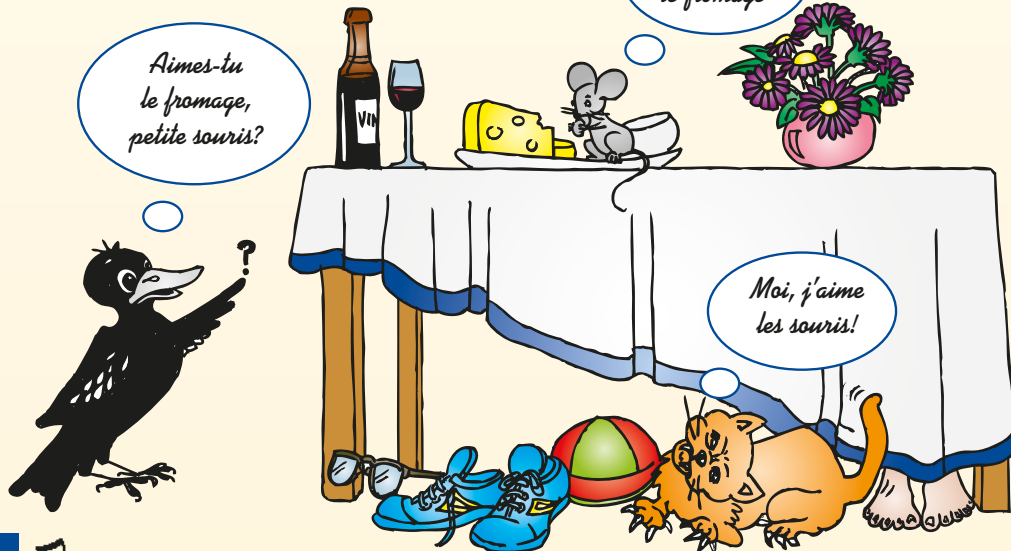
un blouson

C'est  
trop  
grand!



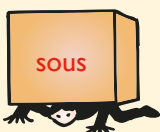
**Nous sommes au restaurant.** On regarde la table.

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



25

**Sous** la table, il y a:



je vois \_\_\_\_\_



j'entends \_\_\_\_\_



je sens \_\_\_\_\_

Au secours!

page dix



Au téléphone.



- Allo? C'est Michèle?  
 - Oui, c'est moi.  
 - Salut. Ici c'est Isabelle.  
 - Salut. Comment ça va?  
 - Bien, merci. Ecoute. Aujourd'hui  
 il y a une soirée chez Sophie.  
 - Ah oui! C'est vrai!  
 Qu'est-ce que tu portes?



- Une robe verte avec une veste rouge - et toi?  
 - Moi, je porte mon pantalon noir avec un pull vert.  
 - Ah joli! Allez! A ce soir!  
 - A ce soir.



Voici Marie. Qu'est-ce qu'elle porte aujourd'hui?

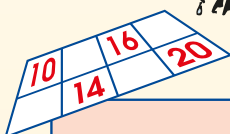
Elle porte:

-----  
 -----  
 -----  
 -----

Je n'aime pas  
le mauvais  
temps!



J'ai  
froid!



LOTO




28

Regarde la carte, colorie en vert une région. Aujourd'hui:

**les Pays de la Loire.**

Un château: -----

Un grand fleuve: -----

*Au revoir, à bientôt.*

page onze



## On y va ! Petites aventures en France

This programme includes:

- A pupil activity book
- 2 teachers' CDs of stories also available on our Media App
- A Teacher's Guide with Photocopiable Masters
- A set of black and white text cards

*On y va ! Petites aventures en France* was created following demand from 11, 12, and 13 year olds who wanted to continue learning and excelling at languages with a fun and structured programme alongside their regular MFL classes at Secondary school. Licensees also wanted to continue using a quality programme which would help their pupils to progress confidently to a higher level of listening, speaking, reading and writing the French language.



*On y va ! Petites aventures en France* is great for children who have acquired a sufficient amount of vocabulary and are confident with basic oral skills. They will enjoy the feeling of achievement having read a text in French, understood some rules of the language and improved their oral skills.

The children need to have completed *Mon tour de France* before starting on the *On y va ! Petites aventures en France* programme. *Bonjour la France* and *Mon tour de France* give them a good grounding. *On y va !* is a follow-up and many references are made to *Mon tour*. This is the time when older children can practise their French in real situations as if they were in France. For example: going to the swimming pool, a bus trip, shopping trip, going to the cinema, going for a walk, visiting a town, going camping, a train journey, helping at home, family routines or a pretend school trip to Madrid.

### About the programme

There are 19 modules. Teachers will generally spend two x 40/60 minute lessons per module, however some topics offer more scope and the number of lessons will be at the teacher's discretion.

Each module suggests a 'recap' section which is called the *Bain Français*, then detailed suggestions on how to 'Introduce the new vocabulary'. There is a section on 'Grammar' with explanation and exercises, then clear suggestions on 'How to introduce the story' and what to do during and after the story. Each module finishes with a section on 'Exercises for class or homework'. These are to be used at the teacher's discretion. Some can be adapted depending on the level of the children in the class.

### The Bain Français

The *Bain Français* is a 'recap' section performed at the beginning of each lesson. It is initiated by the teacher but soon the children can take turns at taking the teacher's role. It ensures the child is tuned into the language straight away. The children are hearing and speaking familiar language in every lesson so that the sounds are 'second nature' to them. The *Bain Français* is a very important feature of the La Jolie Ronde method. It has many advantages. The repetition of language learnt helps children to assimilate phrases quickly and to become more confident in their ability to speak. It responds to the children's need to repeat phrases again and again. It is designed to encourage less confident, shy children to build up their understanding and confidence.

The *Bain Français* can take ten to twenty minutes depending on the module. The Teacher's Guide gives suggestions for introducing variety. The *Bain Français* is also an excellent revision tool. It can be used to recall items which are to be recycled in the current lesson and therefore the teacher's notes suggest songs, rhymes or role-plays to revisit vocabulary introduced in previous programmes.

## Emphasis on grammar

*On y va ! Petites aventures en France* involves the children in more grammar. Verbs are gradually introduced without being too daunting and new grammar points are supported by short exercises. The amount of emphasis put on the comprehension of these grammatical concepts is at the discretion of the teacher.

## The Teacher's Guide

The comprehensive Teacher's Guide contains 279 pages and is organised in units entitled 'Modules'. Each module has a clear 'Objectives', 'New vocabulary' 'Passive vocabulary' and useful 'Recycling' area, specific to the language covered for each module. The main part of each module is entitled: 'Suggestions'. It allows teachers to be flexible with lesson planning and follows La Jolie Ronde methodology with clear ideas for the *Bain Français*, a section for introducing and reinforcing new vocabulary and another for presenting grammar points.

As the main tool for this programme is the stories, a long section has been allocated for this, giving ideas for presenting the stories and how to get the most out of them. The final part of each module lists the type of exercises available in the activity book and in the teacher's notes: 'Exercises for class or homework'. These are to be used at the teacher's discretion. Each module will need two lessons of forty minutes or more to be completed.

## The Activity Book

The left hand side pages of each module are for story illustrations. Each child is provided with a cut-up set of images (available in the teacher's notes) which they paste in the correct order of the story. The right hand side pages are dedicated to written exercises. At the end of the book, there are six 'dictionary' pages which list the main vocabulary. The children are invited to write the translation and to consult when necessary. Towards the end of the activity book, there are grammar pages: *Les outils de la langue* for reference purposes.

**The following pages show the first 4 pages of a 13 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.**

# Module 6 – Une visite au cinéma

## CD1 – Tracks 31 to 36

### Objectives:

- Learn words for places around town
- Practise verb 'to go'
- Understand use of 'au / à la / à l' / aux'
- Practise asking for and giving directions

### New vocabulary:

*l'office de tourisme, le plan de la ville, chercher, le cinéma, rencontrer, retrouver, un film, traverser, la rue, demander, la direction, beaucoup de, un immeuble, au coin de, la bibliothèque, un rond-point, décider, un passant, un carrefour, le jardin public, la cathédrale, continuer, tout droit, au bout de, la salle, trop tard, complet/complète, la cafétéria, la poste, la maison de la presse*

### Passive vocabulary:

*déjà, la route, peu après, alors que, quelle chance, bientôt, pleuvoir, heureusement, enfin, malheureusement, tout(e), une aventure, leur(s)*

### Recycle:

days, dates, weather, times, seasons, family members, -er verbs, present tense of *aller*, prepositions, *voir*, *l'agent de police*, *le commissariat de police*, *transport*, adjectives (*grand(e)*, *petit(e)*, *complet/complète*), *une ville*, *ici*, *voudrait*, simple directions (*à droite / à gauche / tournez*), *d'accord*, negatives (*ne... pas*), partitive article (*un ami de ses parents*), personal pronouns (*son, sa, ses*), present tense, *voir*, *dépêche-toi*, *porter*, *un parapluie*, *prendre*

### You will need:

- a set of text cards for the new vocabulary (including *aller* paradigm)
- a large die with subject pronouns
- a set of text cards in English
- a transcript of the story
- a set of 6 pictures for the story
- the accompanying town map
- a copy of the student's activity book with exercises for class or homework

## SUGGESTIONS

### Bain Français :

- Go over the days, dates, seasons and times, for example:

*Quel jour sommes-nous ?*

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

*En quelle saison sommes-nous ?*

*Quel temps fait-il en automne ?*



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On y va ! Petites aventures en France.



*Quelle heure est-il ?*

*Quel temps fait-il aujourd'hui ?*

*Qu'est-ce que tu portes en automne ?*

*Qu'est-ce que tu portes quand il pleut ?*

*A quelle heure fait-il noir en automne ? Etc.*

To help recap the above, recycle songs from previous programmes, for example:

*Mon Tour de France CD1 Track 2 Quelle heure est-il ?*

*Mon Tour de France CD1 Track 19 Le Rap des Mois.*

*Mon Tour de France CD2 Track 47 Pour aller à la gare ?*

*Bonjour la France Track 71 Benjamin (to practise shops).*

- Using flashcards and text cards, recycle vocabulary for places around town already introduced in *Bonjour la France* and *Mon Tour de France*, for example: shops and services. Play repetition / guessing games. Recap *il y a* with an accumulator game, for example: *Au centre ville, il y a...* Children can draw a picture(s) to describe places around town and guess the name of the place. With a partner, play a game of 'snap' saying place names as they turn the pictures over that they have drawn. Recap *à* + definite article (i.e. *au / à la / à l' / aux*): remind the children of the coloured border around the flashcards as a way of remembering the gender of nouns; make two lists or columns for places that are *au* places or *à la* places – give the children a timed challenge to see how many places they can find for each column. Then explain *à l'* and *aux*. Issue the children with flashcards of places; start with the phrase *pour aller...* and the children can vote for *au/à la/à l'/aux*. The children work in teams to make correct sentences either with text cards to choose from, or on whiteboards. For example: ask the children how to say "How do you get to the railway station, please?".
- Recap the present tense of the verb *aller*. Use a large die as per Module 1. Listen to the song *Je vais à la pêche* (*Mon Tour de France* CD2 Track 57). Team / pair game: issue the children with a verb paradigm cut up and challenge them to put the paradigm into the conventional order. Issue all letters contained in the verb paradigm and challenge the children to write down all parts of the verb. Practise using the present tense of the verb *aller* by asking questions, for example: *Comment vas-tu à l'école / au supermarché ?* etc. Reply: *Je vais...* or *Comment va John au cinéma ?* Reply: *Il va...* or *Comment est-ce que nous allons à la campagne ?*, *À quelle heure...?*
- In the following session(s), build on the above in your *Bain Français*, include some negative phrases incorporating the verb *aller*. Recycle prepositions learnt previously in *Mon Tour de France*. Play a game of hiding, or simply placing an object somewhere, for example a teddy bear or a toy car, to elicit a description of where the object is located using a phrase incorporating a preposition. Using a town map such as the one in Lesson 15 of *Mon Tour de France*, practise saying where places are.

## Introducing the new vocabulary:

Introduce places on the map: *l'office de tourisme, le plan de la ville, le cinéma, la rue, un immeuble, la bibliothèque, un rond-point, un carrefour, le jardin public, la cathédrale, la cafétéria*, using flashcards and text cards (download pictures from internet for flashcards,) and a variety of repetition, true/false, guessing games. Build on the accumulator game done in the *Bain français* and see which group can remember most places. Practise with text cards. Make a new / your own map / town plan and practise asking for and giving directions. Introduce extended directions, for example: *continuez à droite / à gauche; continuez tout droit; traversez la rue; au coin de la rue tournez à droite / à gauche; traversez le rond-point / le carrefour; au carrefour tournez à droite; le cinéma est au bout de la rue.*



With your class town plan, get the children to direct each other to places. Play a guessing game – one child gives directions and their partner must guess from the directions given which place their partner has chosen – perhaps saying: “*tu vas à la piscine – oui !*”

Reinforce use of *à* + article throughout and incorporate new –er verbs (*chercher / traverser / demander / décider / continuer*), for example: *Je cherche le cinéma, pour aller au cinéma... Je vais demander les directions pour aller au cinéma*. Use these phrases when introducing new directional phrases to familiarise the children with vocabulary prior to introducing the story. When practising language with the class, ask them “*Vous êtes d'accord ?*” to see if they agree with the directions; if incorrect, maybe use the phrase “*malheureusement, non*” to familiarise them with the meaning and pronunciation of this word which is found in the story.

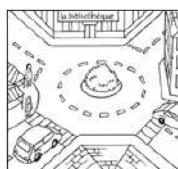
## Grammar:

Introduce the simple future: present tense of *aller* + the infinitive of the verb. Ask the children what they are going to do at home this evening / at the weekend by using verbs with which they are already familiar, for example: *regarder la télévision, chanter, voir, manger, nager, (se) bronzer, jouer au / à la, étudier, travailler, aller* (point out: *je vais aller* – I am going to go), *porter, prendre, dormir, faire du / de la, finir, lire*. NB: be careful with reflexive verbs as you need to change the pronoun with the infinitive, for example, *je vais me laver, tu vas te coucher*. Unless you are confident with this and only if your class is sufficiently able, it would probably be best to avoid *aller* + infinitive with reflexive verbs at this stage.

Concentrate on activities using the *je* form, for example: *je vais nager*.

Do some sentence-building work, for example: *Je vais nager à sept heures à la piscine*. Then introduce other parts of the verb *aller* and see if the children can work out the rule for talking about their plans for the future, i.e. present tense of the verb *aller* plus the infinitive of the activity verb. Once they fully understand, highlight *Je vais aller* (I am going to go). Do more sentence-building activities using different subjects and the present tense of *aller*. Give the children cut up versions of the *aller* verb paradigm and other parts of the sentence, for example, the infinitive verb, places, times, with whom, and challenge them to make up as many sentences as possible. Do this as a team game; give the teams a deadline and then give them the opportunity to say their phrases in turn; if no other team has exactly the same (grammatically correct!) phrase, they win a point.

As a written exercise, invite the children to write down their plans for the weekend. Complete the task as a diary insert: *Mon agenda*. Write either in bullet points with times or as a paragraph using time phrases already met, for example: *d'abord, après, plus tard, ensuite, enfin*, and/or including times of the day, for example: *le matin... l'après-midi... le soir...*



## Suggestions for the story:

### First Session:

Show the children the first picture from the story illustrations and ask them to say what they think might happen in the story. Encourage them to express their ideas in French, for example: *ils vont aller au cinéma, ils vont regarder un film; il y a une fille et un garçon – ils s'appellent...*



Read the story to the children. Issue them with the actual *Plan de la ville* and ask them to mark the route on the plan taken by the children in the story as they hear it unfold. If the teacher plans the route first, then the children should have a copy of the town plan like the teacher's with which to compare at the end of the story!

Pause before the last picture – cover over the bottom half, or all, of the last story illustration – and invite the children to guess what might happen at the end of the story. Possibly leave telling the ending of the story until the next session.

### Second Session:

When all the story has been introduced, give the children small cut up versions of the story in a random order. Read sections of the story out and get the children to hold up the corresponding story illustration. If the children have a good understanding, maybe do this by only giving them one sentence from each paragraph that accompanies the story illustration. Ask the children to come up with a word or phrase (in French!) as a title / summary of each part of the story.

The teacher should ask lots of oral questions based on the story illustrations including questions on: the weather; time, locations, directions, true/false statements, etc.

Cut up sentences from the story and ask the children to put them into the correct order. Ask the children to re-tell the story using the *Plan de la ville*, sending the children on a different route, to a different location, or re-writing the ending – where else could they go?

Act the story out in small groups actually asking for directions, with your classroom arranged and labelled like a town centre.

Using the mini-illustrations, re-tell the same story or make up a new story using the original as a model; children could make a small story book aimed at younger children.

Using the town plan *Le plan de la ville*, the children could make up their own role-plays asking for and giving directions. Refer to role-plays in *Mon Tour de France* (CD2 Track 48) and *Bonjour la France* (Track 86 Page 37) as a basis, and then incorporate extended directional language learnt throughout this module.

### **Exercises for class or homework:**

These are to be used at the teacher's discretion. Some can be adapted depending on the level of the children in the class.

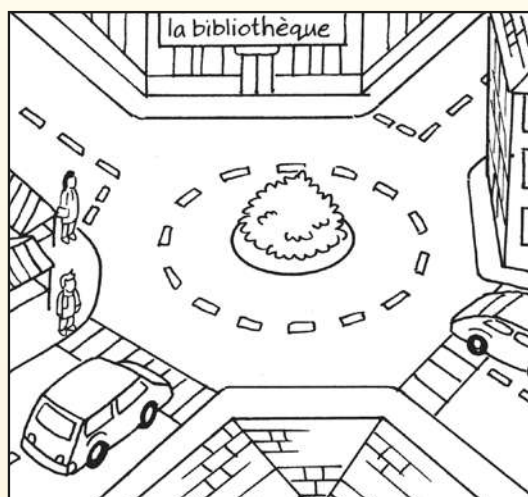
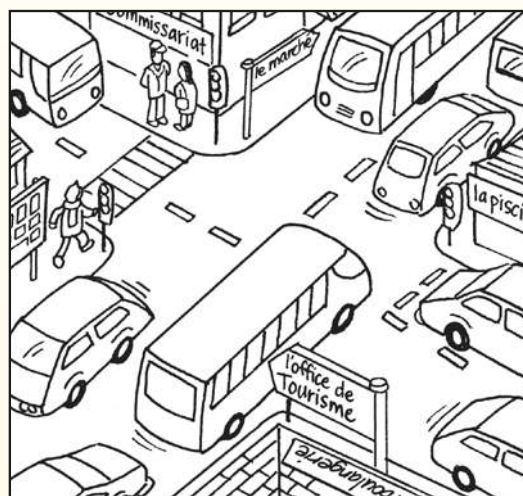
Some of these exercises could be done orally before giving out the homework sheet.

- Distribute a set of cut up images to each child and ask them to paste them in their book in the order of the story. Add a caption of their choice under each image.
- Complete sentences with *au/ à la/ à l'aux*.
- Complete sentences with *du/de la/de l' /des*.
- Place sentences in correct order.
- True/false statements.
- Fill in blanks with correct forms of verb.
- Translate into French.

Note: an extra set of exercises with answers is available in the Teacher's notes.



## Module 6 – Une visite au cinéma



**1 Complète les phrases avec : au / à la / à l' / aux :**

1. Je vais _____ piscine.	6. Vous allez _____ épicerie.
2. Tu vas _____ cinéma.	7. Ils vont _____ bibliothèque.
3. Il va _____ hôpital.	8. Elles vont _____ maison de la presse.
4. Elle va _____ magasin de vêtements.	9. Pour aller _____ office de tourisme, s'il vous plaît ?
5. Nous allons _____ jardin public.	10. Tournez à gauche _____ rond-point !

**2 Mets les phrases dans l'ordre correct :**

- A Sophie va demander la direction à un passant.
- B Paul va traverser la rue.
- C Sophie va demander la direction à l'agent de police.
- D Sophie, Paul et leurs parents vont prendre un chocolat chaud à la cafétéria.
- E Paul et Sophie vont retrouver leurs parents.
- F Paul va tourner à droite au rond-point.
- G La famille va aller voir un film au cinéma.
- H Sophie va tourner à gauche.
- I Un ami des parents va aller aussi au cinéma.
- J Sophie va traverser la rue et elle va continuer tout droit.

1 ____	2 ____	3 ____	4 ____	5 ____	6 ____	7 ____	8 ____	9 ____	10 ____
--------	--------	--------	--------	--------	--------	--------	--------	--------	---------

**3 Complète l'histoire : lis l'histoire et remplis les blancs avec la forme correcte du verbe 'aller' que tu vois dans la boîte en bas. Fais attention ! Il y a trop de verbes !**

C'est samedi. Sophie a faim. Elle demande à ses parents d'aller à la cafétéria. Ses parents disent : "Non, Sophie, aujourd'hui nous \_\_\_\_\_ rendre visite à Grand-père." Sophie est triste, alors sa maman dit : "Je \_\_\_\_\_ téléphoner à Grand-père." La maman de Sophie demande à son grand-père : "Est-ce que tu \_\_\_\_\_ manger avec nous à la cafétéria ?" Grand-père répond : "Vous \_\_\_\_\_ manger à midi ou le soir ?" Ils \_\_\_\_\_ aller à la cafétéria à midi. Sophie et sa maman \_\_\_\_\_ manger une pizza. Son grand-père \_\_\_\_\_ manger une omelette et son papa \_\_\_\_\_ manger du poulet rôti. Paul, le frère de Sophie, \_\_\_\_\_ retrouver la famille à la cafétéria. Ce matin, Paul rencontre ses amis à la piscine, ils \_\_\_\_\_ nager. Paul \_\_\_\_\_ avoir faim ! Qu'est-ce qu'il \_\_\_\_\_ manger ?

va	vais	allons	vas	allez	va
vont	va	allons	vont	va	vas
va	vont	allez	va	va	va



## Teaching 0-3 year olds with *Bonjour Bonbon!*

This programme includes:

- A comprehensive Teacher's Guide
- A resources CD – includes coloured and black & white storyboard images
- A sound CD for the teacher also available on our Media App
- 2 audio CDs of songs and rhymes also available on our Media App
- *Bonbon* bear



*Bonjour Bonbon!* is a unique programme for the *La Jolie Ronde* licensee network and is available to all licensees under their existing licensee agreement. It is not available for sale or use elsewhere. The programme has been specifically designed for use with adults and a mix of babies and toddlers aged up to three years old.

The programme offers concepts the toddler is already familiar with in everyday life covering 14 topics. Toddlers will be introduced to teddy bear *Bonbon*, who will play an integral part in the programme.

### Here is a list of the topics:

- |                            |                              |
|----------------------------|------------------------------|
| • Let's wake up!           | • Let's look at the weather! |
| • Let's wash!              | • Let's help!                |
| • Let's cook!              | • Let's play!                |
| • Let's go out: the park   | • Let's celebrate Christmas! |
| • Let's go out: the farm!  | • Let's go out: transport!   |
| • Let's go out: the zoo    | • Let's pretend!             |
| • Let's go out: the beach! | • Let's celebrate!           |

Research has shown that babies are born with the ability to distinguish all the possible sounds of the world languages and the first months and years of your child's life are crucial for sound recognition. French words, sounds and intonation will be naturally absorbed during a critical period of your child's linguistic development.

Multiple intelligences should be catered for (Gardner) – this is easiest to achieve for very young learners, where stimulation can be provided through music, movement, visual props and sensory experiences, games involving numeracy and reasoning skills, rhymes and poetry, artistic and imaginary play. Learning in a group also allows for interaction with others and develops social skills and tolerance. Research has shown that the best way for children to learn a second language is through social interactions and daily exposure to the language.

Different areas of the brain are involved in learning... it is linked to emotion, so it must be fun and exciting and it is especially beneficial if a parent or other carer with a close relationship to the toddler can be involved to support and encourage their learning. A shared activity like this can enhance the bond between adults and toddler/baby.

Exposing your baby/toddler to another language as early as possible will enable them to be better equipped with the necessary perceptual skills for learning and for speaking it with a new perfect accent!

Coming to a *La Jolie Ronde* Baby and Toddler Session provides all of the above. It is more beneficial than just using multimedia language learning resources with a small child because 'human interaction has been found to be crucial for language development in small children'. **(Leading language expert Patricia Kuhl).**

Activities used within the sessions engage all the senses and promote skills needed for other areas of learning. Studies have shown that children learning another language perform better at literacy and numeracy for example than those who haven't been exposed to another language.

*La Jolie Ronde* classes offer all the benefits of other early learning classes such as music groups, sing and sign activities

and other sensory classes, but with the additional benefit of providing a child with a skill for life thus equipping them for an increasingly global and competitive world.

*La Jolie Ronde* offers authentic sounds of the French language. The sessions are a mix of fun, interactive language based activities, designed for babies and toddlers aged 0-3 years.

The sessions are about exposing the toddlers to the language through exploration & play. Babies and Toddlers will learn via a combination of sounds and activities delivered through action songs, rhymes, stories, role play and fun craft activities. Most importantly, the toddlers will learn at their own pace.

## The Teacher's Guide

The comprehensive Teacher's Guide that accompanies this programme contains 458 pages and is jam-packed with a wealth of ideas for planning and delivering fun and interactive sessions.

- Each topic can be run independently and it is entirely at your discretion which to start with.
- Each topic offers the following sections: Language, a general introduction, links to other topics, let's imagine, let's play, let's say, let's make, let's explore, let's sing, let's tell a story, home links, further resources. The language section is a general guide to the vocabulary you will be using.
- There is a comprehensive section for ideas of *Bain français* activities, examples of lesson plans and end of lesson ideas.
- A clear list of songs, rhymes/chants and stories, together with their page reference has been added at the end of the programme, along with a transcript of the sound CD.
- Each topic offers references for recommended French books.
- A transcript of the CDs is available online.

**The following pages show the first 4 pages of a 28 page Lesson plan from the Teacher's Guide.**

# LET'S WAKE UP!

Links to the Early Years Foundation Stage Curriculum (DfE: 2012)

[www.early-education.org.uk](http://www.early-education.org.uk)

'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments' (DfE: 2012)

## LANGUAGE:

(track 1 on the Sound CD)

<i>réveille-toi!</i>	<i>sautiez!</i>	<i>je suis fatigué(e)</i>	<i>maman</i>
<i>un, deux, trois</i>	<i>marchez!</i>	<i>je fais dodo</i>	<i>papa</i>
<i>bonjour!</i>	<i>tournez</i>	<i>bonne nuit</i>	<i>en haut</i>
<i>secouez</i>	<i>frappez</i>	<i>dors bien!</i>	<i>en bas</i>
<i>la tête</i>	<i>par ici</i>	<i>(viens) faire un</i>	
<i>les mains</i>	<i>par là</i>	<i>calin</i>	
<i>les pieds</i>		<i>bisous</i>	
<i>(tout) le corps</i>			

## INTRODUCTION:

EYFS

**A Unique Child:** Associates a sequence of actions with daily routines. (*Mathematics: Shape, space and measure 2012*)

This topic is divided into two sections. The first section contains activities relating to **Waking up** and the second section relates to getting tired and **Going to sleep**. You can use these sections in whatever order suits you and your groups. You could consider starting the session with ideas from the 'Wake up section' section and following on with quieter 'wind-down' ideas from the 'Go to sleep' section.

Note: The rhymes: *Tic tac* track 10, *Petite étoile* track 67, and the songs on CDI: *Ainsi font les petites marionnettes* track 71, *Un, deux, trois Réveille-toi!* Track 11, *Secouez!* Track 12, *Je suis fatigué(e)* *Maman* track 68, *Dodo* track 69, *Fait Dodo Colin mon petit frère* track 70, and the story *Bonbon va au lit* on page 57: link all the different activities and games for this topic.

## LINKS TO OTHER TOPICS:

There are songs about going to sleep included in the topics Let's Pretend – princesses and Let's Celebrate – picnic which you could recycle here.



# LET'S WAKE UP!

## WAKING UP:



### Let's Imagine!

Introduce the 'story' of Bonbon the Bear who is the focus of this topic. He is very tired and needs help to wake up. Have Bonbon in a toy pram or cot or even just cradled in your arms in a blanket. Talk very quietly as you tell your group how sleepy he is and ask for ideas of how we can wake him up in a nice way.

Suggest to the group that you could wake him up by calling out "*Bonjour Bonbon!*" Take it in turns to try and wake him up. Perhaps Bonbon could snore loudly when these attempts to wake him up fail!?

Introduce the key vocabulary *Réveille-toi* and take it in turns to try to wake him up by saying this to him. Adults should be encouraged to join in as the toddlers may not be confident enough to speak within the group – or may simply be too young.

When Bonbon finally wakes up make a big deal of it and encourage the whole group to greet him by saying "*Bonjour Bonbon!*"

**You will need:** Bonbon, a toy pram/cot or a blanket to wrap him in.



### Let's Play!

#### EYFS

**A Unique Child:** Enjoys finding own nose, eyes or tummy as part of naming games and learns that own voice and actions have effects on others. (*Personal, Social and Emotional Development: Self-confidence and self-awareness 2012*)

#### Games and actions:

- Shake your body. Invite the toddlers to wake up each part of their body. Introduce the word *Secouez* and show the group how we can shake different parts of our body to wake up. Try to introduce the words for the parts of the body in the following order as this replicates the order in the song *Secouez*, track 12. Start with *la tête*, then *les mains*, then *les pieds*, and finally (*tout*) *le corps*. Encourage adults with smaller babies and toddlers to move the children's arms, legs and so on, repeating the key vocabulary all the time.



# LET'S WAKE UP!

- Talk with the group about other ways we could wake our bodies up. Discuss the different actions that we could do and introduce the French words for each one. You do the actions for each word as you say the French word. Get the toddlers to practise the action words *sautez*, *marchez*, *tournez*, *frappez*. Encourage the adults to say the words as well as doing the action but don't worry about the toddlers repeating the spoken word; encourage them to concentrate on the actions associated with each word.
- Stand up and wake up properly by practising different actions and moving around the room. Use *Sautez/marchez/tournez/frappez* and any other action words you have introduced to your group.
- Use music to turn this into a game of 'Musical Statues': play music (try to use music the toddlers are familiar with and to which they can do actions). Whilst the music is playing, the toddlers can move around the room, but when the music stops they must stop. You can then call out either a part of the body or an action which they should all do. Toddlers who are not yet walking can be carried by their adult.
- Play 'Follow my leader' by moving around the room with the group following you. Call out different action words and do the action, encouraging the group to copy you. Toddlers who are not yet walking can be carried by their parent. Adults might like to take their turn as leader, and the more confident toddlers would love to take their turn as leader and be 'in charge' of the group!



## Let's Say!

- Once you have discussed Bonbon waking up, you could talk about what kind of day it is. Is it sunny? Rainy? Is it windy? Snowing? If there is time you could sing a song about the weather or use rhymes from the weather topic to support this, if you wish. See CDI track 13 for song: *Quel temps fait-il?* page 80.
- Recite or chant the following with actions:

### *Tic tac* – CDI, track 10

*Tic tac tic tac je suis réveillé(e).*  
*Tic tac tic tac je veux me lever.*

Tic tac I have woken up.  
 Tic tac I want to get up.

*Tic tac tic tac je mange, je bois, je pense.*  
*Tic tac tic tac je saute, je cours, je danse.*

Tic tac I eat, I drink, I think.  
 Tic tac I jump, I run, I dance.

*Tic tac tic tac je suis fatigué(e).*  
*Tic tac tic tac je veux me coucher.*

Tic tac tic tac I am tired.  
 Tic tac tic tac I want to go to bed.

- You may like to discuss the clothes Bonbon should wear. He normally wears just a t-shirt, but the toddlers will also love to show him what they are wearing.

# LET'S WAKE UP!



## Let's Make!

EYFS

**A Unique Child:** Experiments with blocks, colours and marks. (*Expressive arts and design: Exploring and using media and materials 2012*)

- Give the toddlers a picture of Bonbon, and ask them to draw the weather as it was when Bonbon woke up if you discussed this earlier in the session. If you didn't discuss the weather they could simply colour in Bonbon.

**You will need:** an image of Bonbon available on the Resources CD.

- Consider making a weather chart to take along to the sessions. You would simply need a sheet of blue card, and some cut out shapes depicting different weather conditions. The toddlers could then pick out the relevant picture and stick it onto the blue card as you introduce the corresponding French.
- Make a collage picture using breakfast cereal. This could be a picture of the sun, or maybe a picture of Bonbon, using the cereal to make his fur!



## Let's Explore!

EYFS

**A Unique Child:** Frequently imitates words and sounds and experiments with using sounds and words to communicate for a range of purposes. (*Communication and Language: Speaking 2012*)

- Remind the group of the way in which you were speaking at the start of the session. Bonbon was asleep so you were speaking very quietly. Ask them how we talked once Bonbon was awake and as you do so raise your voice in contrast. Play some counting games where you alter the volume of your voice as you count. Get the toddlers to listen and copy, using the correct volume as well as the correct word. Quieter toddlers especially love this game as it positively encourages them to speak quietly. Conversely, other toddlers love having the opportunity to use their 'big voices'!

EYFS

**A Unique Child:** Pays attention to dominant stimulus and has a strong exploratory impulse. (*Communication and Language: Listening and attention 2012*)

- Bring an alarm clock to the session and let the toddlers listen to the 'tic toc' and the noise of the alarm itself. It would be fun to hide the clock and let the toddlers see if they can find it by listening!

# EXAMPLES OF LESSON PLANS

Reminder: it's a good idea to prepare more material than you think you will need, or have extra songs ready to use with your group, as the classes can be unpredictable and it's always better to have something up your sleeve!

Have a variety of activities prepared for your session that include some that are more active and other that are quieter. These quieter activities should be used at any time during a session where you want to encourage a more calm and focussed atmosphere.

## EXAMPLE LESSON PLANS USING 'LET'S WAKE UP' TOPIC, IN A NURSERY SETTING. TWENTY MINUTES.

*"I run 20 minute sessions in a nursery setting, where two members of staff accompany me and up to eight children (aged on average between 14 mths and 2yrs old). I always bring my 'French' cuddly bear wrapped up in a big flag, as well as a bag of percussion instruments and a bag of small wooden animal shapes. Here is an example of lesson planning following the Let's wake up topic."* Dominique

### Session 1

#### Bain Français

Bonbon is asleep. Pass him around so each toddler can cuddle him and/or say *Bonjour*.

Sing the **Bienvenue** song together CDI track 2.

Bonbon is still asleep! Sing a more lively song to help Bonbon wake up. **Ainsi font, font, font.**

CDI track 71. Encourage the adults to help the toddlers with the actions. If they have their bears, use the bear as dancing puppet. If not, use their hands.

Get the adults to count the fingers on the toddlers's hands. Count to five then tickle the toddler "*guilli guilli!*"

Use a blanket to cover a toddler/baby: Count to five altogether then cover a toddler/baby up and say "*coucou!*" when the blanket comes off.

#### Main section

Lets Play: Bonbon has woken up. Talk about actions to wake up our bodies and go through them: *marchez, sautez, tournez, frappez*. Show how Bonbon does the actions and encourage group to copy.

Lets Play: Move around the room and play 'Follow my Leader'. Get a toddler to lead if possible.

Lets Sing: Sing **1, 2, 3 Réveille-toi!** CDI track 11. Prepare for the activity by reiterating all the actions.

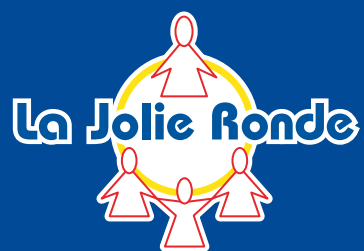
Going to sleep, Lets Explore: Show the toddlers Bonbon's blanket and let them touch it, talk about how it feels – soft, rough? *C'est doux*.

Lets Sing: Wrap Bonbon up in the blanket and sing **Dodo** CDI track 69.

Lets Tell a Story: Tell the story **Bonbon va au lit**.

#### Conclusion

Sit quietly with all the toddlers and bears cuddled up. Congratulate them and say that it is now time to go back into nursery. Say a quiet *Au Revoir* to Bonbon and sing the **Au Revoir** song CDI track 75.



Happy Language Learning

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