Advance material
Uncorrected sample material from unit 3

Sylvia Honnor
Heather Mascie-Taylor
Michael Spencer

OXFORD
### Tricolore 1 Unité 3 Chez moi pages 18–29

#### 3A Ma famille  pages 20–21
- **Grammar**: Talk about your family
- **Stratégies**: Learn how to say ‘the’ and ‘a’
- **Phonétique**: Use the singular of avoir (to have)

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interactive activity: None</th>
<th>Grammar in Action: None</th>
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<tbody>
<tr>
<td>Key language: see page 00</td>
<td>Interactive activity: 2 L.R La famille de Kevin (int_03A.2b); 2 LS Des frères et sœurs (int_03A.4b)</td>
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<td>Audio: 1, 4 and Ph (aud_03A.1a; aud_03A.4a; aud_03A.Ph) or CD1, tracks 0, 0 &amp; 0</td>
<td>PowerPoint: 1 R La famille (ppt_03A.1a)</td>
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<tr>
<td>Copymasters: None</td>
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<td>Worksheets: Starter (ws_03A.S); 2 R,W La famille Roland (ws_03A.2b); 4 S Des cartes d’identité (ws_03A.4b); Plenary (ws_03A.P)</td>
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#### 3B C’est à qui?  pages 22–23
- **Grammar**: Say which things belong to you
- **Stratégies**: Use the words for ‘my’ and ‘your’
- **Phonétique**: Use de to show possession

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<td>Key language: see page 00</td>
<td>Interactive activity: DL S À moi, à toi (int_03B.DL)</td>
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#### 3C Ma maison  pages 24–25
- **Grammar**: Discuss your family and friends
- **Stratégies**: Use the singular of être (to be)
- **Phonétique**: The letters ‘a’, ‘â’ with grave accent, ‘as’

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<td>PowerPoint: 4 R Des maisons françaises (ppt_03C.4)</td>
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#### 3D C’est où?  pages 26–27
- **Grammar**: Talk about your home
- **Stratégies**: Use the singular of être (to be)
- **Phonétique**: The letters ‘u’

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<tbody>
<tr>
<td>Key language: see page 00</td>
<td>Interactive activity: 4 L,R Rue Danton: L’appartement de Manon et Hugo (int_03D.4)</td>
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<td>Audio: 1, 2 and 3 (aud_03D.1; aud_03D.2) or CD1, tracks 0 + 0</td>
<td>PowerPoint: 1 LS,R C’est où? (ppt_03D.1)</td>
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<td>Worksheets: Starter (ws_03D.S); 2 W Invente des phrases (ws_03D.2); Plenary (ws_03D.P)</td>
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#### 3E Une famille fantastique  page 28
- **Grammar**: Read a poem in French
- **Stratégies**: None
- **Phonétique**: The letters ‘s’ (between vowels), ‘z’

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<td>Audio: 1 and Ph (aud_03E.1; aud_03E.Ph) or CD1, tracks 0 + 0</td>
<td>PowerPoint: None</td>
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<td>Worksheets: Starter (ws_03E.S); Plenary (ws_03E.P)</td>
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3A Ma famille Pages 20–21

- Talk about your family

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<tr>
<td>• Learn how to say ‘the’ and ‘a’</td>
<td>• Using clues to work out meaning (2)</td>
<td>• The letter ‘è’ with grave accent</td>
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<tr>
<td>• Use the singular of avoir (to have)</td>
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**Resources**

- **Key language:** see page 00
- **Audio:** 1, 4 and Ph (aud_03A.1a; aud_03A.4a; aud_03A.Ph) or CD1, tracks 0, 0 & 0
- **Copymasters:** 3/1 La famille Techno
- **Worksheets:** Starter (ws_03A.S); Plenary (ws_03A.P)
- **Interactive activities:** 2 L,R La famille de Kévin (int_03A.2a); Ph L,S The letter ‘è’ with grave accent (int_03A.Ph); 4 L,S Des frères et sœurs (int_03A.4b)
- **PowerPoint:** 1 R La famille (ppt_03A.1)
- **Grammar in Action:** None

### Starters

**Worksheet (ws_03A.S)**

1. Revise and practise days of the week and numbers up to 30. Each lesson, ask which day it is (Quel jour sommes-nous? Aujourd’hui, c’est …) and what the date is. Show a month page from a calendar (see online worksheet) and point to a date, asking, for example, Le 15, c’est quel jour? Follow this with questions such as Deux jours aprés/l’avant le 15, c’est quel jour?, reinforcing the use of avant and après by pointing at the appropriate date.

2. (Use after task 3) Display a family tree on the board (see online worksheet) – two grandparents, two parents, three children. Use stick figure symbols to represent males and females and label the middle child moi. Write these family nouns on the board in random order: le père, la mère, la sœur, le frère, le grand-père, la grand-mère. Ask students to match them to the different members of the tree in relation to moi.

A number of activities and ideas are suggested for the introduction of reading in the course of the book (see TB 21) and some of these could be used with this unit.

**Worksheet (ws_03A.S)**

### La famille

**1 Ma famille**

1. Écoute et lis

Speak about the Laurent family using the photos to introduce the recording. Students can go on to listen to the recorded text several times, with or without the printed version. For extra practice, the teacher could say a number from 1 to 5 and the name of a student who could then say the corresponding sentence aloud.

**Solution:**

1. père, 2. mère, 3. famille, 4. fille, 5. fils, 6. frères, 7. sœur
b Invente une famille

As an extension activity, students describe an imaginary family using the previous sentences as a model and the picture as inspiration. As follow-up, students could introduce their invented family to a partner. The partner could ask questions to elicit the information.

20 Dossier-langue

Masculine and feminine

This short explanation should help to familiarise students with *le* and *la*. It is covered again later in the fuller item on gender (SB 00).

La famille de Kévin

La famille Roland

3 Une grande famille

Regarde et lis.

As preparation, tell the class you are going to ask them whether they have any brothers and sisters and ask *Tu as (As-tu) des frères et sœurs?* with just *Oui* or *Non* for the answers to begin with.

The short cartoon then introduces the printed version of the question *Tu as des frères et sœurs?* and supplies examples of how to answer it. Talk the class through the cartoon to check it has been understood, e.g.

*Voici une fille. Elle dit, ‘Tu as des frères et sœurs?’*  
*Et voici un garçon. Il répond …*

*Regardez les photos. Le garçon dit, ‘J’ai quatre sœurs’* etc.

Write on the board:

*Oui, j’ai … sœur(s).*  
*Oui, j’ai … frère(s).*

Then ask some students to answer more fully the question *Tu as des frères et sœurs?*, choosing first those you know to have siblings. Eventually teach orally *Non, je suis fille/fils/enfant unique*. Add this to the list on the board, and go on to the next item.

The letter ‘è’ with grave accent

A full explanation of the sound of the letter ‘è’ is given on *Kerboodle*, together with interactive practice which includes differentiating between è and é.

Say the word *règle* with the gesture for ruling a line (running a pen along a ruler). Students repeat the word with the same gesture. Then read out the other words with students repeating each one.

Additionally, this brief item can be used to practise pronunciation of the è sounds. Ask students to listen and repeat the words they hear: Ecoutez et répétez. Then display the words *père*, *très*, *après*, *chère* in random order for students to match.

They could be given other words with è to check they can pronounce it correctly (e.g. *frère*, *mère*, *collège*).

Using clues to work out meaning (2)

This reading strategy focuses on using context, cognates and near-cognates to help work out meaning.

4 Trois familles

a Écoute et lis.

First give the class a few minutes to look at the photos and text. Add to the list on the board *demi-frère*, *demi-sœur*, *grand-père*, *grand-mère*, *grands-parents*, *cousin(e)*. Ask the class to repeat these words and work out the meaning.

Go through each of the statements with the class, pointing at the relevant words on the board as you say them, e.g.


*Il habite avec sa grand-mère et son grand-père avec ses grands-parents.*

*Voici Alice. Elle a un demi-frère et une demi-sœur.*

Some students may want to know more about step-parents and siblings. They may be able to spot that demi is invariable whereas *beau* and *belle* agree. They could even look up the plurals in the glossary and find the ‘mother/father-in-law’ meaning, too.

Now use the recording, and incorporate a range of listening and reading strategies with varying amounts of support.
b Vrai ou faux?
The reading task in part b is based on the photos and text above, but with the verbs in the third person. It could be done orally as a class activity or by students working in pairs, providing an opportunity for peer assessment. More able students, working alone, could write corrected versions of the false sentences.

Solution:  
(suggested corrections): 1 faux (Talia est fille unique./Talia a deux cousins.), 2 faux (Simon a un père et des grands-parents/un grand-père et une grand-mère.), 3 vrai, 4 vrai, 5 faux (Simon est fils/enfant unique.), 6 faux (Alice a un demi-frère et une demi-soeur.), 7 vrai, 8 vrai, 9 vrai, 10 vrai

Des frères et sœurs

Des cartes d'identité

6 Ma famille

The singular of avoir (to have)

Students are reminded that they have now met all the singular parts of avoir, and about the use of avoir when talking about age.

5 Avoir

a Complète

This short task practises the singular paradigm of avoir.

Solution:
1 j'ai, 2 tu as, 3 il a, 4 elle a, 5 ai, 6 as, 7 a, 8 a

b Décris ta famille

As an extension activity, students write a description of their imaginary family, using parts of avoir.

Encourage them to use as much of their knowledge as possible.

As a follow-up speaking activity, students each invent a family for themselves and note down the details. They then work in pairs or small groups, finding out about these ‘new families’, by using the questions and answers learnt on this spread.
**Starters**

Worksheet ws038. [S abbrev]

1. Display a number of words randomly on the board/screen (see below and online worksheet for suggestions). Students try pronouncing them silently to themselves putting the correct word for ‘the’ in front of each. After one minute, point to a word and then point to or name a student; the student says the word with le/là/l’ in front.

*appartement, lecteur mp3, boîte, chaise, crayon, fenêtre, gomme, livre, maison, ordinateur, taille-crayon, porte, poubelle, règle, stylo, trousse, village, ville*

The rest of the class agree (Oui, c’est ça/correct) by calling out the correct article.

**In this activity, students:**

- are building up internal sound checking skills
- are encouraged always to sound out silently before trying words out loud
- are reminded that there is more than one form of the definite article.

2. (Use before task 3) Revise days of the week and classroom objects, using one of the following:

- Give the days of the week with missing letters and ask students to fill in the gaps.
- Display jumbled spellings of the days of the week and ask students to write them correctly.
- Write the days of the week on the board in one location and a list of classroom items in another, then play a chain game in groups or as a class, e.g. *Lundi, j’ai un cartable. Mardi, j’ai un cartable et un lecteur mp3. Mercredi, j’ai un cartable, un lecteur mp3 et...* *lecteur mp3, boîte, crayon, cahier, calculatrice, cartable, classeur, feutre, gomme, livre, portable, règle, stylo, taille-crayon, trousse*

**My and your**

Teach *mon* and *ma*, *ton* and *ta* orally, by picking up classroom objects and saying *Voici mon crayon, Où est ton crayon?* *C’est ta gomme, ça? Oui, c’est ma gomme, etc.* Go round the class ‘stealing’ possessions from students. When you have assembled a pile of these, ask students *C’est ton crayon/ta gomme? etc.* They can only claim their possessions back by correctly saying *C’est mon crayon etc.* Gradually extend this type of activity to include some plurals, *tes cahiers, mes livres,* etc. When most students are getting the idea, move on to the explanation on SB 22.

**The words for ‘my’ and ‘your’**

Ask the class to read through the explanation and see if they have worked out the rule and understood it, first by getting one or two of them to explain it to the class, then asking the whole class to work in pairs and explain the rule to each other.

For practice, divide the class in half, one team being ‘my’ and one ‘your’. When you say a French word, perhaps also holding up an object, the members of each team take it in turns to say, e.g. *mon stylo/ta règle/les affaires* etc. The teams take it in turns to answer first and the winner is the first to get, say, 20 points for correct answers.

If students produced posters for SB 000 *Au choix* task 6 (see TB 00), these could be used for pairwork, e.g. *C’est ta soeur? Non, c’est ma mère,* etc.

Further practice of the possessive adjectives *mon, ma, mes* and *ton, ta,* tes can be found on pages 6 – 7 of Grammar in Action.
1 La famille Corpuscule

Talk about this unusual family, using the illustrations and getting students to repeat the names of the family, preferably in short sentences, e.g. Voici la famille Corpuscule. C’est une famille de Vampires. Voici le père. Il s’appelle Tombô. Voici la mère. Elle s’appelle Draculine, etc.

Then move on to the task which involves supplying the correct possessive adjective either orally or in writing.


Solution:
1 Ma, mon
2 mes
3 Mon, mon
4 Ma, ma
5 mes, ma

Follow-up

Les Corpuscule

As a follow-up speaking activity, put the names of the Corpuscule family on pieces of paper. Students pick one and have to say two things (or as much as they can) as if they are that person, e.g. Je m’appelle Draculine. Mon fils s’appelle Désastre et ma fille s’appelle Enferina.

Alternatively, students sit in the Hot seat and others ask them questions, e.g. Ton fils, comment s’appelle-t-il?

See also Au Choix SB 000, Task 2

2 Tu as tes affaires?

Further practice of the two possessive adjectives. Draw students’ attention to the colour-coding suggested in the Stratègies box (masculine nouns in blue and feminine ones in red), indicating the thought process necessary to carry out the task. Remind students of the learning objectives and how this task will allow them to demonstrate their skills. Students could do this task orally in pairs, changing over roles halfway through. More able students could then write the answers as consolidation (just possessives + noun).

Encourage students to check and correct each other’s work, displaying correct answers as appropriate.

Solution:
1 ta; ma
2 ta; ma
3 tes; mes
4 ton; mon

Interview d’un vampire – worksheet ws03B.1

3 Mon numéro un

Students listen once for the actual objects and again to check whether it is mon or ma.

Solution: 1 ma guitare 2 ma peluche
3 mon smartphone
2 1 mon portable 2 ma liseuse 3 mon chat
3 1 mon chien 2 mon smartphone 3 ma tablette
4 1 mon vélo 2 ma tablette 3 ma raquette de tennis

Audio

1 Girl – Mon numéro un est ma guitare – j’adore la musique. Mon numéro deux, c’est ma peluche. C’est un petit chien qui s’appelle Milou. Et mon numéro trois … mmm … ah oui, c’est mon smartphone.

2 Boy – Tu as beaucoup d’affaires. Quel est ton numéro un?
– Alors, mon numéro un, c’est mon portable – j’aime les ordinateurs. Et mon numéro deux, c’est … euh … c’est ma liseuse – j’ai beaucoup de livres électroniques.
– Tu as un numéro trois?
– Oui, mon numéro trois, c’est mon chat. Il s’appelle Gaston.

3 – Et toi, quel est ton numéro un?
Girl – Mon numéro un, c’est mon chien, oui, mon chien. Il est adorable! Et mon numéro deux … c’est mon smartphone. Mon numéro trois … quel est mon numéro trois? Hmm … c’est ma tablette … oui, c’est ça, ma tablette.

4 Boy – Moi, j’adore le cyclisme, et mon numéro un, c’est mon vélo.
– Et quel est ton numéro deux?
– Mon numéro deux, c’est ma tablette … et puis mon numéro trois, c’est ma raquette de tennis. C’est super.

b As students write their personal list, circulate to help them with vocabulary they might not know. They may wish to use dictionaries to help with this task.

c Most students will be capable of reading the conversation with their partners, but for extension encourage them to add their own substitutes for the highlighted expressions.

Introduction

C’est le/la … de …

Introduce this structure by going round the classroom and picking up objects, saying, e.g. Voici la règle de Martin, et ça, qu’est-ce que c’est? C’est le stylo de Linda.

C’est le crayon de David. Vrai ou faux?

Use some games for practice, e.g.

1 Put a few objects in a box. Take one out and hold it behind your back. Students guess what it is and who it belongs to, e.g. C’est la règle de Chantal?

2 Je touche … (See Games TB 00.)

3 Je pense à quelque chose, played as usual, but with each person guessing using the construction C’est le livre de Caroline etc. (See Games TB 00.)

The choice of objects could be limited in order to stop one person’s turn from going on interminably.
4 Dani

Play the recording as students follow the cartoon strip. Then ask them some questions, on similar lines to those in the exercise which follows, e.g. Regardez le lecteur mp3. C'est le lecteur mp3 de Dani? Non? C'est le lecteur mp3 de son frère? Oui, c'est ça.

Dan

Presenter – Lundi, Dani est à la maison.
Dani – Voici un SMS de mon frère, Louis. Il est à Nice.
Presenter – Aujourd'hui, c'est mardi. Dani est content.
Dani – Voici le lecteur MP3 de mon frère. C'est super, hein?
Presenter – Mercredi, il est à la campagne.
Dani – C'est le vélo de mon frère. J'aime le vélo!
Presenter – Jeudi, Dani a une liseuse.
Presenter – Vendredi, il cherche son cartable.
Dani – Où est mon cartable? Ah, je prends le sac à dos de mon frère.
Presenter – Samedi, il est avec une amie.
Dani – Je vais au cinéma. Voici la copine de mon frère.
Presenter – Mais dimanche … qui est-ce?!
Dani – Aïe! Voici mon frère!

5 Dani et Théo

Students write down the true statement in each pair. This can be corrected orally, with students reading out the full sentence each time, e.g.

Regardez ‘a’. C’est le lecteur MP3 de Dani? Oui? Non?
Et regardez ‘b’. C’est le lecteur MP3 de son frère. C’est vrai?
Oui, c’est vrai.

Solution:
1 b, 2 b, 3 b, 4 a, 5 a, 6 b

Qu’est-ce qui manque?

This group speaking task provides practice of classroom objects + de + name. Everyone in the group puts something in the middle, e.g. pencil, ruler, rubber. They shut their eyes while the teacher mixes the objects up and removes one thing. Then in turn students pick up something and identify it saying, C’est le crayon de Paul etc. At the end they are asked Qu’est-ce qui manque? and have to say what is missing.

The letters ‘a’, ‘à’ with grave accent, ‘as’

Point out that the three graphemes (‘a’, ‘à’ and ‘as’) all make the same sound in French and draw attention to S1 the example words in the box. Ask the class to find at least two more examples of each grapheme amongst the words they know.

Display the silly sentence and play the audio either using the interactive activity or the audio track. Ask the class to read it and to memorise it.

If the interactive activity is available move on to Screen 2 to give the students a chance to practise identifying the new sound.

Explaining belonging

Go through the presentation of de + noun and ask students to give further examples to reinforce the new structure.

5 Dani et Théo

Students write down the true statement in each pair. This can be corrected orally, with students reading out the full sentence each time, e.g.

Regardez ‘a’. C’est le lecteur MP3 de Dani? Oui? Non?
Et regardez ‘b’. C’est le lecteur MP3 de son frère. C’est vrai?
Oui, c’est vrai.

Solution:
1 b, 2 b, 3 b, 4 a, 5 a, 6 b

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This group speaking task provides practice of classroom objects + de + name. Everyone in the group puts something in the middle, e.g. pencil, ruler, rubber. They shut their eyes while the teacher mixes the objects up and removes one thing. Then in turn students pick up something and identify it saying, C’est le crayon de Paul etc. At the end they are asked Qu’est-ce qui manque? and have to say what is missing.

2 Students shut their books and take stock of what they have learnt so far in this unit: vocabulary for members of the family, differences between masculine and feminine, using possessive adjectives, using the different word order of l’ella (+ noun) de (+ name).
3C Ma maison Pages 24–25

- Discuss your family and friends
- Talk about your home

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<th>Grammaire</th>
<th>Stratégies</th>
<th>Phonétique</th>
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<tr>
<td>• Use the singular of être (to be)</td>
<td>• None</td>
<td>• The letter ‘u’</td>
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**Resources**

**Key language:** see page 00

**Audio:** DL, 4a, Ph and 5 (aud_03C.DL; aud_03C.4a; aud_03C.Ph; aud_03C.5) or CD1, track 0, 0, 0 and 0

**Copymasters:** None

**Worksheets:** Starter (ws_03C.S); DL R,W Le verbe être (ws_03C.DL); Plenary (ws_03C.P)

**Interactive activities:** (4b L,R,W Les pièces (int_03C.4b); Ph LS The letter ‘u’ (int_03C.Ph); 5 LS Ma famille et ma maison (int_03C.5)

**PowerPoint:** 4 R Des maisons françaises (ppt_03C.4)

**Grammar in Action:** None

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**Starters**

**Worksheet (ws_03C.S)**

1. Reinforce the focus on masculine and feminine. Present an assortment of 12–15 nouns learnt so far, without the articles (see below and online worksheet). Give each student two pieces of card, one in blue for masculine nouns, one in red for feminine nouns. Now read out the list of words. Students hold up the blue card if the word is masculine, red for feminine.

   cahier, calculatrice, cartable, chaise, classeur, fenêtre, lecteur MP3, maison, porte, poubelle, sac, stylo, table, tableau interactif, village

2. (use after task 3) Play Loto using visuals or text. Prepare a card for each student with any four rooms or items in the Laurent family’s house in French (see online worksheet). Students pick them up as they enter the classroom. The first student to get all four places calls Loto! and has to say the four places in French. An alternative version of this is ‘strip bingo’ – items are listed vertically on a strip of paper and students can only tear items from the top or the bottom when they are called out.

**Worksheet (ws_03C.DL) [R, W]**

**Le verbe être**

**24 [R, W]**

The next three items are a set of e-mails to practise the singular of être and other vocabulary.

1. **Un message d’Yvan**
   - Lis le message d’Yvan.
   - Students read the e-mail from Yvan which could be followed by a brief discussion about the verbs used.
   - Vrai ou faux?
   - Point out the word sportif in preparation for the feminine form which appears in the next e-mail.

   Solution:
   1. faux, 2. vrai, 3. vrai, 4. faux, 5. faux, 6. vrai,
   7. vrai, 8. faux

**24 moi and toi**

This item focuses on the use of emphatic pronouns moi and toi.

2. **Un message de Karine**

Complete the message

As the e-mail is sent by a girl, comment on the use of sportive.

Solution:

Je suis ta correspondante; Il est amusant; Elle est fantastique; Es-tu sportive comme moi?
3 Salut!

a Réponds à Yvan ou à Karine.
Students now write their own e-mail, filling in the gaps. More able students could add a few more sentences here.

b Écris deux paragraphes – donne plus de détails.
Encourage students to use all their knowledge and add as much detail as possible.

est (is), et (and)

This item focuses on the sound of est (is) and et (and). It is accompanied by a short listening differentiation task.
Both these words are often used. How different do they sound? Is each word always pronounced the same way?
Emphasise to students that understanding the context helps them work out which word is being used. Also mention that the final t of est is sounded before a vowel or silent h, but the t on et is never sounded.

Solution:
1 et, 2 est, 3 et, 4 est, 5 est, 6 est, 7 et, 8 est

Interactive activity [L, S]

25 (ws.03CDL) [L, S, R, AfL]

4 La maison de la famille Laurent

a Regarde le plan de la maison, écoute et lis la description.
First get the class to look at the plan of the house and familiarise themselves with the rooms. Play the recording while students follow the text. Use a range of reading strategies with varying amounts of support.
Look again at the plan and talk briefly about the rooms, e.g.
La salle à manger, c’est la lettre …?
La lettre A, c’est quelle pièce? C’est la chambre.
Et voici la cuisine. Regardez. Dans la cuisine il y a une radio, etc.

Once the students are familiar with the plan and have understood the text, ask questions about the plan, introducing Qu’est-ce qu’il y a? and Il y a … and gradually train the class to answer and then ask each other these, e.g.

a – C’est le salon?
Oui, c’est le salon/Non, c’est la salle à manger.

b – Il y a une table/l’une radio/l’un lit dans la salle à manger/là cuisine/là chambre de Louise? Oui ou non?

Écoutez et répétez

Additional items can be used to practise the pronunciation of the u sound. Ask students to listen and repeat the words they hear:

– Dans la chambre de Louise, il y a un lit, un chat
– Où est le lecteur CD/l’ordinateur?
– Dans la chambre de Louise, il y a un lit, un chat

Emphasise to students that understanding the context helps them work out which word is being used. Also mention that the final t of est is sounded before a vowel or silent h, but the t on et is never sounded.

Solution:
1 et, 2 est, 3 et, 4 est, 5 est, 6 est, 7 et, 8 est

Interactive activity [L, S]

25 (ws.03CDL) [L, S, R, AfL]
b C’est où?

This matching task consolidates the vocabulary for rooms. Ask questions such as Le salon, c’est où? La cuisine, c’est la lettre ‘B’, oui ou non? Answers can be checked orally. Students could check each other’s work in pairs as an opportunity for peer assessment. Refer to the spread objectives and agree criteria for success before assessing their work.

Point out the pronunciation and spelling of accueil, both of which can cause problems. Other uses of accueil can be mentioned, e.g. page d’accueil (= home page), accueil (d’un hôtel) (= reception).

Once all the areas of the house have been identified, do further oral practice of the new vocabulary, e.g. La lettre ‘D’, c’est quelle pièce?

For further practice, print the pictures from the PowerPoint presentation (above) as flashcards and play any of the flashcard games (see TB 24) or adapt the games for the whiteboard. A useful one here is ‘Guess which room it is’ or ‘Guess which room it isn’t’. Hold a flashcard face down, or hide the whiteboard picture, and ask, for example,

– Ce n’est pas la cuisine?
– Vrai.
– Ce n’est pas la salle à manger?
– Faux, c’est la salle à manger. Regardez!

If more oral work is required, give flashcards of rooms to a row of students, asking them questions, e.g.

Tu es dans le salon? Es-tu dans la cuisine? etc.

Then get students to make up vrai ou faux statements to ask others, e.g.

Corrle est dans la salle à manger. Tyler est dans la salle de bains, etc.

Solution:
1 J, 2 G, 3 H, 4 I, 5 A, 6 C, 7 B, 8 D, 9 E, 10 F

Interactive activity [L, R, W]

Les pièces

The letter ‘u’

A full explanation of the sound of the letter ‘u’ is given on Kerboodle, together with interactive practice which includes differentiating between words that do and do not contain the u sound.

Say the word lune with the gesture for moon (form a circle with thumb and forefinger and hold your hand up as if in the sky – the circle shape helps remind students of the shape their mouth should be in). Students repeat the word with the same gesture.

Then read out the other words with students repeating each one.

Additionally, this brief item can be used to practise pronunciation of the u sound. Ask students to listen and repeat the words they hear: Écoutez et répétez. Then display the words tu, une, salut, musique, sur, Luc in random order for students to match.

They could be given other words with u to check

The letter ‘u’
tu, une, salut, musique, sur, Luc

5 Les pièces

Trouve les paires

This entails matching two halves of a sentence. Answers could be checked through in pairs first as an opportunity for peer assessment, then corrected orally to give practice in reading out the complete sentences.

Solution:
1 b, 2 j, 3 g, 4 h, 5 e, 6 a, 7 d, 8 c, 9 f, 10 i

145 Au choix [L]

5 Samedi

Ma famille et ma maison

Samedi

– C’est samedi chez la famille Laurent. Où sont les enfants?
– Où est Louise? Je pense qu’elle est dans sa chambre … Louise, tu es dans ta chambre?
– Oui, Maman. Je suis dans ma chambre.
– Et Thomas? Il est dans sa chambre aussi? Thomas, tu es dans ta chambre?
– Non, Maman. Je suis dans le salon. Je regarde la télé.
– Très bien. Mais où est Daniel? Daniel, tu es dans ta chambre?
– Oui, Maman, je suis dans ma chambre. Je range mes affaires.
– Tu ranges tes affaires?!
– Mais oui, Maman! Dimanche, c’est le concert rock en ville, non? Et moi, j’adore la musique!

Plenaries (pages 24–25)

1 Find out from students how they remember the spelling and pronunciation of the rooms and the objects in them. They work in pairs, then report back to the whole class. If necessary, provide some ideas to start them off, e.g. salon – like ‘saloon’; cuisine – spell it rhythmically C-U … I-S … I-N-E.

2 Ask students to look at the objectives for SB pages 24–25: how well do they think they have done? Can they explain the main points to a partner? What did they find easy or difficult?
3D C’est où? Pages 26–27

- Describe where things are in a room

<table>
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<th>Grammaire</th>
<th>Stratégies</th>
<th>Phonétique</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use some prepositions</td>
<td>• Remembering vocabulary</td>
<td>• None</td>
</tr>
<tr>
<td>• Learn more about masculine and feminine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources

Key language: see page 00
Audio: 1, 2 and 3 (aud_03D.1; aud_03D.2) or CD1, tracks 0 + 0
Copymasters: 3/2 Masculin, féminin
Worksheets: Starter (ws_03D.5); 2 W Invente des phrases (ws_03D.2); Plenary (ws_03D.P)
Interactive activities: 4 L,R Rue Danton: L’appartement de Manon et Hugo (int_03D.4)
PowerPoint: 1 L,S,R C’est où? (ppt_03D.1)
Grammar in Action: p5

Starters

Worksheet (ws_03C.5)

1 Write a random list of vocabulary items on one area of the board (see online worksheet – rooms, furniture, objects). Begin to draw any one of the items. Students tell you as soon as they know what it is. Bad drawing ‘adds to the interest’. Students then continue in pairs. (This provides good preparation for the vocabulary used in work on prepositions.)

2 Show the picture of Thomas and Daniel’s room (SB 26 and ws03) and play Sur ou sous? Explain that holding your arms up means that an object is sur; holding them down means it is sous. Say sentences containing sur or sous (e.g. la trousse de Thomas est sur la chaise). Students listen and when they hear sur their arms go up, when they hear sous their arms go down under the desks. Alternatively, they could only do the action if the information is correct (as a version of Jacques a dit …). Introduce the new prepositions.

Introduction [5]

Où est …?

There are a variety of ways to teach and practise sur, sous and dans, e.g. with classroom objects, piling them up, putting them in, on or under things and asking questions beginning with Où est …? At first supply the answers too, then get the class to answer. Eventually students can ask and answer similar questions. The small diagram on SB 26 gives the meaning of the three words. Several oral games provide useful practice, e.g. Qu’est-ce qu’il y a dans la boîte? (see TB 22).

Presentation (ppt_03D.1) [L, S, R]

C’est où?

1 Notre chambre

Écoute et lis.

Use the picture for oral discussion. Students then listen to Thomas describing the room and guess which is his side.

After this first hearing, go through the whole item more thoroughly using the printed text. Use listening and reading strategies as appropriate.

Ask questions about the picture, e.g. Où sont les livres de Thomas? Où est le lit de Daniel? – Voici! Voilà …

Où est le cartable? Qu’est-ce qu’il y a dans la trousse? etc.

Notre chambre

Je suis Thomas Laurent, et Daniel est mon petit frère.

Voici notre chambre et voici notre console avec les jeux vidéo.

Voici mes affaires. Mes livres sont sur la table et mes crayons sont dans la boîte.

Mon stylo est sur le cahier et mes classeurs sont sous la table.

Et voilà mon lecteur MP3.

Et voici les affaires de mon frère Daniel.

Où est le sac? Ah oui, il est sur le lit!

Dans le sac, il y a une règle et des livres.

Et qu’est-ce qu’il y a sous le lit? Voilà!

Le smartphone de Daniel est sous le lit.

Et voici la trousse de Daniel: elle est sur la chaise.

Et qu’est-ce qu’il y a dans la trousse? Regardez!

Il y a une gomme dans la trousse, mais les crayons et le stylo sont sous la chaise!
2 Dans la chambre

Compleète les phrases
Students supply the word sur, sous or dans to complete these sentences. Most are given in the text, but one or two have to be discovered through the picture of the bedroom. The answers should be checked orally afterwards, with students reading aloud each completed sentence.

Solution:
1 dans, 2 sur, 3 dans, 4 sur, 5 dans, sur, 6 dans, 7 sous, 8 sur
Use similar questions and answers to consolidate the new vocabulary and to introduce the pronouns il and elle.

Consolidation
The following worksheet and Au choix activities present a selection of differentiated activities which could be used here to consolidate work on rooms in the house, prepositions and expressing possession.

Worksheet (ws_03D.2) [W]

Invente des phrases

3 La maison de la famille Lambert

4 Jeu de mémoire

Remembering vocabulary

Suzanne et Suzette Souris
This item focuses on the pronunciation of the sounds ou and u, already met in the words sur and sous. Students may try saying the sentences as a tongue twister.

Suzanne et Suzette Souris
Suzanne Souris est sur la boîte. Voici sa sœur, Suzette Souris. La boîte est sous la table. Suzanne et Suzette Souris sont aussi sous la table.

27 Dossier-langue

Masculine and feminine
By now students have met all the articles and several possessive adjectives and pronouns, so this item really serves as a reference table for revision, bringing the main examples together. Go through the table with students and check that they can complete it accurately. The completed table ...

- sets out more fully the link between un and le/une and la (already mentioned on SB 20)
- includes l’+ vowel
- mentions the use of the pronouns il and elle to mean ‘it’
- explains that gender applies to things as well as people in French.

If some students are not too clear about any of these points, give them more examples, e.g.
Voici un stylo. (Write un stylo on the board.)
C’est le stylo de Vivienne, oui? (Write le stylo under un stylo.)

Put the pen in a box, or any other suitable place.
Bon, le stylo de Vivienne est dans la boîte. Il est dans la boîte. (Write il under le.)

Coloured pens could be used to highlight masculine and feminine words.

Continue in the same way using feminine objects and with words beginning with a vowel, so that students can see the pattern.

Solution:
1 c, 2 a, 3 d, 4 b, 5 g, 6 e, 7 h, 8 f

5

C’est où?
For further practice of prepositions and pronouns, play a game. Someone places/hides objects around the classroom and asks where they are. Others reply using pronouns. This could be a team game – one mark for the correct place, one for the correct preposition, one for using the correct pronoun.
4 Ma chambre

a Écris trois phrases
Students could discuss this activity in pairs first, noting the phrases and vocabulary they will need. The task could then be done orally as a class activity, asking students questions such as: Qu’est-ce qu’il y a dans ta chambre? Où est ton ordinateur? Tu as une télévision dans ta chambre?
Students can then write out a short description of their room (or their ideal room, if they prefer). The final version of this can form part of students’ Dossier personnel.

b Fais une présentation
Students could prepare a presentation using a variety of media, e.g. whiteboard, PowerPoint, video. Encourage them to include text that shows the amount of language they have learnt so far and to make the presentation as interesting as possible with visuals where possible.
As an alternative, students could write an extended text about their home, for example in the form of a blog:
Écris un paragraphe sur ta maison ou ton appartement (avec des photos ou des dessins, si possible).

Masculin, féminin

Masculine and feminine
This grammar explanation and practice covers material in Unités 1–3 and can be used here for consolidation.

Rue Danton: L’appartement de Manon et Hugo

Plenaries (pages 26–27)

1 In pairs, students tell their partner three things about where things are in their house or room. They then pair up with another two students – how many different phrases can they say? Take feedback from the class.
2 Show visuals of some of the items of vocabulary that students have met in this unit (and also from the first two units). Which, if any, do students find hard to remember? Is it easy to remember the gender? Discuss, as a class, ways of memorising the more difficult words.
3E Une famille fantastique Page 28

- Read a poem in French

<table>
<thead>
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<tr>
<td>• None</td>
<td>• None</td>
<td>• The letters ‘s’ (between vowels), ‘z’</td>
</tr>
</tbody>
</table>

Resources

**Key language:** see page 00  
**Audio:** 1 and Ph (aud_03E.1; aud_03E.Ph) or CD1, tracks 0 + 0  
**Copymasters:** None  
**Worksheets:** Starter (ws_03E.S); Plenary (ws_03E.P)  
**Interactive activities:** Ph L, S The letters ‘s’ (between vowels), ‘z’ (int_03E.Ph)  
**PowerPoint:** None  
**Grammar in Action:** None

### Starters

**Worksheet (ws_03E.S)**

1. Display the numbers up to 30 in words in French on the board, out of sequence. Invite students to work out the right order silently to themselves and then to call them out in sequence. Point to the first student who starts – un, deux. Then point to another student (not the next one) who continues – trois, quatre, cinq. Point to a third student – six –, etc.

2. Display words with the vowels é and è missing. Students hold up a piece of paper with é or è on it. It is helpful if these are on different coloured paper, perhaps orange for é and green for è. 

Suggestion: 
- écoute, réponse, numéro, stratégie, zéro, idée, vérifie, télé, téléphone, intéressant, vidéo, différent, vélo, mère, frère, pièce, complète, règle and one to really test them: répète.

28  

1 Alban et sa famille extraordinaire

**Regarde les images. Écoute et lis le poème.**

Students should listen for the rhythm, the rhymes and the intonation of the poem. Once they are familiar with it, they could read the poem aloud themselves. This could be done a line or a verse at a time around the class and it could be recorded or filmed.

**Solution:**


2 Alban et sa famille

a. Vrai [✓] ou faux [✗] ?

This task tests comprehension of the poem.

**Solution:**

### Plenaries (page 28)

**Worksheet (ws.03E.P)**

1. With their books closed, students reconstruct the different language they have learnt in this unit. Write up the information as a mind-map with *Chez moi* at the centre (see online worksheet).

   *Surround* *Chez moi* with some sentences/sentence starters, e.g.

   - *Dans ma famille, j’ai un frère, …*
   - *Dans mon appartement, il y a …*
   - *Dans ma chambre, j’ai …*
   - *Mon ordinateur est sur la table, …*

2. Discuss what students have been able to include in their Dossier personnel at the end of this unit. Students could assess how far they have come in the first three units (before moving on to the first Rappel section) and summarise what they now know.

### Sommaire

A summary of the main language and structures of the unit, also on copymaster for ease of reference.

### Consolidation and assessment

#### Rappel 1 (page 30–31)

**Unités 1–3**

This section can be used at any point after Unité 3 for revision and consolidation. It provides reading and writing activities which are self-instructional and can be used by students working individually for homework or during cover lessons.

#### 1 Les nombres

**a** Écris le nombre qui manque. Write the missing number.

**Solution:**

1. vingt-huit, 2. soixante-deux, 3. quarante-quatre, 4. quatorze, 5. cinquante, 6. trente-cinq

**b** Répons aux questions. Answer the questions.

**Solution:**

1. En France: 1 c, 2 b, 3 a
   - Au collège: 4 a, 5 b, 6 c
   - En famille: 7 c, 8 c

#### 2 Masculin, féminin

**Écris deux listes.** Write two lists.

**Solution:**

- **masculin**
  - frère
  - garçon
  - il
  - le

- **fémnin**
  - mère
  - fille
  - la
  - un

#### 3 Un multi-quiz

**Choisis la bonne réponse.** Choose the correct answer.

**Solution:**

- En France: 1 c, 2 b, 3 a
- Au collège: 4 a, 5 b, 6 c
- En famille: 7 c, 8 c

#### 4 Le jeu des images

**Trouve les paires.** Find the pairs.

**Solution:**

5 Des descriptions
Copie et complète les phrases. Copy the sentences and fill in the gaps.
This task requires production of vocabulary involving some knowledge of gender and number.

Solution:
1 une table, une chaise et un livre
2 des maisons et un cinéma
3 famille, fille, garçons, parents. La, ans

6 Les petits mots
Complète les phrases. Fill in the gaps.
This task requires production of articles and possessive adjectives.

Solution:
a 1 une, 2 une, 3 ton, 4 ta, 5 le, 6 ton
b 7 ma, 8 mon, 9 ma, 10 mon, 11 le

7 Questions et réponses
Écris tes réponses. Write your own answers.
This is a predominantly open-ended task testing key language from Unités 1–3.
Solution:

Au choix (pages 144–145)

1 Combien?
This activity gives further practice of question and answer work about families and could be done orally in class or used as a written extension activity. This is suitable as a written homework activity.
Students could go on to design various different families for each other, using pencil and paper and stick men (or on the computer or whiteboard). They then change over, answering questions about each other’s families.

Solution:
1 J’ai deux frères et une sœur.
2 J’ai une sœur.
3 Je suis enfant unique.
4 J’ai quatre frères.
5 J’ai un frère et une sœur.
6 J’ai trois sœurs.
7 J’ai un frère.
8 J’ai un frère et deux sœurs.
see *Grammaire* 4.3 (SB 160). This could be done first with the teacher asking questions, then with some students making up similar questions about the objects shown or about things in the classroom, e.g.
– *Le lecteur MP3, c’est à Louise? – Non.*
– *C’est à qui? – C’est à Simon.*
– *Et ce cahier, c’est à James? – Oui.*
– *Ah oui, c’est le cahier de James, etc.*

### 5 Samedi

This item practises the verb être and also includes some possessive adjectives and rooms of the house. Go through the text and pictures with the class, commenting on where everyone is and asking questions such as Où est Louise? Ah, voilà, elle est dans sa chambre, etc. Students could then do part b in which they complete the sentences. They should then listen to the recording and follow the text, checking their answers as they go.

#### Solution:

1 est, 2 est, 3 es, 4 suis, 5 es, 6 suis, 7 est, 8 es, 9 suis, 10 est

### La famille Techno

This is an information-gap activity, based on a family tree. Students work in pairs, asking questions in turn to complete the ages of the people on their allocated family tree.

#### Hot seat

For further speaking practice, use the subject of one’s family as a ‘Hot seat’ topic – one student answers questions asked by various members of the class for about a minute, e.g. Ton frère/Ta sœur, comment s’appelle-t-il? Quel âge a-t-il? etc.

#### Masculin, féminin

This gives practice of gender. There is a built-in incline of difficulty, so less able students may need help with tasks 3 and 4.

#### Solution:

1 **Les mots féminins**
The following should be underlined: la famille, la maison, une demi-sœur, la trousse, la mère, la télé, une carte postale, la radio, une calculatrice, la grand-mère

2 5-4-3-2-1

5 un frère, une demi-sœur, le père, la mère, la grand-mère

4 (any 4) la télé, un ordinateur, un lecteur MP3, la radio, une calculatrice

3 samedi, vendredi, dimanche

2 un stylo, un crayon

1 (any one) une maison, un cinéma

3 Fais deux listes

   l’animal  la ferme

   le lecteur MP3  la maison

   le grand-père  la rue

   l’ordinateur  la sœur

   le sac

4 **Les blancs**

This is an open-ended task.
This could be done first with the teacher asking questions, then with some students making up similar questions about the objects shown or about things in the classroom, e.g.- Le lecteur MP3, c'est à Louise? – Non. – C'est à qui? – C'est à Simon. – Et ce cahier, c'est à James? – Oui. – Ah oui, c'est le cahier de James, etc.

Au choix \(L, Lfw\) 3 Samedi This item practises the verb être and also includes some possessive adjectives and rooms of the house. Go through the text and pictures with the class, commenting on where everyone is and asking questions such as Où est Louise? Ah, voilà, elle est dans sa chambre, etc. Students could then do part b in which they complete the sentences. They should then listen to the recording and follow the text, checking their answers as they go.

Solution: 1 est, 2 est, 3 es, 4 suis, 5 es, 6 suis, 7 est, 8 es, 9 suis, 10 est


Au choix \(W, AfL\) 6 Ma famille This brief item can be exploited with varying degrees of support, depending on ability, as an AfL task. Use the spread objectives as a focus for discussion and remember that it is important to model how to do tasks of this kind.

At the simplest level, students could design a poster for classroom display, including sketches or photos with labels. However, some students will be able to write a fuller description of their family, and this can form part of their Dossier personnel. This text could then be used as a basis for pair work. As a variation, students could swap over and pretend to be someone else answering questions for them. Discuss how students' work has met the assessment criteria, and provide encouragement for improving skills where necessary. Some posters could be put up in the classroom and used later for oral practice of son/sa/ses, e.g. Son frère, comment s'appelle-t-il? Quel âge a-t-il? etc. The posters are also good for a guessing game. Cover the name at the top of the poster and say, for example: Son frère s'appelle Thomas, sa sœur a 6 ans. Qui est-ce?

Unité 3: Copymasters

La famille Techno This is an information-gap activity, based on a family tree. Students work in pairs, asking questions in turn to complete the ages of the people on their allocated family tree.

Hot seat For further speaking practice, use the subject of one's family as a 'Hot seat' topic – one student answers questions asked by various members of the class for about a minute, e.g. Ton frère/Ta sœur, comment s'appelle-t-il/elle?/Quel âge a-t-il/elle? etc.

Masculin, féminin This gives practice of gender. There is a built-in incline of difficulty, so less able students may need help with tasks 3 and 4.

Solution:

1 Les mots féminins

The following should be underlined: la famille, la maison, une demi-sœur, la trousse, la mère, la télé, une carte postale, la radio, une calculatrice, la grand-mère

2 5-4-3-2-1

5 un frère, une demi-sœur, le père, la mère, la grand-mère

4 (any 4) la télé, un ordinateur, un lecteur MP3, la radio, une calculatrice

3 samedi, vendredi, dimanche

2 un stylo, un crayon

1 (any one) une maison, un cinéma

3 Fais deux listes

l'animal  la ferme

le lecteur MP3 la maison

le grand-père  la rue

le jardin  la sœur

l'ordinateur

le sac

4 Les blancs

This is an open-ended task.
Also available from

Grammar in Action Workbooks
The workbooks are matched to the Student Books and provide exercises for in class and homework use, and grammar notes. Find out more at www.oxfordsecondary.co.uk/tricolore.

Kerboodle
Kerboodle* is packed full of guided support and ideas for running and creating effective lessons. It’s intuitive to use, customizable, and can be accessed online at anytime and anywhere. Find out more at www.oxfordsecondary.co.uk/tricolorekerboodle.

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