Units 1 and 2
les couleurs (colours)

What the units cover
All the worksheets are found on the Skoldo website using the following link.
In these units children learn to greet each other, ask how they are, say good bye and reply to the reading of the register.
They also learn eleven colours.
Colour in three European flags (Skoldo worksheet)

How the French language develops
It encourages children to listen attentively to new sounds and to start speaking simple French.
It reinforces opportunities for children to work co-operatively.

Prior learning
It is helpful if pupils already know:
• how to speak audibly and clearly
• how to work with a partner
• how to listen whilst someone else is talking

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
Unit 1:1 Colorie les chaussettes (Skoldo worksheet)
Unit 1:2 Complète et colorie les drapeaux (Skoldo worksheet)
Unit 1:3 Couleurs – wordsearch (Skoldo worksheet)
Unit 2:1 Ajoute les voyelles (a e i o u y) (Skoldo worksheet)
Unit 2:2 Mots-croisés – crossword (Skoldo worksheet)
Unit 2:3 Couleurs – wordsearch (Skoldo worksheet)
BINGO Couleurs (Skoldo worksheet)
COLOURING PICTURE Meunier tu dors (Skoldo worksheet)

Pronunciation ‘ou’
• bonjour - hello
• rouge - red
These 9 flashcards can be downloaded on line at www.skoldo.com
• le moulin - windmill
• la bougie - candle
• le bouton - button
• le hibou - owl
• le loup - wolf
• la mouette - seagull
• le mouton - sheep
• la souris - mouse
• la poule - hen

Units 1 and 2
les couleurs
Lucy Montgomery t/a Ecole Alouette 2010
Links with other subjects

**Literacy:** speak with clarity; listen to others in class, ask relevant questions and follow instructions;
Listen carefully to instructions given by an adult or on a CD.
Remember that silence is needed in order for everyone to take part in following oral instructions.

**Mathematics:** Nothing relevant in this unit

**English:** Using vowels

**Music:** Learning the song “Meunier tu dors”

**Geography:** Colour three European flags and learn that France is in Europe.

**ICT:** Use the Skoldo interactive CDrom to revise the ten colours.

**PSHCE:** develop good relationships and respect differences between people; think about the lives of people living in other places, and people with different values and customs; appreciate that differences and similarities between the lives of people arise from a number of factors; listen to other people; play and work cooperatively

**Expectations**

**At the end of this unit all the children will:**
• understand about three European countries and flags
• greet others with confidence
• reply to the questions Çà va?
• know that there are 6 vowels in French

**some children will have progressed further and will:**
• be able to complete a crossword covering all ten colours
• be able to initiate asking the question Çà va?

Completion of progress chart

**know vowels:**
Tick the box if the pupil knows the following:
There are 6 vowels in French and Y is a vowel in French.
Add an extra tick if the child can pronounce the vowel ‘y’.

**know colours:**
Tick the box if the pupil can do the following:
Look at flashcards of colours and name the colour in French
Add an extra tick if the child can pronounce the colours well.

**Çà va?**
Tick the box if the pupil can reply to the question: Çà va?
Add an extra tick if the child can initiate the conversation.

**Bonjour and au revoir:**
Tick the box if the pupil can do the following:
Greet with Bonjour and say goodbye Au revoir
Add an extra tick if the child can say what Bon jour means literally.

**Meunier tu dors:**
Tick the box if the pupil can do the following:
Sing “Meunier tu dors” looking at the words as a prompt.
Add an extra tick if the child can translate the following words:
le meunier (miller)
le Moulin (windmill)
tu dors (you’re sleeping)
vite (quick)
fort (strong)
Language

Core language
Bonjour! Hello!
Salut! Hi!
Ça va? How are you?
Ça va bien? I'm fine
Au revoir Goodbye
Pré sent/présente present (calling the register)

rouge red
bleu blue
vert green
ej aune yellow
orange orange
rose pink
marron brown
gris grey
noir black
violet purple
blanc white

Additional language for this unit
les voyelles (a e i o u y) vowels (a e i o u y)
colorie colour (command)
la chaussette sock
mots-croisés crossword
ajoute add
complète complete
écris write
Je sais parler français. I know how to speak French.
entoure circle
trouve find

Additional language for teachers
super, bravo, très bien! super, great, very good!
Taisez-vous Be quiet
Ecoutez/Ecoute Listen (plural/singular)
Venez/Viens ici Come here (plural/singular)
Montrez/Montre-moi Show me (plural/singular)
Répétez/Répète Repeat (plural/singular)
Touchez/Touche l'image Touch (plural/singular) the picture
Répétez/Répète si c’est vrai Repeat (plural/singular) if it’s true
Recommencez/Recommence Start (plural/singular) again

Units 1 and 2
les couleurs
Lucy Montgomery t/a Ecole Alouette 2010
Activities and games

**As-tu le bleu?**  Have you got the blue?

Children sit in a circle
Take six coloured felt squares (blue, red, white, yellow, pink and green)
Whilst singing ‘Meunier tu dors’ get the children to pass the felts round in a circle.
On the last word of the song (fort) the children with the felt squares sit on them (the others pretend to do the same). Children take it in turns to ask each other “As-tu le (whatever colour)?” until the correct child has been asked.
Keep going until all the colours have been discovered.

**TIP** Write the colours of each felt square on the board.
As they are discovered, tick them off so the children can see what colours have been mentioned.

**SONG : Meunier tu dors**

The children stand in a circle.
One child sits in the middle pretending to be asleep. He is the miller (le meunier).
The children join hands and sing:

- **Meunier** (sway to the left), **tu dors** (sway to the right)
- **Ton moulin, ton moulin** (sway to the left)
- **va trop vite** (sway to the right)
- **Meunier** (sway to the left), **tu dors** (sway to the right)
- **Ton moulin, ton moulin** (sway to the left)
- **va trop fort** (sway to the right)

- **Ton Moulin, ton moulin va trop vite** (skip to the left)
- **Ton moulin, ton moulin va trop fort** (skip to the right)
- **Ton Moulin, ton moulin va trop vite** (skip to the left)
- **Ton moulin, ton moulin va trop fort** (skip to the right)

**Colours bingo**

[www.skoldo.com/worksheets/french/topics](http://www.skoldo.com/worksheets/french/topics)

Hand out sheets and ask children to circle 5 colours in the top row.
The teacher has his own copy of the game and begins to call out each colour at random, marking which word he has called out.
If a child has circled one of the pictures, he crosses it out.
The first child with all five colours crossed out is the winner.
Carry on playing all four games.

**NB** If you do not want to photocopy, then the children can write five colours words in French and the teacher reads out the 10 French colours words very slowly.
If a child has written one of the words, he crosses it out.
The first child with all five words crossed out is the winner.

**les couleurs de l’arc en ciel**

the colours of the rainbow

Quelles sont les couleurs de l’arc en ciel ?
What are the colours in a rainbow?

- rouge - orange - jaune - vert - bleu - indigo - violet

The indigo zone is very small and can’t usually be seen.
You only sees the 6 dominant colours clearly.

**ICT**  (Skoldo interactive CDrom)

The Skoldo French interactive CDrom is ideal for practising COLOURS
It can bought on-line at [www.skoldo.com](http://www.skoldo.com)

Units 1 and 2
les couleurs
Lucy Montgomery t/a Ecole Alouette 2010
## Progress chart for Skoldo Units 1 and 2

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Vowels x 6</th>
<th>Colours x 10</th>
<th>Ça va?</th>
<th>Bonjour</th>
<th>Au revoir</th>
<th>Meunier tu dors</th>
<th>Child’s Name</th>
<th>Vowels x 6</th>
<th>Colours x 10</th>
<th>Ça va?</th>
<th>Bonjour</th>
<th>Au revoir</th>
<th>Meunier tu dors</th>
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</tbody>
</table>

**Units 1 and 2**

**les couleurs**

Lucy Montgomery t/a Ecole Alouette 2010
meunier tu dors

y
Ça va?

Ça va bien.
bonjour

au revoir
Units 4 and 5
les nombres (numbers)

What the units cover
All the worksheets are found on the Skoldo website using the following link.
In these units children learn how to ask how old they are and to give the answer.
They learn numbers 1 – 20 pair (even) and impair (odd).
They are told that colours always come after the noun they describe.
Colours describing a plural word usually have a plural ‘s’ added.
The exceptions are marron and orange which never change.

How the French language develops
It encourages children to listen attentively to new sounds and to start speaking simple French.
It reinforces opportunities for children to work cooperatively.

Prior learning
It is helpful if pupils already know:
• how to count to 20 using even numbers only
• how to count to 20 using odd numbers only
• how to listen whilst someone else is talking
• how to speak clearly when asking a question

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
Unit 4:1 Compte et écris (Skoldo worksheet)
Unit 4:2 Compte, calcule et écris (Skoldo worksheet)
Unit 4:3 Dessine dans les carrés (Skoldo worksheet)
Unit 5:1 Ecoute et écris (Skoldo worksheet)
Unit 5:2 Réponds aux questions (Skoldo worksheet)
Unit 5:3 Calcule et écris (Skoldo worksheet)
BINGO Numbers (Skoldo worksheet)
http://www.skoldo.com/worksheets/french/topics

Pronunciation ‘on’
• marron - brown
• bonjour - hello
These 9 flashcards can be downloaded on line at www.skoldo.com
• le crayon - pencil
• le citron - lemon
• le papillon - butterfly
• l’avion - aeroplane
• le ballon - ball
• le cochon - pig
• le bonbon - sweet
• le lion - lion
• la poisson - fish

Units 4 and 5
les nombres
Lucy Montgomery t/a Ecole Alouette 2010
Links with other subjects

Literacy: speak with clarity; listen to others in class, ask relevant questions and follow instructions;
Listen carefully to instructions given by an adult or on a CD when trying these worksheets. Remember that silence is needed in order for everyone to take part in following oral instructions.

Unit 4:1 Compte et écris (Skoldo worksheet)
Unit 5:1 Ecoute et écris (Skoldo worksheet)

Mathematics:
Unit 4:2 Compte, calcule et écris (Skoldo worksheet)
Unit 5:3 Calcule et écris (Skoldo worksheet)

Co-ordinates: Complete the puzzle page:
Unit 4:3 Dessine dans les carrés (Skoldo worksheet)

Grammar: Picking out the vowels in French words
Music: Revise the song “Meunier tu dors”
ICT: Use the Skoldo interactive CDrom to revise the ten numbers

Expectations

At the end of these units all the children will:

- be able to count up to 10 (without prompting)
- be able to count up to 20 (with prompting)
- ask a partner how old they are
- reply to the questions Quel âge as-tu?
- know that ‘impar’ means odd and ‘pair’ means even
- be able to count up to 20 (using only odd or even numbers)
- answer the question “Combien de …y a-t-il?” with “Il y en a …”
- know that colours come after the noun they describe, in French.

Completion of progress chart

know numbers 1 - 10:
Tick the box if the pupils can count up to 10:
Add an extra tick if the child can count up to ten in even/odd numbers.

know numbers 1 - 20:
Tick the box if the pupils can count from 1 - 20
Add an extra tick if the pupil can pronounce the following six (see) ballons huit (wee) ballons dix (dee) ballons

Quel âge as-tu?
Tick the box if the pupil can reply J’ai …ans.
Add an extra tick if the child can ask the question.

Combien de … y a-t-il?
Tick the box if the pupil can reply: Il y en a …
It helps if you show a flashcard with several items on it
Add an extra tick if the child can spell Il y en a

The plural ‘s’
Tick the box if the pupil can say that an ‘s’ is usually needed to make a word plural.
Add an extra tick if the child can say that this extra letter is not usually pronounced in French.

- trois fraises rouges
deux livres verts
**Language**

**Core language**

Quel âge as-tu?
J'ai ... ans.
Combien de ... y a-t-il?
Il y en a ...
pair
impair
un
deuX
trois
quatre
cinq
six
sept
huit
neuf
dix
onze
douze
treize
quatorze
quinze
seize
dix-sept
dix-huit
dix-neuf
vingt

How old are you?
I'm ...
How many ... are there?
There are ...
even
odd
one
two
three
four
five
six
seven
eight
nine
ten
eleven	
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

**Additional language for this unit**

compte et écris
compte, calcule et écris
dessine dans les carrés
écoute et écris
réponds aux questions
calcule et écris
comptez jusqu'à 20
trois fraises rouges
deux livres verts
quatre pulls bleus
cinq jupes jaunes
un hamster marron
dix fleurs orange
sept glaces roses
neuf crayons bleus
huit citrons jaunes
six papillons violets
count and write
count, work out and write
write in the squares
listen to and write
answer the questions
work out and write
count up to 20
three red strawberries
two green books
four blue jumpers
five yellow skirts
one brown hamster
ten orange flowers
seven pink ice-creams
nine blue pencils
eight yellow lemons
six purple butterflies

**Pronunciation**

- The numbers six, huit and dix when followed by another word, drop their final sound. six (see) ballons huit (wee) voitures
- y a-t-il
- Il y en a
- J'ai

Units 4 and 5
les nombres
Lucy Montgomery t/a Ecole Alouette 2010
Activities and games

Addition game

Teacher claps his hands five times and on the fourth and five clap he calls out two numbers from 1 – 10.

Example: clap clap clap deux six
He then points to a child who has to add the two numbers together and call out the answer in French - huit.
He then claps five times and calls out two more numbers from 1 – 10 and chooses someone to give the answer.
This game can continue for several minutes but if it goes on too long the children get bored.

TIP It works best if the clapper and the answerer are standing up.
When they have finished calling out the numbers and giving the answers they choose two more people to stand up and continue the game.

SONG: Meunier tu dors

The children stand in a circle.
One child sits in the middle pretending to be asleep.
He is the miller (le meunier).
The children join hands and sing:

Meunier (sway to the left), tu dors (sway to the right)
Ton moulin, ton moulin (sway to the left)
va trop vite (sway to the right)
Meunier (sway to the left), tu dors (sway to the right)
Ton moulin, ton moulin (sway to the left)
va trop fort (sway to the right)

Ton Moulin, ton moulin va trop vite (skip to the left)
Ton moulin, ton moulin va trop fort (skip to the right)
Ton Moulin, ton moulin va trop vite (skip to the left)
Ton moulin, ton moulin va trop fort (skip to the right)

Numbers bingo (Skoldo worksheet)

These bingo sheets are found on the Skoldo website http://www.skoldo.com/worksheets/french/topics

The teacher can either photocopy the bingo sheets for the children or he can ask the children to choose five different numbers from 1 - 10 or from 11 – 20 a scrap piece of paper.
The teacher calls out the 10 numbers very slowly.
(remember to keep a record of which number has been called.)
If a child has written down one of the numbers he can cross it out.
The first child to cross out all five numbers cries 'loto'

un deux trois quatre cinq
six sept huit neuf dix
onze douze treize quatorze quinze
seize dix-sept dix-huit dix-neuf vingt

ICT (Skoldo interactive CDrom)

The Skoldo French interactive CDrom is ideal for practising NUMBERS
It can bought on-line at www.skoldo.com

Flashcards (Skoldo flashcards)

UNITS 4 and 5 to download the numbers 1 – 10 and 10 – 20.
The conversation flashcards for Quel âge as-tu? and Combien de ... y a-t-il? are also available.
# Progress chart for Skoldo Units 4 and 5

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>numbers 1-10</th>
<th>numbers 10-20</th>
<th>Quel âge as-tu?</th>
<th>Combien de …?</th>
<th>Plural ‘s’</th>
<th>Child’s Name</th>
<th>numbers 1-10</th>
<th>numbers 10-20</th>
<th>Quel âge as-tu?</th>
<th>Combien de …?</th>
<th>Plural ‘s’</th>
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Units 4 and 5
les nombres
Lucy Montgomery t/a Ecole Alouette 2010
six ballons

huit voitures
Combien de

y a-t-il
Il y en a

J’ai
Units 6 and 17
l’alphabet et l’apostrophe (alphabet and apostrophe)

What the units cover
All the worksheets are found on the Skoldo website using the following link.
In these units children learn the French alphabet and the use of the apostrophe before a word beginning with a vowel.
They learn the questions:
“Comment tu t’appelles?” (What’s you name?)
“Comment ça s’écrit?” (How do you spell that?)
They are introduced to more vocabulary connected with the alphabet and vocabulary beginning with a vowel.

How the French language develops
These units encourage children to listen attentively to new sounds and practice pronouncing more French words.
Extra vocabulary is introduced to illustrate the alphabet.

Prior learning
It is helpful if pupils already know:
• the complete alphabet in English
• that there are 6 vowels in French
• w (double u) in French is pronounced w (double v)
• y in French is pronounced i grec (greek i)
• g in French is pronounced like the English j
• j in French is pronounced like the English g

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
Unit 6:1 l’alphabet (Picture of complete alphabet) (Skoldo worksheet)
Unit 6:2 Cherche les lettres et complète le mot (Skoldo worksheet)
Unit 6:3 Comment tu t’appelles? (Skoldo worksheet)
Unit 17:1 Ecoute et écris le bon numéro (Skoldo worksheet)
Unit 17:2 l’apostrophe (Skoldo worksheet)
Unit 17:3 Trouve les 10 différences (Skoldo worksheet)
BINGO Alphabet (Skoldo worksheets)
http://www.skoldo.com/worksheets/french/topics

Pronunciation
These words can be downloaded as flashcards on line at www.skoldo.com
A l’avion (aeroplane)
B le ballon (ball)
C le cochon (pig)
D le drapeau (flag)
E l’escargot (snail)
F la fraise (strawberry)
G la glace (ice-cream)
H le hérisson (hedgehog)
I l’igloo (igloo)
J la jonquille (daffodil)
K le kangourou (kangaroo)
L le lion (lion)
M le mouton (sheep)
N le nounours (teddy)
O l’orange (orange)
P la pomme (apple)
Q la quille (skittle)
R le renard (fox)
S le soleil (sun)
T la tomate (tomato)
U l’univers (universe)
V la vache (cow)
W le wagon (carriage)
X le xylophone
Y le yoyo
Z le zébre (zebra)
Links with other subjects

Literacy: speak with clarity; listen to others in class, ask relevant questions and follow instructions;
Listen carefully to instructions given by an adult or on a CD when trying these worksheets. Remember that silence is needed in order for everyone to take part in following oral instructions.

Unit 6:1 Listen to the alphabet being read (Skoldo worksheet)

Writing:
Unit 6:2 Complete alphabet words (Skoldo worksheet)
Unit 6:3 Picture clues to find names (Skoldo worksheet)
Unit 17:2 Putting words into alphabetical order (Skoldo worksheet)

Observation
Unit 17:3 Spot the difference (Skoldo worksheet)

Grammar: ‘the’ is written l’ when the noun begins with a vowel.
Example: l’avion l’arbre
ÇÇ The accent on the C is called a cedilla.
It shows that the C is pronounced as an S.
Music; Learn the alphabet song “L’alphabet”

Expectations
At the end of these units all the children will:
• be able to pronounce the French alphabet (with prompting)
• be able to say the French for a e i o u y w j g (without prompting)
• ask a partner their name
• reply to the question Comment tu t’appelles?
• know that there are 6 vowels in French a e i o u y
• be able to pronounce the l’ in words beginning with a vowel
• be able to recognize 26 words (one for each letter of the alphabet)
• be able to spell out their own name

Completion of progress chart

know 26 letters of the alphabet:
Tick the box if the pupils can recite the 26 letters of the alphabet:
Add an extra tick if the child can pronounce Y G J W I without prompting.

know 6 vowels:
Tick the box if the pupils can say all 6 vowels in French.
Add an extra tick if the pupil can pronounce the following
l’avion l’escargot l’univers l’éléphant

Comment tu t’appelles?
Tick the box if the pupil can reply Je m’appelle ...,
Add an extra tick if the child can ask the question

Comment ça s’écrit?
Tick the box if the pupil can spell their name
Add an extra tick if the child can name the accent on the Ç

I’ (le or la before a vowel)
Tick the box if the pupil can say why le or la is written l’ before a vowel.
Add an extra tick if the child can name any French words beginning with a vowel.

Units 6 and 17
l’alphabet et l’apostrophe
Lucy Montgomery t/a Ecole Alouette 2010
Language
Core language
Comment tu t’appelles? What’s your name?
Je m’appelle … I’m called …
Comment ça s’écrit? How do you spell it?
A l’avion (aeroplane)
B le ballon (ball)
C le cochon (pig)
D le drapeau (flag)
E l’escargot (snail)
F la fraise (strawberry)
G la glace (ice-cream)
H le hérisson (hedgehog)
I l’igloo (igloo)
J la jonquille (daffodil)
K le kangourou (kangaroo)
L le lion (lion)
M le mouton (sheep)
N le nounours (teddy)
O l’orange (orange)
P la pomme (apple)
Q la quille (skittle)
R le renard (fox)
S le soleil (sun)
T la tomate (tomato)
U l’univers (Universe)
V la vache (cow)
W le wagon (carriage)
X le xylophone
Y le yoyo
Z le zèbre (zebra)

Additional language for this unit
cherche les lettres find the letters
complète le mot complete the word
écoute et écris le bon numéro listen to and write the correct number
trouve les 10 différences spot the 10 differences
trois fraises rouges three red strawberries
deux livres verts two green books
quatre pulls bleus four blue jumpers
cinq jupes jaunes five yellow skirts
un hamster marron one brown hamster
dix fleurs orange ten orange flowers
sept glaces roses seven pink ice-creams
neuf crayons bleus nine blue pencils
huit citrons jaunes eight yellow lemons
six papillons violets six purple butterflies

Pronunciation
- The complete alphabet in French
- The six vowels in French
- Je m’appelle …
- Comment ça s’écrit?
- J and G (in French)
- Y and W (in French)
- l’avion, l’escargot, l’igloo, l’orange, l’univers, le yoyo
Activities and games

Spelling game

Teacher hands out some scrap paper or asks the children to open their rough books.
He spells out very slowly a word from the 26 alphabet words found in Unit 6.1 l’alphabet (all 26 letters and words) (Skoldo worksheet) http://www.skoldo.com/worksheets/french/french-book-1

The children write down the letters as they are read out.
When the word has been spelt out the children swap books with a neighbour, who then marks the letters as the teacher reads them out in English.

Example: R E N A R D (fox)

TIP To make the exercise more fun you could play at being spies and give the children the password which they have to write down in French.
Make sure the children have no French worksheets or books in front of them,
Those who write it down correctly survive
Those who write it down are captured

SONG : the alphabet

This song is sung to the tune of ‘Twinkle Twinkle little star.’
Although the tune may seem babyish, it is worth reminding the children that a simple well known tune makes learning the alphabet easier.
They only have the pronunciation to worry about.

TIP: Don’t try and learn the whole alphabet at once. Learn it in sections.

Apostrophe bingo (Skoldo worksheets)

Alphabet bingo

These bingo sheets are found on the Skoldo website http://www.skoldo.com/worksheets/french/topics

The teacher can either photocopy the bingo sheets for the children or he can ask the children to choose five different letters of the alphabet/apostrophe words on a scrap piece of paper.
The teacher calls out (randomly) the 26 letters of the alphabet or the apostrophe words very slowly.
(remember to keep a record of which letters/words have been called.)
If a child has written down one of the letters/words he can cross it out.
The first child to cross out all five letters/words cries ‘loto’

Extra worksheets (Skoldo worksheets)


COLOURING

Unit 7:1 all 26 alphabet images combined into one large picture

WRITING

Unit 7:2 complete alphabet words

PUZZLE

Unit 7:3 letter codes to find numbers and colours

Flashcards (Skoldo flashcards)

Download all 26 alphabet flashcards
## Progress chart for Skoldo Units 6 and 17

| Child’s Name | 26 x alphabet | 6 x vowels | Comment tu t’appelles? | Spell name | | Child’s Name | 26 x alphabet | 6 x vowels | Comment tu t’appelles? | Spell name |
|--------------|---------------|------------|-----------------------|------------|

Units 6 and 17  
l’alphabet et l’apostrophe  
Lucy Montgomery t/a Ecole Alouette 2010
Je m’appelle
Comment ça s’écrit?

j g y w h r
l’avion l’escargot
l’igloo
l’orange l’univers
le yoyo
Units 11 and 12
les vêtements (clothes)

What the units cover
All the worksheets are found using the following link.  
In these units children learn 10 words for articles of clothing.  
They learn the questions:
"Comment tu t’appelles?" (What’s your name?)
"Où habites-tu?" (Where do you live?)
They learn that nouns, in French, are either masculine or feminine.
They learn that the French for ‘the’ is either le (masculine) or la (feminine) or l’ (If the word begins with a vowel)

How the French language develops
These units encourage children to listen attentively to new sounds and practice pronouncing more French words.
The concept of masculine and feminine is difficult to comprehend.
More conversation questions and answers are learnt.

Prior learning
It is helpful if pupils already know:
• what masculine and feminine means
• that red is usually associated with feminine and blue with masculine
• what a noun is
• that ‘the’ is called the definite article

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
Unit 11:1 Listen and write the correct number (Skoldo worksheet)
Unit 11:2 Answer the questions in full (Skoldo worksheet)
Unit 11:3 Colour the washing line picture (Skoldo worksheet)
Unit 12:1 Listen and write the correct number (Skoldo worksheet)
Unit 12:2 Find the hidden word (Skoldo worksheet)
Unit 12:3 Find the hidden word (Skoldo worksheet)
Unit 9:2 BINGO Colours and numbers (Skoldo worksheets)

Pronunciation
• le
• la
• J’habite
• le pull (French ‘u’ is difficult to pronounce)
• la jupe (French ‘u’ is difficult to pronounce)
• la chaussure (ch is pronounced sh)
• il y en a
• vert and violet (Don’t pronounce the final ‘t’)
• Où
• The French for London is Londres
• When saying Paris, in French, you don’t pronounce the final ‘s’.

Units 11 and 12
les vêtements
Lucy Montgomery t/a Ecole Alouette 2010
Links with other subjects

Literacy
Listen carefully to instructions given by an adult or on a CD when trying these worksheets. Remember that silence is needed in order for everyone to take part in following oral instructions.

Unit 11:1/Unit 12:1 Complete the sentence with the correct number
Writing:
Unit 11:2 Answer the questions using complete sentences.
Grammar:
The French for ‘the’ is le or la
Remember colours come after the word they describe
Capital letters, full stops and nouns
Questions require a question mark at the end
J’habite (Je habite) The apostrophe shows that the ‘e’ of Je is missing. (Je means I in French)
The language ‘French’ français doesn’t have a capital letter.
The people ‘French’ Français do have a capital letter.

Music; Learn the “Bonjour ma cousine”

Expectations
At the end of these units all the children will be able to:
• recognise 10 items of clothing in French
• write down numbers 10 – 20 when they hear them read out
• know how to say what they are called in French
• know how to spell their name
• know how to say where they live in French
• know that le is masculine and la is feminine
• know that ‘the’ is called the definite article

Completion of progress chart

know the French for 10 items of clothing:
Tick the box if the pupils know each item of clothing:
Add an extra tick if the child correctly puts the le or la before each word.

know numbers 10 - 20:
Tick the box if the pupils can count from 10 – 20 without prompting.
Add an extra tick if the pupil can pronounce the following.
six (see) ballons huit (wee) ballons dix (dee) ballons

Où habites-tu?
Tick the box if the pupil can reply to the question:
Où habites-tu?
Add an extra tick if the child can tell you which letter has been replaced by the apostrophe in J’habite.

nouns
Tick the box if the pupil can:
tell you what a noun is and that in French all nouns are either masculine or feminine.
Add an extra tick if the child can say the ‘the’ is the definite article

français and Français
Tick the box if the pupil can:
tell you that ‘Français’ when describing a person has a capital letter and ‘français’ when describing the language does not have a capital letter.
Add an extra tick if the child can name of the accent in ç (cedilla)
**Core language**

Comment tu t’appelles?  What’s your name?
Je m’appelle …. I’m called …
Où habites-tu?  Where do you live?
J’habite à … I live in …

la chemise  shirt
le jean  jeans
la jupe  skirt
le pull  jumper
la robe  dress
la basket  trainer
la chaussette  sock
la chaussure  shoe
le pantalon  trousers
le tee-shirt  tee-shirt

le  the (masculine)
la  the (feminine)

Paris
New York
Londres
Sydney

**Additional language for this unit**

le numéro  number
est  is
français  French (language)
le Français  French (masculine person)
la Française  French (feminine person)
le pyjama  pyjamas
le mot  word
l’image  picture
le mouton  sheep
la pomme  apple
le lion  lion
le zèbre  zebra
le nounours  teddy bear

super, bravo, très bien!  super, great, very good!
De quelle couleur est…?  What colour is…?
Colorie l’image.  Colour the picture.

**Pronunciation**

• le pull  (the ‘u’ is difficult to pronounce)
• la jupe  (the ‘u’ is difficult to pronounce)
• la chaussure
• le mouton
• le nounours
• Y and W (in French)
• le Français  la Française

Units 11 and 12
les vêtements
Lucy Montgomery t/a Ecole Alouette 2010
Activities and games

Memory game
The pupils work in their table groups or in pairs.
First child names an item of clothing ie la chemise
The next person/group has to remember the first word and add another ie la chemise, la robe
The next person/pair continues la chemise, la robe, la chaussette until all 10 words have been included.

Simple dice game
This game is photocopiable and found on the Skoldo website http://www.skoldo.com/worksheets/french/french-book-1

Unit 9:3 Pirate dice game
Fold the paper in half (one side for each game)
The teacher rolls the dice and calls out the number - that part of the pirate is coloured in.
Continue until all the numbers on the pirate have been used.
TIP: To make the game more fun you can divide the room into two or play boys against girls.
The teachers takes a blue and a red dice and throws them both at the same time and calls out ROUGE (number) BLEU (number)
The first group to fill in their pirate is the winner

SONG : Bonjour ma cousine
This is a traditional French children’s song
Bonjour ma cousine Hello cousin
Bonjour mon cousin germain Hello first cousin
On m’a dit que vous m’aimiez I’m told that you love me
Est-ce bien la vérité? Is it true?
Je n’ém en soucie guère I don’t really care
× 2
Passez par ici et moi par là You go this way and I’ll go that way
Au-r’voir ma cousine Goodbye Cousin
et puis voilà and there you are

Clothes bingo (Skoldo worksheets)
This bingo sheet is found on the Skoldo website http://www.skoldo.com/worksheets/french/topics
The teacher can either photocopy the bingo sheet for the children or he can ask the children to draw five different items of clothing on a scrap piece of paper.
The teacher calls out (randomly) all 10 items of clothing very slowly. (Remember to keep a record of which items have been called.)
If a child has drawn one of the items of clothing he can cross it out.
The first child to cross out all five pictures cries ‘loto’

Revision bingo Colours and numbers
These bingo sheets are found on the Skoldo website http://www.skoldo.com/worksheets/french/topics

Extra worksheets (Skoldo worksheets)

REVISION TEST
Unit 9:4 a test to see how much the children have understood
ANSWERS TO THE REVISION TEST
Unit 9:5 all the answers

WRITING
Unit 8:2 Answering questions with complete sentences
ALPHABET PICTURE
Unit 8:3 Fill in the missing letters of the alphabet and colour picture

Flashcards (Skoldo flashcards)
Download all the flashcards connected with UNITS 11 and 12
### Progress chart for Skoldo Units 11 and 12 (clothes)

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x clothing</th>
<th>numbers 10-20</th>
<th>Où habites-tu?</th>
<th>Nouns</th>
<th>French ‘F’ ‘f’</th>
<th>Child’s Name</th>
<th>10 x clothing</th>
<th>numbers 10-20</th>
<th>Où habites-tu?</th>
<th>Nouns</th>
<th>French ‘F’ ‘f’</th>
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</table>

Units 11 and 12  
les vêtements  
Lucy Montgomery t/a Ecole Alouette 2010
le pull
la jupe
le mouton
le nounours
Où habites-tu?

J’habite à
le Français
la Française
le français
Units 14 and 15
J’ai faim. (I’m hungry)

What the units cover
All the worksheets are found using the following link.
In these units children learn 10 words for food.
They learn the conversation:
“Bonjour, je voudrais…. ” (Hello/Good morning, I’d like…)
They learn how to say s’il vous plaît (please) and merci (thank you).
They learn that the plural word for ‘the’, in French, is les.
Les is the plural word for both le and la.

How the French language develops
These units introduce vocabulary connected with food.
This enables the children to ask for things to eat.
Politeness plays a part with the words ‘please’ and ‘thank you’.
Learn about the apostrophe (see Unit 17 Skoldo Book One)
www.skoldo.com/worksheets/french/french-book-1

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
Unit 14:1 Listen to the sentences and write the correct number
Unit 14:2 Pictures and initial letters make new words
Unit 14:3 Battleship grid
Unit 15:1 Listen to mini conversations and write the correct number
Unit 15:2 Revision of food and clothes – le and la
Unit 15:3 Paper craft – cut out food and stick them on silhouettes
Unit 19:2 BINGO Food and clothes (Skoldo worksheets)

Pronunciation
• Je voudrais
• S’il vous plaît
• le, la and les
• du (the ‘u’ is difficult to pronounce)
• de, le, je
• l’œuf (the ‘t’ is pronounced)
• les œufs (the final ‘f’ and ‘s’ are not pronounced)
• Remember that the final consonant is rarely pronounced in French.
  le lait le pot les frites les pâtes le paquet plait

Prior learning
It is helpful if pupils already know:
• that an apostrophe is used to replace a missing letter.
• there are 6 vowels in French – a e i o u y
• there are two meanings for the word some
  several (some sweets)
a portion of (some bread)
Links with other subjects

Grammar:
The French word for ‘the’ in the plural ‘les’
le pull (jumper) les pulls (jumpers)
là chaussette (sock) les chaussettes (socks)
l’oeuf (egg) les oeufs (eggs)

Here you are introduced to three ways of saying ‘some’ in French.
le fromage du fromage (some cheese)
là confiture de la confiture (some jam)
les frites des frites (some chips)

Music: Rap found in unit 23 (Skoldo Book One).
Je fais les courses (I go shopping)
www.skoldo.com/worksheets/french/french-book-1

ICT: Use the Skoldo interactive CDrom to revise the ten items of food.
www.skoldo.com/resource/french/software

PSHCE: Listen whilst others speak French.
Work as a group asking for things to buy.

Expectations

At the end of these units all the children will be able to:
• Recognise 10 food items in French
• understand the French for le, la, l’ and les
• understand that ‘some’ can mean several or a portion of
• know how to ask for something in a shop
• know how greet someone
• know how to say ‘please’ and ‘thank you’
• remember that final consonants are rarely pronounced in French

Completion of progress chart

know the French for 10 things to eat:
Tick the box if the pupils know the French for 10 things to eat:
Add an extra tick if the child correctly puts the le, la, l’ or les before each word.

apostrophe:
Tick the box if the pupils can:
say when an apostrophe is used and what it looks like.
Add an extra tick if the pupil can say which two vowels could be missing in the French word l’.

asking for food:
Tick the box if the pupil can:
say the following: Bonjour, je voudrais
Add an extra tick if the child can ask for two things to eat without prompting.

pronunciation
Tick the box if the pupil can:
pronounce the following words: le lait, le pot, la confiture
Add an extra tick if the child can pronounce the following:
l’oeuf and les oeufs

plural ‘les’
Tick the box if the pupil can:
tell you when the French word ‘les’ is used and explain what plural means
Add an extra tick if the child can pronounce the word ‘les’

Units 14 and 15
J’ai faim
Lucy Montgomery t/a Ecole Alouette 2010
Language
Core language
Bonjour
Hello/Good Morning
Je voudrais....
I’d like....
Merci
Thank you
S’il vous plaît.
Please
J’ai faim.
I’m hungry.
le beurre
butter
la confiture
jam
le fromage
cheese
le lait
milk
le pain
bread
le miel
honey
les frites
chips
les pâtes
pasta
l’oeuf
egg
le yaourt
yoghurt
une baguette
French stick (bread)
un pot de
a jar/pot of
un paquet de
a packet of
du, de la, des
some (three different ways of saying some in French.)
le
the (masculine)
là
the (feminine)
l’
the (before a vowel)
les
the (plural)

Additional language for this unit
Most of these words come from the French Alphabet found in Skoldo Book One Unit 6:
www.skoldo.com/worksheets/french/french-book-1
le bonbon
sweet
la glace
ice-cream
l’avion
aeroplane
l’escargot
snail
la jonquille
daffodil
l’univers
universe
le renard
fox
la vache
cow
l’orange
orange
le ballon
ball
trouve
find
écris
write
écoute
listen to
découpe
cut out
bataille navale
battle ships

Additional song/rap material for teachers
www.skoldo.com/worksheets/french/french-book-1
Unit 23 RAP: Je fais les courses
Unit 13 SONG: Joyeux anniversaire (Happy Birthday)
Activities and games

Battle ships

Unit 14:3 Battle ships
Hand out the Battleship grids (one to each child)
Ask each child to draw five crosses in five different squares (from the top grid first and then the bottom grid)
The teacher randomly calls out the co-ordinates of each square.
If a child has a cross in this square he scribbles it out.
The winner is the child with a cross marked in the last square called out by the teacher.

Paper craft

Unit 15:3 Battle ships
Hand out the sheets of paper and ask the children to cut off the bottom part of the paper (along the dotted line)
Colour the pictures of food.
Cut round each food picture (again round the dotted lines) and stick the food onto its silhouette.
Label, if time.

Pictures to colour

There is a selection of food related pictures to colour in the Book One worksheets section of the website.

Flashcards (Skoldo flashcards)

Download all the flashcards connected with UNITS 14 and 15

Bingo

www.skoldo.com/worksheets/french/topics Look for Bingo

Colours and numbers 1 – 20

Food and colours

Food and clothes

Hand out the sheets. The children circle five pictures in the top row.
The teacher has his own copy of the game and begins to call out each word at random, marking which word he has called out.
If a child has circled one of the pictures, he crosses it out.
The first child with all five pictures crossed out is the winner.

Carry on play all four games.
If more games wish to be played then the children can mark another selection of five pictures with a coloured crayon.
NB If you do not want to photocopy, then the children can write five foods in English and the teacher reads out the 10 French food words very slowly.
The first child with all five words crossed out is the winner.

Quiz

Write in French the answer to each question.
1. A white liquid full of calcium.
2. It is made of wheat, water and yeast.
3. Long chunks of potato fried in deep fat.
4. It comes from bees.
5. It is usually made in Italy from durum wheat.
6. They are laid by hens.
7. It is made of sugar and fruit.
## Progress chart for Skoldo Units 14 and 15

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>10 x food</th>
<th>apostrophe</th>
<th>Asking for food</th>
<th>pronunciation</th>
<th>plural</th>
<th>Child's Name</th>
<th>10 x food</th>
<th>apostrophe</th>
<th>Asking for food</th>
<th>pronunciation</th>
<th>plural</th>
</tr>
</thead>
</table>

**Units 14 and 15**

J’ai faim

Lucy Montgomery t/a Ecole Alouette 2010
le lait
le pot
les pâtes
les frites
le  la  les

l’oeuf

les oeufs
Je voudrais
s’il vous plaît
About these units

What the units cover
In this unit children learn how to use the masculine and feminine form of colours.
They learn how to say ‘de quelle couleur?’ (what colour?)
They learn the difference between ‘est’ (is) and ‘et’ (and)
They learn that, in French, the colours always come after the noun they describe.

How the French language develops
These units introduce vocabulary connected with animals.
Colours are looked into more thoroughly enabling the children to describe them.
The children learn that animals are nouns and colours are adjectives.

Prior learning
It is helpful if pupils already know:
• that an apostrophe is used to replace a missing letter.
• there are 6 vowels in French – a e i o u y
• when a French word begins with a vowel the le or la becomes l’.

New or revised language and concepts
• Listening to simple instructions in French.
• Combien de … y a-t-il? How many … are there?
• Il y en a … There are …
• Vous désirez? What would you like?
• Comment tu t’appelles? What’s your name?
• Quel âge as-tu? How old are you?
• Où habites-tu? Where do you live?
• The children are introduced to vowels and consonants.
• Revising numbers 10 - 20

Pronunciation
• Practice pronouncing the French alphabet
See unit 6 at the link below
www.skoldo.com/worksheets/french/french-book-1
www.skoldo.com/resource/french/alphabet
• Masculine and feminine forms of colours
• The fact that ‘h’ is not pronounced in French.
  le hamster
• est
• De quelle couleur est?
Links with other subjects

Literacy: Learn to read sentences and very short conversations in French.

Communication skills:
• General everyday questions and answers.
Visit Unit 21 at this link
www.skoldo.com/worksheets/french/french-book-1

Mathematics: Simple addition and subtraction

Grammar:
- Question marks
- Full stops
- Capital letters

Music: Song found in unit 23 (Skoldo Elementary Book).
www.skoldo.com/worksheets/french/elementary

ICT: Use the Skoldo interactive CDrom to revise the ten animals.
www.skoldo.com/resource/french/software

PSHCE: Try and listen whilst others speak French.
Work as a group asking and answering questions.

Expectations

At the end of these units all the children will be able to:
• Recognise 10 animals.
• Know how to say ‘What colour is?’ in French.
• Know that there are sometimes different spellings for the same colour depending on whether you are describing a masculine or feminine noun.

Completion of progress chart

Know the French for 10 animals
Tick the box if the pupils know the French for 10 animals.
Add an extra tick if the child correctly pronounces the word, ‘le hamster’.

Masculine and feminine colours
Tick the box if the pupils can pronounce the feminine of:
violet (violette)  vert (verte)  bleu (bleue)  gris (grise)
Add an extra tick if the pupil can say which two colours never change in French.

Asking what colour something is
Tick the box if the pupil can say the following:
De quelle couleur est?
Add an extra tick if the child can give a reply in French.

Pronunciation
Tick the box if the pupil can pronounce the following sentence:
Le chien est noir et blanc.
La vache est noire et blanche.
Add an extra tick if the child can tell you why ‘noir’ and ‘blanc’ are spelt differently.

Vowels and consonants
Tick the box if the pupil can:
tell you which letters of the alphabet are vowels and which are consonants. (This could be done in English at first)
Add an extra tick if the child can pronounce the word six French vowels.
### Language

**Core language**

Bonjour  Hello/Good Morning  
De quelle couleur est?  What colour is?  

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>le chat</td>
<td>cat</td>
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<tr>
<td>le chien</td>
<td>dog</td>
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<tr>
<td>le poisson</td>
<td>fish</td>
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<tr>
<td>le lapin</td>
<td>rabbit</td>
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<tr>
<td>le hamster</td>
<td>hamster</td>
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<td>le mouton</td>
<td>sheep</td>
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<td>le cheval</td>
<td>horse</td>
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<td>le cochon</td>
<td>pig</td>
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<td>la vache</td>
<td>cow</td>
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<td>la poule</td>
<td>hen</td>
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<td>bleu/bleue</td>
<td>blue</td>
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<td>vert/verte</td>
<td>green</td>
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<td>gris/grise</td>
<td>grey</td>
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<tr>
<td>violet/violette</td>
<td>purple</td>
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<tr>
<td>blanc/blanche</td>
<td>white</td>
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<tr>
<td>noir/noire</td>
<td>black</td>
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<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
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<tbody>
<tr>
<td>est</td>
<td>is</td>
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<td>et</td>
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</table>

**Additional language for these units**

Most of these words come from the French Alphabet found in 
Skoldo Book One unit 6:  

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>course au trésor</td>
<td>treasure map</td>
</tr>
<tr>
<td>le bon numéro</td>
<td>the correct number</td>
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<tr>
<td>la bonne réponse</td>
<td>the correct answer</td>
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<tr>
<td>les consonnes/les voyelles</td>
<td>consonants/vowels</td>
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<td>le lion</td>
<td>lion</td>
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<tr>
<td>l’oiseau</td>
<td>bird</td>
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<tr>
<td>le loup</td>
<td>wolf</td>
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</tbody>
</table>

**Additional language for teachers**

Écris/écrivez les consonnes  Write the consonants  
Écris/écrivez les voyelles  Write the vowels  
Trouve/trouvez  Find  
Écoute/écoutez  Listen to  
Compte/comptez  Count  
Calcule/calculez  Work out (sums)  

**Additional material for teachers Units 21 and 22**  
[www.skoldo.com/worksheets/french/elementary](http://www.skoldo.com/worksheets/french/elementary)  
[www.skoldo.com/flashcards/french/elementary](http://www.skoldo.com/flashcards/french/elementary)
Activities and games

Sit down bingo
Get everyone to write in French or draw one of the 10 animals on a piece of paper and stand up.
The teacher calls out, in French, one of the animals.
Whichever pupil has that animal in front of them sits down.
The teacher carries on until there is one animal left.
Whoever has that animal is the winner.
This game can be played several times.

Craft
Find the ‘make a booklet or frieze’ in unit 23 (Toc! Toc! Toc!):
www.skoldo.com/worksheets/french/elementary
Download the ‘make a booklet or frieze’ page and photocopy it so that each child has a copy.
Colour all the pictures first and then carefully cut the page long ways (following the dotted line).
Stick or staple the two ends together (duck to cat) to make a frieze.
You could also cut along the dotted line and then cut up each animal + song title and staple the little booklet together.

Animal bingo with sound effects
Look at Unit 24 found at:
www.skoldo.com/worksheets/french/elementary
Hand out the sheets and ask the pupils to circle any box of six animals.
The teacher begins to play the CD (if the game has been found in the Teacher’s Handbook) or click on the musical notes on the down loaded game.
When the pupil hears the animal noise, he checks to see if he has that animal in his box of six.
If the animal is the box, the pupil crosses it out.
The first pupil who crosses out all six pictures (in the box) is the winner.
Carry on play all four games.
If more games wish to be played then the children can remark their animals with a coloured crayon instead of crossing them out again.

Quiz
Write, in French, the answer to each question.
1. It has a woollen coat.
2. It gives us milk.
3. It has fins.
4. It lays eggs.
5. It wears shoes.
6. It is said to have nine lives.
7. It is known as ‘man’s best friend’.

Units 21 and 22
les animaux
Lucy Montgomery t/a Ecole Alouette 2010
## Progress chart for Skoldo Units 21 & 22

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x animals</th>
<th>m and f colours</th>
<th>Asking colour</th>
<th>pronunciation</th>
<th>vowels</th>
<th>consonants</th>
<th>Child’s Name</th>
<th>10 x animals</th>
<th>m and f colours</th>
<th>Asking colour</th>
<th>pronunciation</th>
<th>vowels</th>
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</table>
blanc
blanche
violet
violette
vert
verte
gris
grise
De quelle couleur est le hamster ?
Units 24 and 25
les fruits et les légumes (fruit and vegetables)

What the units cover
In these units children learn how to ask for things in a shop
They revise the plural
They learn the difficult plural spellings of some vegetables
They are introduced to ‘madame’ and ‘monsieur’ when addressing a woman or a man.

How the French language develops
These units introduce fruit and vegetables
The children will be able to point to something and ask:
“Qu’est-ce que c’est?” (What is it?)
They will learn the indefinite article ‘a’
In French a (masculine) is un
In French a (feminine) is une
Simple shopping conversations are introduced

Prior learning
It is helpful if pupils already know:
• what ‘alphabetical order’ means
• what the definite and indefinite article is (in English)
• some colours, in French, change when describing a feminine word.

New or revised language and concepts
• Bonjour/Au-revoir  Hello/goodbye
• Salut! Ça va?  Hi! How are you?
• Comment tu t’appelles? What’s your name?
• Vous désirez? What would you like?
• Je voudrais … I’d like…
• De quelle couleur est? What colour is?
• un (un is the masculine form for a/one)
• une (une is the feminine form for a/one)
• des (means ‘some’ or ‘any’)
• S’il vous plaît Please (when speaking to an adult)
• S’il te plaît Please (when speaking to an friend/parent/child)

Pronunciation
• Remember that the plural ‘s’ is not pronounced
  la pomme/les pommes
• Remember that the plural ‘x’ is not pronounced
  le chou/les choux
• les petits pois and le chou-fleur
• Je voudrais
• S’il vous plaît and S’il te plaît
Links with other subjects

Communication skills:
• Simple shopping

Mathematics:
• Simple addition and subtraction

Grammar: Indefinite article ‘a/an’ and definite article ‘the’
  Plural
  Alphabetical order

Music: Songs found in units 27 and 30 (Skoldo Elementary Book).
www.skoldo.com/worksheets/french/elementary

J’adore les glaces and la soupe aux légumes

ICT: Use the Skoldo interactive CDrom to revise the ten fruit and vegetables.
www.skoldo.com/resource/french/software

Science: Learn which vegetables grow below the ground and which grow above the ground.
See Unit 25 at the following link
www.skoldo.com/worksheets/french/elementary

Expectations

At the end of these units all the children will:
• Recognise 10 fruit and vegetable words in French.
• Know how to ask for something in a shop
• Know how to be polite addressing a shopkeeper
  ‘Bonjour, monsieur’ ‘Bonjour, madame’
• Know how to say ‘please’ ‘thank you’ and ‘good bye’

Completion of progress chart

know the French for 10 fruits and vegetables
Tick the box if the pupils know the French for 10 fruits and vegetables.
Add an extra tick if the child can remember five of them by heart.

please and thank you
Tick the box if the pupils can tell you how to say ‘please’ and ‘thank you’ in French.
Add an extra tick if the pupil can say which please they would use for a friend and which for a shop keeper.

plural
Tick the box if the pupil can say the plural of ‘the’ (les) in French.
Add an extra tick if the child can pronounce correctly the plural of la pomme de terre (les pommes de terre).

shopping
Tick the box if the pupil can ask for some fruit or vegetable in French.
Add an extra tick if the child can pronounce ‘Je voudrais six bananes.’ correctly. (Don’t forget six before a noun is pronounced ‘see’ and you don’t pronounce the ‘s’ of voudrais and bananes.)

definite and indefinite articles
Tick the box if the pupil know that ‘the’ is a definite article and ‘a/an’ is the indefinite article.
Add an extra tick if the child can name the definite articles (le, la and les) and indefinite articles (un, une and des) in French.
Language

Core language

De quelle couleur est?  What colour is?
Bonjour/Au-revoir  Hello/goodbye
Salut! Ça va?  Hi!  How are you?
Vous désirez?  What would you like?
Je voudrais …  I’d like…
Bonjour monsieur  Hello (When addressing a man)
Bonjour madame  Hello (When addressing a woman)
Bonjour mademoiselle  Hello (When addressing a young girl)

Additional language for these units

Qu’est-ce que c’est?  What is it?
C’est un (masculine)  It’s a
C’est une (feminine)  It’s a
l’ordre alphabétique  alphabetical order
et avec ça?  Will that be all? (when being served)
C’est tout, merci.  That’s all, thank you

Additional language for teachers

Écris/écrivez  Write
Trouve/trouvez  Find
Écoute/écoutez  Listen to
Compte/comptez  Count
Calcule/calculez  Work out (sums)
Traduis/traduisez  Translate

Additional material for teachers Units 24 and 25

www.skoldo.com/worksheets/french/french-book-1
www.skoldo.com/worksheets/french/elementary
www.skoldo.com/flashcards/french/elementary

la pomme  apple
la poire  pear
la banane  banana
la fraise  strawberry
le citron  lemon
la pomme de terre  potato
les petits pois  peas
la carotte  carrot
le chou-fleur  cauliflower
le chou  cabbage
les pommes de terre  potatoes
les choux  cabbages
les choux-fleurs  cauliflowers
Activities and games

Above or below the ground
The children choose whether to put their hands on their heads or sit on them.
Hands on heads – vegetables that grow above ground
Sitting on hands – vegetables that grow under ground
The teacher has five flashcards or words in front of him and after three – un deux trois, the children have to position their hands.
The teacher then reads out one of the vegetables
Example la pomme de terre (under ground).
The children sitting on their hands are the winners.

Craft
Find ‘making a vegetable box’
www.skoldo.com/worksheets/french/topics
Download the ‘making a vegetable box’ page and photocopy it so each child has a copy.
First colour all the pictures and write your name in the middle square. Then cut out the vegetables at the bottom of the page and keep them safely.
Cut out the four sides of the box and fold the edges into position.
When the box has been completed, place the little cut out vegetables inside.
The children can work in pairs and ask for the small cut out vegetable pretending to shop.
Bonjour, monsieur, je voudrais une carotte s’il vous plaît.
Bonjour, madame, je voudrais une pomme de terre s’il vous plaît.

Numbers, food and animal bingo

Look at Unit 29 found at:
www.skoldo.com/worksheets/french/elementary
Hand out sheets and ask children to circle 5 pictures in the top row.
The teacher has his own copy of the game and begins to call out each word at random, marking which word he has called out.
If a child has circled one of the pictures, he crosses it out.
The first child with all five pictures crossed out is the winner.
Cary on play all four games.
If more games wish to be played then the children can mark their selection of five pictures with a coloured crayon.
NB If you do not want to photocopy, then the children can write five fruit or vegetables in English and the teacher reads out the 10 French fruit or vegetable words very slowly. If a child has written down one of the words in English, he crosses it out.
The first child with all five words crossed out is the winner.

Quiz
Write, in French, the answer to each question.
1. Its juice is sour.
2. Its juice makes cider.
3. It goes well with a cheese sauce.
4. It is the main ingredient for chips.
5. It traditionally grows on straw.
6. It grows in bunches.
7. It is full of vitamin A which helps eyesight adjust to light change.

Units 24 and 25
les fruits et les légumes
Lucy Montgomery t/a Ecole Alouette 2009
<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x fruit &amp; veg</th>
<th>Please Thank you</th>
<th>plural</th>
<th>shopping</th>
<th>Indefinite and definite articles</th>
<th>Child’s Name</th>
<th>10 x fruit &amp; veg</th>
<th>Please Thank you</th>
<th>plural</th>
<th>shopping</th>
<th>Indefinite and definite articles</th>
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s’il vous plaît
s’il te plaît
merci
au revoir
la pomme de terre

les pommes de terre
un une des

Je voudrais six pommes.
Units 31 and 32
la tête et le corps (head and body)

What the units cover
In these units children learn how to ask and answer the question Qu’est-ce que c’est? What is it?
C’est un/une It’s a
They revise the masculine and feminine
They learn how to spell in French (revising the alphabet)
They also learn ‘Jacques a dit’ (Simon says) in French.

How the French language develops
These units introduce vocabulary connected with the body.
The use of the definite and indefinite articles are revised
Spelling is introduced
Simple translation into English
Beginning sentences with J’ai (I have)

Prior learning
It is helpful if pupils already know:
• how to play ‘Simon says’ only using the verb ‘touch’
• the song ‘Head shoulders knees and toes’
• the apostrophe
• the alphabet
• capital letters and full stops (writing sentences)

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
Unit 31:1 Vegetables growing above and below ground
Unit 31:2 Co-ordinates
Unit 31:3 Dice game (Like a beetle drive!)
Unit 32:1 Co-ordinates
Unit 32:2 Translate into English
Unit 32:3 Spot the 10 differences
www.skoldo.com/worksheets/french/topics
BINGO Numbers and the body (Skoldo worksheets)

Pronunciation
• Qu’est-ce que c’est?
• C’est
• un
• une
• les yeux
• les cheveux
• les oreilles
• le pied
• J’ai
• All 26 letters of the alphabet
Links with other subjects
Communication skills:
• Playing ‘Jacques a dit’ (Simon says)
• Asking how words are spelt
Mathematics:
• Co-ordinates
Grammar:
Indefinite article ‘a/an’ and definite article ‘the’
Verb ‘to have’ J’ai tu as il a elle a
C’est un (masculine) It’s a
C’est une (feminine) It’s a
The plural of le nez is les nez (You do not have to add an ‘s’)
Music: Song found in unit 33
www.skoldo.com/worksheets/french/elementary
Tête, épaules, genoux et pieds
ICT: Use the Skoldo interactive CDrom to revise ten parts of the body.
www.skoldo.com/resource/french/software
Science: Learn which vegetables grow below the ground and
which grow above the ground.
www.skoldo.com/worksheets/french/elementary

Expectations
At the end of these units all the children will:
• Recognise the French for 10 parts of the body.
• Know how to say ‘What is it?’ (Qu’est-ce que c’est?)
• know how to play ‘Simon says’ in French
• be able to sing ‘Head shoulders knees and toes’ in French
• be able to say how many arms, legs, eyes etc they have

Completion of progress chart
know the French for 10 parts of the body
Tick the box if the pupils know the French for 10 parts of the body.
Add an extra tick if the child can pronounce ‘les yeux’.
play ‘Jacques a dit’
Tick the box if the pupils can respond to the basic instructions.
Example: Touche la tête (touch your head)
Add an extra tick if the pupil can remember the French for ‘Simon
says’ (Jacques a dit)
spell their name
Tick the box if the pupil can spell their first name in French.
Add an extra tick if the child can remember the French for ‘Simon
says’ (Jacques a dit)
spell their name
Tick the box if the pupil can spell their first name in French.
Add an extra tick if the child can remember the French for ‘Simon
says’ (Jacques a dit)

describe how many parts of the body they have
Tick the box if the pupil can say how many parts of the body they
have. (Not all, just one or two)
J’ai deux bras. J’ai une bouche.
Add an extra tick if the child can pronounce ‘J’ai deux yeux’
correctly.
Qu’est-ce que c’est?
Tick the box if the pupil knows how to pronounce ‘Qu’est-ce que
c’est?’ (Show him the word)
Add an extra tick if the child can answer ‘Qu’est-ce que c’est?’
Example: (Show him a picture of a mouth)
C’est une bouche. It’s a mouth.
Language

Core language

J’ai I have
Il a He has
Elle a She has
le corps the body
la tête the head
Qu’est-ce que c’est? What is it?
C’est It’s
Eppelle le mot Spell the word
Jacques a dit Simon says
Comment tu t’appelles? What’s your name?
Je m’appelle I’m called ...
Comment ça s’écrit? How’s that spelt?
Ça s’écrit It’s spelt ...

la bouche mouth
les cheveux hair
la joue cheek
le nez nose
les oreilles ears
les yeux eyes
le pied foot
la main hand
la jambe leg
le bras arm

Additional language for this unit

l’escargot snail
le papillon butterfly
l’abeille bee
l’araignée spider
le jeu de dé dice game
Trouve les 10 différences. Find the 10 differences.
l’épaule shoulder
le genou knee
la phrase sentence
anglais English
français French
le mouchoir handkerchief
la brosse à dents tooth brush
la brosse à cheveux hair brush
le shampooing shampoo
le dentifrice toothpaste
le savon soap

Jacques a dit (Simon says)

This game can be played using all the parts of the body learned so far.
If the teacher starts the command with “Jacques a dit” the children
have to obey. If “Jacques a dit” is omitted the children must not obey
the command.
Jacques a dit ...
touche la main touche le nez touche la bouche touche la jambe
touche le bras touche les oreilles touche la tête touche le pied

Units 31 and 32
la tête et le corps
Lucy Montgomery t/a Ecole Alouette 2010
Activities and games

Dice games
Find 'jeu de dé' in unit 31 at the following links
www.skoldo.com/worksheets/french/elementary
www.skoldo.com/worksheets/french/french-book-1
Download whichever game you wish to play and photocopy it so each child has a copy. The children can play in pairs or as a whole class. Circle any of the four heads.
The teacher or one of the pair throws the dice and calls out the number. The correct part of the head is then coloured in or marked in some way. Continue until all 9 parts of the head are coloured in.
You miss a go if the number called has already been used the correct number of times.

ELIMINATION GAME
Ask the children either to stand up or sit down.
Then say: « Tous les enfants qui sont assis or debuts sont éliminés »
All the children who are sitting down or standing up are out.
Ask the children who are left in the game to put a hand in the air.
Then say: « Tous les enfants avec les mains gauches/droites à l’air sont éliminés »
Continue with these two commands or add more until there is only one person left - he/she is the winner.

Numbers and the body bingo
www.skoldo.com/worksheets/french/topics
Hand out sheets and ask children to circle 5 numbers in the top row.
The teacher has his own copy of the game and begins to call out each number at random, marking which word he has called out.
If a child has circled one of the numbers, he crosses it out.
The first child with all five numbers crossed out is the winner.
Carry on playing all four games.

NB If you do not want to photocopy, then the children can write five parts of the body in English and the teacher reads out the 10 French parts of the body words very slowly. If a child has written down one of the words in English, he crosses it out.
The first child with all five words crossed out is the winner.

Quiz
Write, in French, the answer to each question.
1. It contains a palm.
2. It contains a brain.
3. It contains an iris.
4. It contains a roof.
5. It contains a drum.
6. It contains a bridge.
7. It contains roots.
8. It contains the humerus bone.
9. It contains the metatarsal bone.
10. It contains the femur bone.
## Progress chart for Skoldo Units 31 and 32
### (parts of the body)

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x parts of body</th>
<th>Play ‘Jacques a dit’</th>
<th>Spell their name</th>
<th>How many arms, legs etc</th>
<th>Qu’est-ce que c’est?</th>
<th>Child’s Name</th>
<th>10 x parts of body</th>
<th>Play ‘Jacques a dit’</th>
<th>Spell their name</th>
<th>How many arms, legs etc</th>
<th>Qu’est-ce que c’est?</th>
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</table>
Qu’est-ce que c’est?

C’est
les yeux

les cheveux
les oreilles

le pied
What the units cover

In this unit the children learn how to ask and answer the question Est-ce que tu aimes? Do you like?

Oui, j’aime Yes, I like
Non, je n’aime pas No, I don’t like

They learn the French for Yes (oui) and No (non)
The accent on the ‘é’ in télévision is called an ‘accent aigu’ or acute accent in English.
The plural of le jeu is les jeux.
The plural of words ending in eau is eaux.
Example: le drapeau flag les drapeaux flags

How the French language develops

This unit introduces vocabulary connected with hobbies.
It asks questions about liking things
It gives the answers for likes and dislikes
Introduces the negative (You add ‘ne’ before the verb and ‘pas’ after)
The verb changes spelling:
J’aime I like (If a verb begins with a vowel Je always becomes J’)
Tu aimes You like (Don’t forget the ‘s’ in Tu aimes)

Prior learning

It is helpful if pupils already know:
• what a verb is and how to make a verb negative
• how to make a sentence negative, in English.

Worksheets

(All available in the Teachers’ Handbook or on-line as downloads)
www.skoldo.com/worksheets/french/french-book-1

Unit 34:1 Likes and dislikes (listening exercise)
Unit 34:2 Likes and dislikes (written exercise)
Unit 34:3 Vowels and consonants
Unit 35:1 How many are there? (listening exercise)
Unit 35:2 Answering questions (written exercise)
Unit 35:3 Co-ordinates
www.skoldo.com/worksheets/french/topics
BINGO Parts of the body and hobbies (Skoldo worksheets)

Pronunciation ‘j’ Phonemes

These pictures/words can be downloaded as flashcards on line www.skoldo.com/flashcards/french/topics

• la jonquille daffodil
• la jambe leg
• le jambon ham
• jaune yellow
• la joue cheek
• le jouet toy
• juillet July
• juin June
• la jupe skirt
Links with other subjects

**Communication skills:**
- Asking about likes and dislikes (hobbies)
- Find out about games played in the playground.

Look up GAMES at [www.skoldo.com/worksheets/french/topics](http://www.skoldo.com/worksheets/french/topics)

**Mathematics:**
- Co-ordinates

**Grammar:**
Indefinite article ‘a/an’ and definite article ‘the’
- Verbs
- Alphabetical order
- The negative
- Vowels and consonants
- The spellings of J’aime and Tu aimes
- Accents é (aigu) è (grave) ê (circumflex) ç (cedilla)

**Music:**
Song found in unit 42 (Skoldo Book One).
This song describes the French words which end in EAU
To make these words plural you add an x and not an s.

**ICT:**
Use the Skoldo interactive CDrom to revise ten hobbies and toys.

Expectations

At the end of these units all the children will:
- be able to count and recognize numbers from 10 - 20
- know what a question is
- understand co-ordinates
- understand the negative

Completion of progress chart

Know the French for 10 hobbies and toys
Tick the box if the pupils know the French for 10 hobbies and toys.
Add an extra tick if the child can tell you what the accent ‘é’ in ‘la télévision’ is called. (aigu)

Likes and dislikes
Tick the box if the pupils understand the question ‘Est-ce que tu aimes?’
Add an extra tick if the pupil can answer to the question:
Est-ce que tu aimes la lecture? Do you like reading?
Oui, j’aime la lecture. (Yes, I like reading.)
Non, je n’aime pas la lecture. (No, I don’t like reading.)

The negative
Tick the box if the pupil can say how to make a verb negative in French.
(You add ne before the verb and pas after the verb.)
Add an extra tick if the child can say why there is an apostrophe in ‘Je n’aime pas’.

Accents
Tick the box if the pupil can name the four different accents:
Accents é (aigu) è (grave) ê (circumflexe) ç (cedilla)
Add an extra tick if the child can name two French words with an accent.

The plural
Tick the box if the pupil can say what the plural of ‘le jeu’ is.
(le jeux)
Add an extra tick if the child can tell you two letters at the end of a word which means you don’t add a letter to make it plural.
le neZ (lesnez) le nounours (les nounours)
Language

Core language

le football  football
la télévision  television
la lecture  reading
la natation  swimming
l’équitation  riding
la cuisine  cooking/kitchen
le ballon  ball
le jeu  game
le livre  book
le nounours  teddy
la poupée  doll

Est-ce que tu aimes?  Do you like?
Oui, j’aime  Yes, I like
Non, je n’aime pas  No, I don’t like

Combien de ... y a-t-il?  How many ... are there?
Il y en a ...  There are ...

oui  yes
non  no

Additional language for this unit

la bouche  mouth
les cheveux  hair
la joue  cheek
le nez  nose
les oreilles  ears
les yeux  eyes
le pied  foot
la main  hand
la jambe  leg
le bras  arm
les consonnes  consonants
les voyelles  vowels

Extra resources for teachers

These resources can be downloaded as worksheets at
www.skoldo.com/worksheets/french/french-book-1

UNIT 35  RAP  ‘Parlons de moi’
Rap conversation about name, age, where you live, family, likes and dislike

UNIT 38  SIMPLE QUESTIONS AND ANSWERS  ‘Je sais parler français’
Questions and answers about colour, counting, Simon says, your name, age, where you live, what is it?, how many?, likes and dislikes

UNIT 39  REVISION  ‘les révisions’
Revising parts of the body, hobbies and toys

ICT  (Skoldo interactive CDrom)

The Skoldo French interactive CDrom is ideal for practising
HOBBIES AND TOYS
It can bought on-line at www.skoldo.com
Activities and games
Likes and dislikes
The teacher takes a dice
Odd numbers (dislike)  Even numbers (like)
He/she reads out a hobby in French ie la natation
The children choose whether they are going to like or dislike this hobby.
If they like the hobby they stand up. (Even number)
If they dislike the hobby they sit down. (Odd number)
The teacher throws the dice and reads out the number.
An odd number means all those sitting down win.
An even number means all those standing up win.
This can be played several times but not for too long.

Creative Art Use as much colour and design as possible.
Hand out a piece of art paper to each pupil.
Ask the children to design a picture illustrating a like or a dislike for one of the hobbies studied in this unit.
Swimming  Reading  Cooking  Football  Television
They write in bold letters somewhere on the paper whether they like or dislike the hobby.
Pay special attention to the border of the page to make sure it is decorated and choose pictures which illustrate the hobby.
Swimming – pool, flippers, diving board, water, goggles
Reading – book, shelves,
Football – goal, ball, whistle, flag, boots, grass
Cooking – saucepan, spoon, ingredients, oven, cake, buns
Television – television set, films, news, drama, weather etc

Parts of the body and hobbies bingo
www.skoldo.com/worksheets/french/topics
Hand out sheets and ask children to circle 5 pictures on the top row.
The teacher has his own copy of the game and begins to call out word random, marking which word he has called out.
If a child has circled one of the pictures, he crosses it out.
The first child with all five pictures crossed out is the winner.
Carry on playing all four games.
NB If you do not want to photocopy, then the children can write five hobbies/toys in English and the teacher reads out the 10 French words for hobbies and toys very slowly.
If a child has written one of the words in English, he crosses it out.
The first child with all five words crossed out is the winner.

Conversation
Ask the children to work in pairs.
Choose a hobby ex: la lecture.
Child 1 asks the question: Est-ce que tu aimes la lecture?
Child 2 replies: Oui, j’aime la lecture or
Non, je n’aime pas la lecture.
They then swap over.
Child 2 asks the question: Est-ce que tu aimes la lecture?
Child 1 replies: Oui, j’aime la lecture or
Non, je n’aime pas la lecture.
When each child has asked the question and answered it, the teacher chooses another hobby and the process continues.
## Progress chart for Skoldo Units 34 and 35 (hobbies and toys)

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x toys and hobbies</th>
<th>Est-ce que tu aimes?</th>
<th>the negative</th>
<th>accents</th>
<th>the plural</th>
<th>Child’s Name</th>
<th>10 x toys and hobbies</th>
<th>Est-ce que tu aimes?</th>
<th>the negative</th>
<th>accents</th>
<th>the plural</th>
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Est-ce que tu aimes?

Oui, j’aime
Non, je n’aime pas
le jeu
les jeux
le nounours
les nounours
Units 40 and 41
la campagne (countryside)

What the units cover
In this unit the children revise how to ask and answer the questions
Combien de ... y a-t-il?  How many ... are there?
Il y en a ...  There are ...
Qu’est-ce que c’est?  What is it?
C’est un/une ...  It’s a ...
They learn to describe a picture with several objects saying:
Il y a beaucoup de  There are lots of
Plural nouns and adjectives must include the plural ‘s’.
Il y a beaucoup de papillons roses.  There are lots of pink butterflies.

How the French language develops
You now understand the following questions:
Est-ce que tu aimes les taupes?  Do you like moles?
De quelle couleur sont les taupes?  What colour are moles?
Combien de taupes y a-t-il?  How many moles are there?
Qu’est-ce que c’est?  What is it?
C’est une taupe.  It’s a mole.
Vous désirez?  What would you like?

Prior learning
It is helpful if pupils already know:
• ‘beaucoup de’ (lots of) is always followed by a plural noun
• ‘combien de’ (how many) is always followed by a plural noun

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
www.skoldo.com/worksheets/french/french-book-1
Unit 40:1 Write le and la in front of words (listening exercise)
Unit 40:2 Answer ‘Combien de’ with full sentences (written exercise)
Unit 40:3 Battleships
Unit 41:1 Circle the correct number (listening exercise)
Unit 41:2 Translate sentences starting with Il y a (written exercise)
Unit 41:3 Label the picture full of countryside images
www.skoldo.com/worksheets/french/topics
BINGO Countryside and animals (Skoldo worksheets)

Pronunciation ‘u’ Phonemes
These words can be downloaded as flashcards at
http://www.skoldo.com/flashcards/french/topics
le bus       bus
le nuage     cloud
la lune      moon
le pull      jumper
la statue    statue
la tulipe    tulip
le tunnel    tunnel
l’usine      factory
l’univers    universe

Units 40 and 41
la campagne
Lucy Montgomery t/a Ecole Alouette 2010
Links with other subjects

**Communication skills:**
- Hold up flashcards or point to objects in the classroom and ask the question “Qu’est-ce que c’est?”

**Mathematics:**
- Co-ordinates

**Grammar:**
Indefinite article ‘a/an’ and definite article ‘the’
- Plural nouns after ‘Combien de’ and ‘beaucoup de’
- Colours come after the nouns they describe
- *le* (masculine) and *la* (feminine)
- Accents ´é (aigu)  ´è (grave)  ´ê (circonflexe)  ´ç (cedilla)

**Music:**
Song found in unit 42 (Skoldo Book One).
This song describes the French words which end in *EAU*
To make these words plural you add an *x* and not an *s*.

**ICT:**
Use the Skoldo interactive CDrom to revise ten countryside words.

Completion of progress chart

**know the French for 10 countryside words**
Tick the box if the pupils know the French for 10 countryside words.
Add an extra tick if the child can tell you the name of accent é and accent è

**Words ending in ‘eau’**
Tick the box if the pupils can read and pronounce the words in the song *words that end in ‘eau’* (unit 42)
Add an extra tick if the pupil can tell you which letter is added to make these words plural. (x)

**Il y a beaucoup de**
Tick the box if the pupil can say ‘There are lots of’ in French.
Add an extra tick if the child can spell the word ‘beaucoup’ and say that it is followed by the word ‘de’.

**un and une**
Tick the box if the pupil can say the two words for ‘a/one’ in French.
*un* (masculine) and *une* (feminine)
Add an extra tick if the child can say which one is masculine and which one is feminine.

**Eppelle le mot**
Tick the box if the pupil understands ‘Eppelle le mot’ (Spell the word)
Add an extra tick if the child can reply to this command:
Eppelle le mot *hérisson*  (h é r i s s o n)
Language

Core language
le papillon  butterfly
la fleur   flower
l’arbre   tree
la rivière river
le pont   bridge
le renard fox
la souris mouse
le hérisson hedgehog
la taupe mole
le lièvre hare

Combien de … y a-t-il? How many … are there?
Il y en a … There are …
Il y a beaucoup de … There are lots of …
Qu’est-ce que c’est? What it it?
C’est un/une It’s a …

Additional vocabulary for this unit
le livre  book
le mouton sheep
le nounours teddy
le ballon ball
la poupée doll
le crayon pencil
la trousses pencil case
la chemise shirt
la vache cow
l’oiseau bird
l’abeille bee
la gomme rubber
l’araignée spider
le lapin rabbit
le soleil sun
la lune moon

Extra resources for teachers
These resources can be downloaded as worksheets at www.skoldo.com/worksheets/french/french-book-1
UNIT 39 BILAN ‘Assessment’
A test to see how much the children understood when studying UNITS 31– 35 (the body, hobbies and toys)
UNIT 16 LA FRANCE ‘Simple map of France’
Includes six towns, two rivers and three regions
UNIT 26 PARIS ‘Simple map of Paris’
Includes five famous Parisian landmarks

Units 40 and 41
la campagne
Lucy Montgomery t/a Ecole Alouette 2010
Save the environment poster
Pour protéger l’environnement

Recyclez
Consommez moins
Utilisez des sacs en tissu
Éteignez vos appareils
Mangez local
Marchez et faites de vélo plus souvent

Make a poster, in French, illustrating some of the ‘Save the environment’ ideas.

Listening and drawing

Hand out a piece of blank A4 paper and ask the children to fold the paper in two, then two again and finally two again. Open up the paper and they should have eight rectangle shapes. Number the rectangles from 1 – 8.

Read out the following sentences and ask the children to listen and then illustrate the sentences in the rectangle with the correct number.

1. Dessine (draw) trois fleurs. (three flowers)
2. Dessine (draw) deux papillons. (two butterflies)
3. Dessine (draw) quatre arbres. (four trees)
4. Dessine (draw) une rivière avec un pont. (a river and a bridge)
5. Dessine (draw) un lièvre. (a hare)
6. Dessine (draw) un hérisson. (a hedgehog)
7. Dessine (draw) une taupe. (a mole)
8. Dessine (draw) un renard. (a fox)

Countryside and animals bingo

www.skoldo.com/worksheets/french/topics

Hand out sheets and ask children to circle 5 animals in the top row.

The teacher has his own copy of the game and begins to call out each animal at random, marking which word he has called out. If a child has circled one of the pictures, he crosses it out. The first child with all five animals crossed out is the winner.

Carry on playing all four games.

NB If you do not want to photocopy, then the children can write five countryside words in English and the teacher reads out the 10 French countryside words very slowly.

If a child has written one of the words in English, he crosses it out. The first child with all five words crossed out is the winner.

Effeuiller la marguerite
She loves me, she loves me not

To know if someone loves you, you take off one daisy petal at a time saying:

Il/elle m’aime un peu He/she loves me a little
Il/elle m’aime beaucoup He/she loves me a lot
Il/elle m’aime passionnément He/she loves me passionately
Il/elle m’aime à la folie He/she loves me madly
Il/elle m’aime pas du tout He/she loves me not at all

This makes the potential outcomes more varied!
<table>
<thead>
<tr>
<th>Child's Name</th>
<th>10 x countryside</th>
<th>Words ending in ‘eau’</th>
<th>Il y a beaucoup de</th>
<th>un and une</th>
<th>Eppelle le mot …</th>
<th>Child's Name</th>
<th>10 x countryside</th>
<th>Words ending in ‘eau’</th>
<th>Il y a beaucoup de</th>
<th>un and une</th>
<th>Eppelle le mot …</th>
</tr>
</thead>
</table>
le bateau
le gâteau
le cadeau
l’oiseau
le château
le chapeau
Il y a
beaucoup de

Eppelle le mot ‘hérisson’

hérisson
Units 43 and 44
la plage et le transport (beach and transport)

What the units cover

In this unit the children learn how to spell words
Eppelle le mot … Spell the word …

Know that le words are masculine, la words are feminine and les words are plural.
Est-ce que tu aimes…? Do you like …?
Oui, j’aime Yes, I like
Oui j’adore Yes, I love
Non, je déteste No, I hate
Non, je n’aime pas No, I don’t like
Où vas-tu? Where are you going?
Je vais en France en … I’m going to France by …

How the French language develops

You now understand the following questions:
Comment tu t’appelles? What’s your name?
Comment ça s’écrit? How do you spell that?
Est-ce que tu aimes…? Do you like …?
Eppelle le mot … Spell the word …
Où vas-tu? Where are you going?
Je vais en France en … I’m going to France by …

Prior learning

It is helpful if pupils already know:
• Countries are always written with a capital letter

Worksheets

(All available in the Teachers’ Handbook or on-line as downloads)
www.skoldo.com/worksheets/french/french-book-1

Unit 43:1 Circle the correct answers to “Est-ce que tu aimes?”
Unit 43:2 Simple translation and colouring (written exercise)
Unit 43:3 Puzzle treasure map
Unit 44:1 Find the correct transport sentence (listening exercise)
Unit 44:2 Masculine and feminine colours (simple written exercise)
Unit 44:3 Recognising world landmarks
www.skoldo.com/worksheets/french/topics
SOUND BINGO Animal and transport (Skoldo worksheets)

une blague (a joke)

Skoldo rentre de l’école
Skoldo returns home from school
Papa! Tu vas être fier de moi!
Papa! You’re going to be proud of me!
J’ai été le seul à répondre à la question du maître!
I was the only one to answer the teacher’s question!
Et c’était quoi la question?
And what was the question?
Qui a posé une punaise sur ma chaise?
Who put a drawing pin on my chair?
Links with other subjects

Communication skills:
• Hold up flashcards or landmarks ask the question “Où vas-tu?”
  The children reply “Je vais à ...”

Danger signs
The children recognize the signs that tell them what is
forbidden.
They can try and create their own signs.
Interdit de courir running forbidden
Portables interdits mobiles forbidden

Mathematics:
• Co-ordinates

Grammar:
• Accents ñ (aigu) ï (grave) è (circonflexe) ç (cedilla)

Music:
Il était un petit navire
Song found in unit 18 (Skoldo Book One)
This is a traditional French song

ICT: Use the Skoldo interactive CDrom to revise five beach words and
five transport words.
www.skoldo.com/resource/french/software

Expectations
At the end of these units all the children will:
• be able to describe how they go to France
• be able to answer the question ‘Qu’est-ce que c’est?’
• be able to answer the question ‘Où vas-tu?’
• be able to use the masculine and feminine colours correctly
• be able to recognize and name six world landmarks
• be able to translate simple phrases into French

Completion of progress chart

know the French for 10 beach and transport words
Tick the box if the pupils know the French for 10 beach and
transport words.
Add an extra tick if the child can tell you how to spell les seaux
and les bus.
✓ J’aime ✓✓ J’adore
Tick the box if the pupils understand and can answer the question:
‘Est-ce que tu aimes...?’
Show a flashcard of one tick (J’aime) and two ticks (J’adore)
Add an extra tick if the pupil can say why there are apostrophes.
× Je n’aime pas ×× J’déteste
Tick the box if the pupils understand and can answer the question:
‘Est-ce que tu aimes...?’
Show a flashcard of one cross (Je n’aime pas) and two crosses
(Je déteste)
Add an extra tick if the pupil can name the accent in ‘Je déteste’.
six world landmarks
Tick the box if the pupils can say where there are going or where
they live when you mention a landmark.
Example: ‘Où vas-tu?’ Where are you going? (The little mermaid)
Je vais à Copenhague. I’m going to Copenhagen.
Add an extra tick if the pupil can pronounce Paris and Londres.

Où vas-tu?
Tick the box if the pupils understand and can answer the question:
‘Où vas-tu?’ (Each time the answer will be France or England.)
Add an extra tick if the pupil can say by which mode of transport
they are travelling.
Language

Core language
le soleil sun
la mer sea
la pelle spade
la mouette seagull
le seau bucket
la voiture car
le vélo bike
le train train
l’avion aeroplane
le bus bus
Où vas-tu? Where are you going?
Je vais en France. I’m going to France.
Où habites-tu? Where do you live?
J’habite en France. I live in France.

ICT (Skoldo interactive CDrom)
The Skoldo French interactive CDrom is ideal for practising THE BEACH and TRANSPORT
It can bought on-line at www.skoldo.com

Additional language for this unit
la blague joke
la punaise drawing pin
la chaise chair
l’abeille bee
le tracteur tractor
la moto motorbike
le camion lorry
le car coach
le ferry ferry
le bateau boat
chiens interdits sur la plage dogs forbidden on beach
ballons interdits balls forbidden
defense de plonger diving forbidden
baignade interdite swimming forbidden
defense de pêcher fishing forbidden

Extra resources for teachers
These resources can be downloaded as worksheets at www.skoldo.com/examples/french/french-book-1
UNIT 39:1 Likes and dislikes ‘listening exercise’
An oral test to see how much the children understand.
UNIT 39:2 Bingo ‘Revision of parts of the body, hobbies and toys’
Includes six towns, two rivers and three regions
UNITS 39:3 Wordsearch ‘revision of hobbies and toys’
UNIT 26 PARIS ‘Simple map of Paris’
Includes five famous Parisian landmarks

Units 43 and 44
la plage et le transport
Lucy Montgomery t/a Ecole Alouette 2010
Fun website about creating sand animals
http://www.videosift.com/video/Le-Chateau-de-Sable-The-Sand-Castle-1977-Oscar-Winner

Highlight and copy the weblink and paste it onto the address bar of Google or Yahoo.

This video is enchanting to watch and ideal for a 10 mins ‘filler’. The beginning is quite slow so it would be better to start at the 2 mins stage

Game
Photocopy the layout of a transport dice found in the topic section of the Skoldo website.
You will need a stapler or some glue
http://www.skoldo.com/catalog/399/games

Making a cube (for the transport game)
Hand out one copy per class or one copy per child – the pictures on the cube will need to be coloured in before the cube is made. Make up the dice and then play the following game.
All the children throw their dice and observe the picture which lands upper most.
The teacher throws his dice and calls out the mode of transport which lands upper most.
All the children who share the picture win a point.
If only the teacher has a dice then give each corner of the room the name of a mode of transport + the middle of the room.
All the children go to one part of the classroom and then the teacher throws the dice. Whoever is in the correct corner is the winner.

Transport and beach bingo
www.skoldo.com/worksheets/french/topics

Hand out sheets and ask children to circle 5 beach words in the top row.
The teacher has his own copy of the game and calls out each beach word at random, marking which word he has called out.
If a child has circled one of the pictures, he crosses it out.
The first child with all five beach words crossed out is the winner.
Carry on playing all four games.
NB If you do not want to photocopy, then the children can write five beach and transport words in English and the teacher reads out the 10 French beach and transport words very slowly.
If a child has written one of the words in English, he crosses it out.
The first child with all five words crossed out is the winner.

Game (chinese whispers)
le téléphone arabe

Get the children positioned so they can whisper to each other.
Start the ball rolling by whispering the following sentence to the first child.

J'habite à Moscou.

At the end of the chain of whispering the last child says what he/she has heard.
See if the children can pass on accurately the original sentence. Try again with the following sentence.

C’est un seau vert.
## Progress chart for Skoldo Units 43 and 44 (beach and transport)

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x beach and transport</th>
<th>J’aime</th>
<th>Je n’aime pas</th>
<th>Six world landmarks</th>
<th>Où vas-tu?</th>
<th>Child’s Name</th>
<th>10 x beach and transport</th>
<th>J’aime</th>
<th>Je n’aime pas</th>
<th>Six world landmarks</th>
<th>Où vas-tu?</th>
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</table>

Units 43 and 44
la plage et le transport
Lucy Montgomery t/a Ecole Alouette 2010
✓ les pommes
✓✓ les gâteaux
✗ les bananes
✗✗ les pâtes
Je vais à

Je vais à
Je vais à

Je vais à
Units 48 and 49
chez moi et la famille (at home and family)

What the units cover
Qu’est-ce que c’est? What is it?
C’est un/une … It’s a …
There is NO possessive ‘s’ in French.
Example: Pierre’s father has to be written the father of Pierre.
(le père de Pierre.)

voici - here is
de – of
et – and
papa et maman - dad and mum
Je n’ai pas de frère. - I haven’t got a brother.
Je n’ai pas de frères. - I haven’t got any brothers.
Est-ce que tu as des frères ou des sœurs? - Have you got any brothers or sisters?

How the French language develops
You now understand the following questions:
Est-ce que tu as des frères ou des sœurs? Have you got any brothers or sisters?
Oui, j’ai un frère. - Yes, I’ve got one brother.
Non, je n’ai pas de frères. – No, I haven’t got any brothers.
Oui, j’ai une sœur. - Yes, I’ve got one sister.
Non, je n’ai pas de sœurs. – No, I haven’t got any sisters.
Où vas-tu? Where are you going?
Je vais en France en … I’m going to France by …

Worksheets
(All available in the Teachers’ Handbook or on-line as downloads)
www.skoldo.com/worksheets/french/french-book-1
Unit 48:1 Find the shops (listening exercise)
Unit 48:2 Describe the houses (written exercise)
Unit 48:3 Crossword using ‘chez moi’ vocabulary
Unit 49:1 Answering ‘Qu’est-ce que c’est?’ (listening exercise)
Unit 49:2 Who belongs to whom (written exercise)
Unit 49:3 Dice game
www.skoldo.com/worksheets/french/topics
BINGO Home and family (Skoldo worksheets)

French words using colour
la maison blanche
La Maison Blanche est la résidence officielle et le principal lieu de travail du Président des États-Unis.
carte blanche
Have the freedom to do whatever you choose
moulin rouge
a popular night club in Paris opened in 1889. Its name has since been given to a film starring Nicole Kidman.
cordon bleu
a symbol of excellence especially in cookery
Links with other subjects

Communication skills:
- Hold up flashcards of people and ask the question “Qui est-ce?” Who is it?
  The children reply “C’est mon (masculine)/ma (feminine) …
  C’est ma mère. Its my mother.
  C’est mon père. Its my father.
  C’est ma soeur. Its my sister.
  C’est mon frère. Its my brother.

Mathematics:
- Co-ordinates

Grammar:
- There is no possessive ‘s’ in French.
  Sophie’s mother has to be written the mother of Sophie
  la mère de Sophie

Music:
- Papa maman David Anne
  Song found in unit 50 (Skoldo Elementary Book)

ICT: Use the Skoldo interactive CDrom to revise five house words and five family words.
www.skoldo.com/resource/french/software

Expectations
At the end of these units all the children will:
- be able to describe their family
- be able to answer the question ‘Qui est-ce?’
- be able to say ‘Sophie’s brother’ in French.
- be able to use un and une correctly.
- be able to translate simple phrases into French.

Completion of progress chart

know the French for 10 home and family words
Tick the box if the pupils know the 10 French home and family words.
Add an extra tick if the child can name the accent in la fenêtre
(accent circonflexe)

Five shops
Tick the box if the pupils can tell you the English for these shops:
la pharmacie – le supermarché – la boulangerie – le bureau de tabac – la pâtisserie
Add an extra tick if the pupil can tell you where you can buy stamps.

et, de, est, j’ai, c’est
Tick the box if the pupils know the English for et, de, est, j’ai and c’est.
Add an extra tick if the pupil can spell et (and) est (is) and know the different meanings.

Je n’ai pas de …
Tick the box if the pupils can say ‘I haven’t got any brothers. (in French)
Add an extra tick if the pupil can tell you how to make a verb negative.

J’ai
Tick the box if the pupils can say ‘I have …’ in French.
Add an extra tick if the pupil can tell you why there is an apostrophe after J”, (as ‘ai’ begins with a vowel you have to drop the ‘e’ of Je)
Think of other things you could have.
Language

Core language

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>la table</td>
<td>table</td>
</tr>
<tr>
<td>la chaise</td>
<td>chair</td>
</tr>
<tr>
<td>la fenêtre</td>
<td>window</td>
</tr>
<tr>
<td>la porte</td>
<td>door</td>
</tr>
<tr>
<td>la maison</td>
<td>house</td>
</tr>
<tr>
<td>la mère</td>
<td>mother</td>
</tr>
<tr>
<td>le père</td>
<td>father</td>
</tr>
<tr>
<td>la soeur</td>
<td>sister</td>
</tr>
<tr>
<td>le frère</td>
<td>brother</td>
</tr>
<tr>
<td>la famille</td>
<td>family</td>
</tr>
</tbody>
</table>

Est-ce que tu as des frères ou des soeurs? Have you got any brothers or sisters?
Oui, j’ai Yes, I have ...
Non, je n’ai pas de No, I haven’t got a/any ..... Qui est-ce? Who is it?

ICT (Skoldo interactive CDrom)
The Skoldo French interactive CDrom is ideal for practising AT HOME AND THE FAMILY
It can bought on-line at www.skoldo.com

Counting rhyme

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un deux trois</td>
<td>1 2 3 Where is the king?</td>
</tr>
<tr>
<td>Quatre, cinq, six</td>
<td>4 5 6 with his son</td>
</tr>
<tr>
<td>Sept huit neuf</td>
<td>7 8 9 he’s eating an egg</td>
</tr>
<tr>
<td>Dix onze douze</td>
<td>10 11 12 on the lawn</td>
</tr>
</tbody>
</table>

Additional language for this unit

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>la pâtisserie</td>
<td>cake shop</td>
</tr>
<tr>
<td>la pharmacie</td>
<td>chemist’s</td>
</tr>
<tr>
<td>le bureau de tabac</td>
<td>tobacconist’s [where you buy stamps]</td>
</tr>
<tr>
<td>la boulangerie</td>
<td>baker’s</td>
</tr>
<tr>
<td>le supermarché</td>
<td>supermarket</td>
</tr>
<tr>
<td>le toit</td>
<td>roof</td>
</tr>
<tr>
<td>le volet</td>
<td>shutter</td>
</tr>
<tr>
<td>la cheminée</td>
<td>chimney</td>
</tr>
</tbody>
</table>

Extra resources for teachers

These resources can be downloaded as worksheets at www.skoldo.com/worksheets/french/french-book-1

UNIT 47 BILAN ‘Assessment’
A test to see how much the children have understood UNITS 40–44 (the countryside, beach and transport)

UNIT 46 RAP ‘My hobbies’

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>J’aime les feuilletons.</td>
<td>I like soaps.</td>
</tr>
<tr>
<td>J’aime les jeux vidéo.</td>
<td>I like video games.</td>
</tr>
<tr>
<td>J’aime la musique pop.</td>
<td>I like pop music.</td>
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<td>J’aime la danse.</td>
<td>I like dancing.</td>
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<tr>
<td>J’aime la mode.</td>
<td>I like fashion.</td>
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<tr>
<td>J’aime la gymnastique.</td>
<td>I like gymnastics.</td>
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<tr>
<td>J’aime le golf.</td>
<td>I like golf.</td>
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<tr>
<td>J’aime aller au cinéma.</td>
<td>I like going to the cinema.</td>
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<tr>
<td>J’aime lire.</td>
<td>I like reading.</td>
</tr>
<tr>
<td>J’aime regarder la télé.</td>
<td>I like watching telly.</td>
</tr>
<tr>
<td>J’aime écouter la musique.</td>
<td>I like listening to music.</td>
</tr>
</tbody>
</table>

Units 48 and 49

chez moi et la famille
Lucy Montgomery t/a Ecole Alouette 2010
Family tree activity

Draw a simple family tree on the white board.
Father and mother + five children (two girls and three boys)
Name all the members of the family.

Boys' names:
Lucas • Enzo • Nathan • Mathis • Arthur • Hugo • Maxime • Louis • Ethan
Thomas • Jules • Gabriel • Théo • Tom • Léo • Clément • Mathéo • Noah

Girls' names:
Clara • Léa • Manon • Emma • Jade • Chloé • Camille • Lola • Zoé • Sarah
Lucie • Inès • Léna • Jeanne • Eva • Arnaïs • Emilie • Louise • Océane • Lilou

Ask the questions:
Qui est le père de …?
Qui est la mère de …?
Qui est le frère de …?
Qui est la soeur de …?

Action song - Notre maison

Notre maison (Make shape of a large square in the air with both hands)
a cinq fenêtres (Hold up five fingers)
Notre maison (Make shape of a large square in the air with both hands)
a dix volets (Hold up ten fingers)
Notre maison (Make shape of a large square in the air with both hands)
a une porte (Hold up index finger)
un toit (Make the shape of a pitched roof with both hands)
et deux cheminées (Each hand makes spiral movements upwards – like smoke)
cinq fenêtres? (Hold up five fingers)
oui oui oui (Thumbs up!!)
neuf volets? (Hold up nine fingers)
non non non (Thumbs down!!)

House bingo

Hand out sheets and ask children to circle 5 house words in the top row.
The teacher has his own copy of the game and begins to call out each house word at random, marking which word he has called out.

If a child has circled one of the pictures, he crosses it out.
The first child with all five house words crossed out is the winner.

Carry on playing all four games.

NB If you do not want to photocopy, then the children can write five house words in English and the teacher reads out the 10 French house words very slowly.

If a child has written one of the words in English, he crosses it out.
The first child with all five words crossed out is the winner.

History

www.skoldo.com/worksheets/french/topics

Unit 45: French history

la première guerre mondiale (1st World War)
la deuxième guerre mondiale (2nd World War)
Jeanne d’Arc (Joan of Arc)
Napoléon (Napoleon)
la prise de la Bastille (Storming of the Bastille)

Unit 45:2 Comprehension in English covering information on the five periods of French history.

Unit 45:3 Co-ordinates and finding pictures which illustrate the five historic events.
## Progress chart for Skoldo Units 48 and 49

(at home and family)

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x home and family</th>
<th>Five shops</th>
<th>et, de, est</th>
<th>Je n’ai pas de …</th>
<th>J’ai</th>
<th>Child’s Name</th>
<th>10 x home and family</th>
<th>Five shops</th>
<th>et, de, est</th>
<th>Je n’ai pas de …</th>
<th>J’ai</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Units 48 and 49
chez moi et la famille
Lucy Montgomery t/a Ecole Alouette 2010
Qui est-ce?

C’est mon père.
C’est ma soeur.

Est-ce que tu as des frères ou des soeurs?
Je n’ai pas de frère.

et de est j’ai c’est
Units 51 and 52
J’ai soif et la trousse (I’m thirsty and the pencil case)

What the units cover

Qu’est-ce que c’est? What is it?
C’est un/une … It’s a …
Qu’est-ce que tu as dans ta trousse? What have you got in your pencil case?
Dans ma trousse il y a … In my pencil case there is/are …
J’ai une soeur. - I have one/a sister.
Je n’ai pas de frère. - I haven’t got a brother.
Je n’ai pas de soeurs. - I haven’t got any sisters.
The plural of **le** and **la** is **les**
The plural of **est** is **sont**
Changing sentences into the plural.

How the French language develops

You now understand the following questions:

**Qu’est que tu as dans ta trousse?** What have you got in your pencil case?
**Dans ma trousse il y a …** In my pencil case there is/are …
Rewrite the sentences by making them plural.

Le stylo est jaune. The pen is yellow.
Les stylos sont jaunes. The pens are yellow.
The colours **orange** and **marron** never change.

Worksheets

(All available in the Teachers’ Handbook or on-line as downloads)

www.skoldo.com/worksheets/french/french-book-1

Unit 51:1 Recognise sentences about drinks. (listening exercise)
Unit 51:2 Translate sentences into French. (written exercise)
Unit 51:3 Picture symbols to make new words.
Unit 52:1 Recognise the difference between un and une (listening exercise)
Unit 52:2 Label a picture (written exercise)
Unit 52:3 Spot the difference

www.skoldo.com/worksheets/french/topics

BINGO Drinks and pencil case (Skoldo worksheets)

Youtube websites

How to make croissants and different foods

http://www.youtube.com/watch?v=RxC9963K-FY&feature=related

This YouTube video shows you how to make croissants.
It is in English and very comprehensive.
Really interesting!

www.youtube.com/watch?v=9xqZ97qyCIM

This YouTube video clip shows good photography of biscuits and cakes etc with clear pronunciation and the words written underneath.
Just copy the link and paste it direct onto the Google address bar.
Links with other subjects

Communication skills:
- Hold up flashcards or point out objects on the desk and ask “Qu’est-ce que c’est?” The children reply “C’est un/une …”
- Ask the question “Qu’est-ce que tu as dans ta trousse?” The children reply “Dans ma trousse il y a …”

Grammar:
- The plural

Music:
Revise all the songs learned in Book One
Make sure the children know which are the traditional French songs.

ICT: Use the Skoldo interactive CDrom to revise five drink words and five pencil case words.
www.skoldo.com/resource/french/software

Completion of progress chart

know the French for 10 drink and pencil case words
Tick the box if the pupils know the 10 French drink and pencil case words.
Add an extra tick if the child can name an English word that comes from the French word for coffee.

Dans ma trousse il y a …
Tick the box if the pupils can tell you, in French, some things that are in their pencil case. (Keep it simple)
Add an extra tick if the pupil can tell you what the French for ‘my’ is.

Mon (my) when describing a masculine word
Ma (my) when describing a feminine word
Mes (my) when describing a plural word

les and des
Tick the box if the pupils know the plural of le la and l’ (les) and the plural of un and une (des).
Add an extra tick if the pupil can pronounce all these words: le la les un une des

Je voudrais …
Tick the box if the pupils can say ‘I’d like... (In French)
Add an extra tick if the pupil can ask for something to drink.

the plural
Tick the box if the pupils can say this sentence in the plural:
Il y a une gomme dans la trousse verte.
Il y a des gommes dans les trousse vertes.
Add an extra tick if the pupil can tell you the plural of:
le chapeau, le bus, marron, le jeu, le stylo, orange, blanc, le livre

Expectations
At the end of these units all the children will:
- be able to order something to drink
- be able to say what is in their pencil case
- be able to point to something and ask “Qu’est-ce que c’est?”
- be able to rewrite simple sentences in the plural
- be able to know when to use est and when to use sont
- know that the colours orange and marron never change
- know that the plural of le and la is les
- know that the plural of un and une is des
Language

Core language
l’eau  water
le café  coffee
le coca  coca cola
l’orangeade  orangeade
la limonade  lemonade
le vin  wine
le thé  tea
les ciseaux  scissors
le crayon  pencil
la gomme  rubber
la règle  ruler
le stylo  pen
le taille-crayon  pencil sharpener

Qu’est-ce qu’il y a dans ta trousse?  What have you got in your pencil case?
Est-ce que tu as des frères ou des soeurs?  Have you got any brothers or sisters?

ICT  (Skoldo interactive CDrom)
The Skoldo French interactive CDrom is ideal for practising DRINKS AND PENCIL CASE.
It can bought on-line at www.skoldo.com

Additional language for this unit

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>une tasse de</td>
<td>a cup of</td>
</tr>
<tr>
<td>une bouteille de</td>
<td>a bottle of</td>
</tr>
<tr>
<td>une canette de</td>
<td>a can of</td>
</tr>
<tr>
<td>un verre de</td>
<td>a glass of</td>
</tr>
<tr>
<td>la colle</td>
<td>glue</td>
</tr>
<tr>
<td>la plante</td>
<td>plante</td>
</tr>
<tr>
<td>le scotch</td>
<td>sellotape®</td>
</tr>
<tr>
<td>la punaise</td>
<td>drawing pin</td>
</tr>
<tr>
<td>la brosse</td>
<td>brush</td>
</tr>
<tr>
<td>le bonbon</td>
<td>sweet</td>
</tr>
</tbody>
</table>

Extra resources for teachers

Useful websites:
www.bbc.co.uk/schools/primaryfrench/where/cartoon_flash.shtml
This website goes over general conversation about oneself. It is rather dull but gets the main points of conversation across thoroughly.

the French National Anthem
http://www.youtube.com/watch?v=pimdpgeVobE&feature=related
Copy the link and paste the link on to the address bar. This rousing YouTube version of is extremely clear with subtitles in French. Well recommended.

Quote by Marie Antoinette
a famous quote (1789) but very unlikely to be true.
« S’ils n’ont pas de pain, qu’ils mangent de la brioche! »
If they haven’t any bread, let them eat cake.
Ordering a drink

Place some pictures/flashcards of drinks on a desk.
Ask a child to come up and pick up one of the pictures and say:
“Bonjour, je voudrais ….. “
une canette de
une bouteille
une tasse de
un verre de
une carafe de

les virelangues
tonguetwisters

Combien sont ces six saucissons-ci?
Ces six saucissons-ci sont six sous.
How much are these six sausages?
These six sausages cost six sous.

La robe rouge de Rosalie est ravissante.
Rosalie’s red dress is stunning.

Lily lit le livre dans le lit.
Lily is reading the book in bed.

Trois tortues trottaient sur un trottoir très étroit.
Three tortoises curried around on a very narrow pavement.

Un chasseur sachant chasser sans son chien est un bon chasseur.
A hunter knowing how to hunt without his dog is a good hunter.

Drinks and pencil case bingo

www.skoldo.com/worksheets/french/topics

Hand out sheets and ask children to circle 5 drink or pencil case words in the top row.
The teacher has his own copy of the game and begins to call out each drink or pencil case word at random, marking which word he has called out.
If a child has circled one of the pictures, he crosses it out.
The first child with all five drink or pencil case words crossed out is the winner.
Carry on playing all four games.

NB If you do not want to photocopy, then the children can write five drink or pencil case words in English and the teacher reads out the 10 French drink or pencil case words very slowly.
If a child has written one of the words in English, he crosses it out.
The first child with all five words crossed out is the winner.

Comptines

Une poule sur un mur
A hen on a wall
Qui picote du pain dur
Pecking some dry bread
Picoti, picota
Peckaty, peckata
Lève la queue
Raises her tail
Et puis s’en va.
Then goes away.

Am stram, gram,
Pic et pic et colégram,
Bour et bour et ratatam,
Am tram, gram.
This is a nonsense rhyme based on the German for one two three (Ein Zwei Drei) It is use when choosing someone as in Eeny meeny miney mo.
## Progress chart for Skoldo Units 51 and 52

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>10 x drinks pencil case</th>
<th>dans ma trousse il y a</th>
<th>les and des</th>
<th>Je voudrais …</th>
<th>the plural</th>
<th>Child’s Name</th>
<th>10 x drinks pencil case</th>
<th>dans ma trousse il y a</th>
<th>les and des</th>
<th>Je voudrais …</th>
<th>the plural</th>
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Units 51 and 52
J’ai soif et la trousse
Lucy Montgomery t/a Ecole Alouette 2010
Dans ma trousse il y a mon stylo
ma gomme

mes crayons
J’ai soif.

le  la  les
un  une  des