

# Mille feuilles

## Information for parents



Dear parents,

Your child is learning French with “Mille feuilles”.  
Would you like to know what is behind this  
teaching aid and how it can help your child to  
learn a foreign language?

The answers to these and other questions about  
“Mille feuilles” can be found in this brochure.  
Learn more about how you can best support  
your child as they learn.

### Contents

---

A modern French teaching aid	3
The “Mille feuilles” universe	4
Learning French with “Mille feuilles”	5
10 advantages of “Mille feuilles”	12
The courage to make mistakes	17
How best to support your child	18

# A modern French teaching aid

Does it seem like yesterday that you were learning French or another foreign language at school yourself? Do you remember that the “topic” of the lessons was mostly grammatical?

**Children learning French today address topics that interest their age group. As your child engages with exciting content, they encounter grammatical structures and notice regularities. At the same time, they discover new words that they hadn't previously come across. Openly formulated tasks help them to find out the meaning of contents, words and the regularities observed.**

Modern teaching aids such as “Mille feuilles” create a learning environment that enables students to actively construct knowledge and shape the course of their own learning process. They enjoy extensive creative freedom which allows them to work on the tasks in a way that suits their individual resources, skills and interests.

Language learning is most efficient when there is a real need for communication. That's why “Mille feuilles” establishes a variety of teaching situations in which students experience successful interaction with the help of language: playing a game, telling a story, writing a report, etc.

On the following pages, you will discover the components of the “Mille feuilles” universe and the typical structure of a learning unit.

# The “Mille feuilles” universe

The workbooks, referred to as *magazines*, form the foundation of the teaching material. Depending on their needs, students can work with the printed or the digital version. Both the *fichier* vocabulary box and the *revue*, in which they document their individual learning process, also form integral parts of the teaching material. Additional resources available to learners include the “mini-dic” dictionary and, from Year 5, the “midi-dic”, the “mini-grammaire” grammar book as well as the “On bavarde?” language game box.

## The *magazine*: thematic book and workbook in one

printed  
*magazines*



digital  
*magazines*



## The *revue*: overview book



printed *revue*



vocabulary box  
with flashcards



digital *fichier*

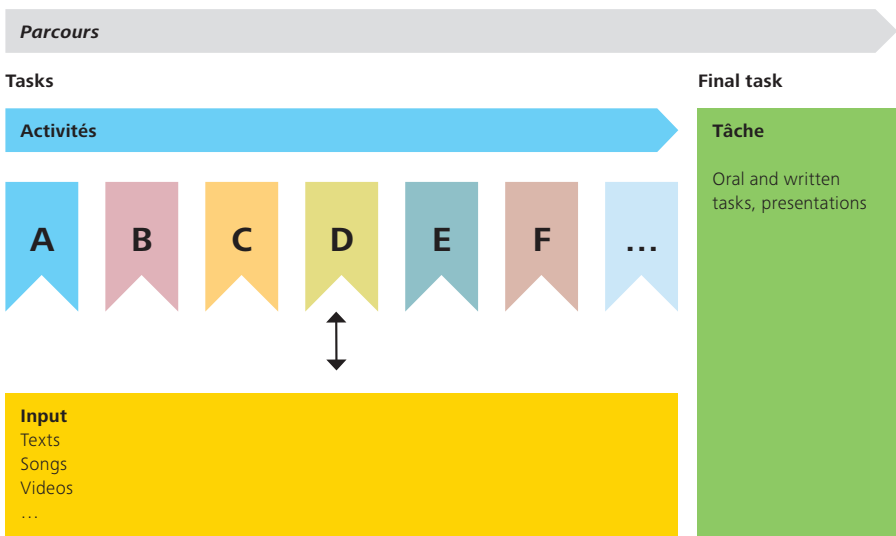
## The *fichier*: vocabulary learning aid



# Learning French with “Mille feuilles”

## The structure of a learning unit in “Mille feuilles”

Students work on several *magazines* in the course of a year. Each *magazine* is structured as follows:



A learning unit is referred to as a *parcours*. This establishes the theme of the relevant *magazine*. Numerous exercises and language activities are centred around French texts to read and listen to. During these *activités*, students are guided so that they can decode and process the input step by step.

Students acquire new knowledge about the world and learn the language at the same time. During the *tâche*, a challenging task at the end of the *parcours*, they are given the opportunity to apply what they have learned. They use the *revue* to record the knowledge they have acquired.

## Le chemin de l'école

### 1. Samuel

Salut. Je m'appelle Samuel.  
J'ai 13 ans.

J'habite en Inde.

Je vais à l'école avec mes 2 frères.  
Je vais à l'école en fauteuil roulant.  
Je ne peux pas marcher depuis ma naissance.

J'habite à 1 heure et quart en fauteuil roulant de l'école.  
Mon école est à 4 kilomètres de ma maison.

Les conditions sur notre chemin sont difficiles.

à l'école  
2 de frères  
avec mes 2 frères  
sont meses autres frères  
depuis ma naissance  
sur mes 2 frères  
1 heure et quart  
fauteuil roulant  
de ma maison  
par un moyen difficile  
les conditions  
de l'école  
notre chemin  
sont très  
difficiles  
schooling

14

«Mille feuilles 3»

## Input

### Texts to read and listen to

From the very beginning, students encounter French texts that fit into the thematic context of the *parcours* and never remain isolated. Input is taken from a variety of sources and uses age-appropriate language. The aim is to share something funny or exciting with the children and young people, or to convey interesting information that is worth knowing.

**Let your child listen to the French texts as often as they want. Don't systematically translate the texts. Your child doesn't need to understand everything in detail at this stage.**

### Images as decoding aids

Don't be fooled by the sequence of pages: the start of a *parcours* doesn't mean jumping in at the deep end! Students start processing the *parcours* with *activité A*, during which they are introduced to the input texts. They are always guided as they listen to and read the texts. Students usually have to work out the meaning of the content to start off with. There are pictures to help them to decipher it.

## La coccinelle



La coccinelle est un insecte avec 4 ailes. Elle marche et vole.  
La coccinelle vit dans les jardins, les prés et les champs.  
Elle est active le jour.  
La coccinelle est rouge, noire ou jaune, avec des points.  
Elle mesure entre 3 et 5 mm.  
La coccinelle mange jusqu'à 100 pucerons par jour.  
Elle pond entre 100 et 400 œufs par an.  
La coccinelle aide les plantes en mangeant des pucerons.

elle  
est  
de  
rouge  
et  
des  
points  
noirs  
pucerons  
ladybugs

17

«Mille feuilles 3»

## Activités

### Decoding content

Students first decode the input texts in the *activités*, then prepare to solve the *tâche*. While working on the *activités*, they practise language learning strategies\*, grammatical structures and rules as well as thematic and everyday vocabulary. The varied tasks offer numerous opportunities for listening, reading, speaking and writing. The exercises are mostly designed to be open-ended and consist of several steps, enabling students to en-

gage with the language and the content in an exploratory way. In most cases, different solutions and results are possible. The *activités* are related to the content and make sense to the students. Practising words and rules in isolation, separately from the context, is an exception. This approach is only used when necessary for completing the *tâche*\*\*

**Be there for your child while they do their homework. Stick to the task descriptions. It is not necessary for you to develop your own tasks for your child which are not included in “Mille feuilles”.**

Activité F

### Le chemin de l'école

Du erfährst interessantes über den Schulweg von Kindern auf der ganzen Welt.  
Du sprichst über deinen eigenen Schulweg.

Namen  Letzte  Lesen

Sprechen  Kulturen im Fokus

1. Regardez les photos aux pages 14 à 17. Samuele haad de schon kuerzen gelienet. Schau die Bilder der anderen Kinder an und stell Vermutungen an. Racontez en allemand.
2. Écoutez et lisez les textes. Wie hessen die 4 Kinder? Wo Wohnen sie?
3. Sucht und markiert die beiden Sätze in allen Texten:  
Je m'appelle...  
J'habite...  
facilitez erzählt ihre Länder die Tabelle
4. Note les noms des enfants et leurs pays dans la grille.

Nom de l'enfant	pays
Samuel	Inde

40

«Mille feuilles 3»

### Clear tasks

Personal success is particularly motivating for students. The same should apply as they complete the *activités* in “Mille feuilles”. To enable students to work independently right from the start, more complex assignments are written in German. Understanding of French instructions is built up gradually. It is important that the tasks can be understood by the students.

\* Language learning strategies: these are techniques and procedures that facilitate learning.

\*\* An overview of the vocabulary, grammar, pronunciation and strategies your child will acquire with “Mille feuilles” can be found in the *revue*.

# Tâche

## Applying the knowledge acquired

At the end of a *parcours*, the students have to complete a larger task, the *tâche*. This involves putting into practice what they have learned in the *activités*. For example, students may be required to write and illustrate a French story, create a play and act it out, organise a production on the class stage, put together a portrait, describe their own invention and much more.

Tâche

## Un jeu de loto animalier

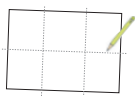

Du joues un jeu de loto. Tu parles français.

Sprechen

**La préparation**

1. Unterziele ein A4-Blatt in 6 gleich grosse Felder.
2. Découpe 6 images de la page 61.
3. Colle les images sur des petits morceaux de papier.

Môchères tu ein anderes Tier ins Spiel bringen? Du kannst sein Bild auf ein Feld zeichnen.  
 Schreibe einen französischen Satz auf einen separaten Zettel dazu. Schau auf Seite 63.

4. Découper les cartes à la page 63. Als Gruppe braucht ihr nur die Textkarten aus einem magazine.
5. Préparez des petits morceaux de papier pour coller les images.
6. Placez les cartes sur une table avec du texte écrit en français.
7. Écoutez les phrases du loto et entraînez-vous à les lire.

58

«Mille feuilles 3»

Tâche

## Mon portrait

Du gèstales ein Portrait von dir und erzählst anderen etwas über dich und deinen Schulweg.

Sprechen    Schreiben    Schreiben

1. Fais un portrait et parle de toi. Schreibe auf.  
 – wie du heisst, wie alt du bist und wo du wohnt.  
 – wie weit es zur Schule ist, wie du zur Schule gehst und mit wem.  
 – was du in deinem Rucksack mitnimmst.
2. Fais ton portrait sur une affiche.
3. Écris en français. Die Beispielsätze helfen dir:

**Moi**  
 Je m'appelle...  
 J'ai... ans.  
 J'habite à... en...  
 ...


**D'autres informations**  
 Ma mère...  
 J'ai un frère...  
 J'ai 2 frères...  
 ...  
 J'aime le foot, le basket, la danse, le tennis, lire, jouer, chanter, jouer, jouer, jouer...

**Mon chemin de l'école**  
 J'habite à... mètres/kilomètres de l'école.  
 J'habite à... minutes/heures de l'école.

**Comment? comment?**  
 Je vais à l'école... à pied, à vélo, à trottinette, en train, en bus, en voiture.

**Avec qui? mit wem?**  
 Je vais à l'école avec mes copains, mes copines, ma sœur, mon frère.

**Mon sac à dos**  
 Dans mon sac à dos, il y a... une trousse, un livre, des stylos, ...



55

«Mille feuilles 3»

Solving the task will enable students to use

French in curricular and extracurricular situations.



## Digital magazines

### Free access to audio recordings, videos and games

The digital *magazines* look the same as the printed versions, but offer students additional options. Students are often interested in hearing or seeing recordings over and over again, and in having stories told several times. Students have free access to all digital content such as audio recordings and videos, as well as learning programmes and games. The digital *magazines* represent great added value for the students.



**Allow your child access to a computer if possible.**

**Encourage them to use the digital content.**

Working independently on a computer or tablet increases learning motivation and success, and is a very positive experience for many students.

The digital *magazines* can be accessed at [www.1000feuilles.ch](http://www.1000feuilles.ch)



## Fichier

### Fichier digital

The digital *fichier* turns learning vocabulary into a game. All the vocabulary for Years 3 to 6 can be practised with the digital *fichier*. In it, students will find the headings "Vocabulaire de classe" (class vocabulary), "Nous parlons français!" (classroom and everyday vocabulary) and "Consignes" (vocabulary re-

lated to instructions) from the *magazines*. They have the option of choosing the translation direction. If they enter an incorrect translation, they are allowed a second attempt. They can also challenge classmates to a duel. The digital *fichier* remembers the learning status.



Years 3 to 6 are referred to as the 2nd cycle according to the curriculum. At the beginning of this period, students can still write words by ear. It is only in the course of the 2nd cycle that they should be able to write "reasonably correctly".

The digital *fichier* is available as a free app and as a browser version:

[www.s-fichier.ch](http://www.s-fichier.ch)

**Encourage your child to use the digital *fichier* or to practise with the flashcards. How about challenging them to a duel?**

### Printed fichier

Students write the class vocabulary from the *magazines* on index cards themselves. They can then organise and keep the cards in a handy box. They complete the given terms with their own personal vocabulary: these are words and expressions that they have encountered in the input texts and in the "Nous parlons français!" section, and that they would like to commit to memory. The flashcards can be used to learn vocabulary in a variety of fun ways.

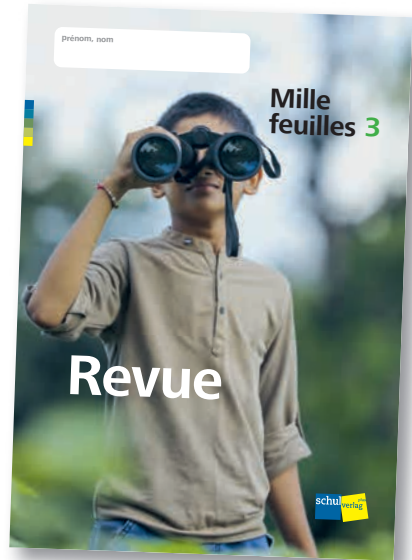


## Revue

### Making the learning process visible

In the *revue*, students can see an overview of the whole school year. It shows them what they have already learned and the knowledge they have acquired. The *revue* gives an insight into the most important goals. It also lists vocabulary, grammar, pronunciation and strategies for an entire school year. The students can make active use of the *revue*: they can record their own personal vocabulary as well as self-formulated and individually presented grammar rules.

Students can use the *revue* when they want to talk to the teacher, to classmates or to their parents about what they have learned or about their own learning process. In addition, the *revue* serves as a reference book, for example to help them to understand the French instructions in the *magazines*, to choose appropriate strategies for working on a task, or to find suitable words and expressions when they want to speak French to their classmates in lessons.



Revue 3

**Your child will enjoy showing you what they have understood and learned. With the help of the *revue*, you can talk to them about their experiences and accompany them on their journey of discovery through the world of French.**

# 10 advantages of “Mille feuilles”

1

## Digital and interactive

The digital formats of “Mille feuilles” make learning French much easier and more exciting. The freely accessible audio recordings and videos in the digital *magazine* offer variety and are not only informative, but also entertaining and motivating for students. Interactive learning games make practising easy, while the digital *fichier* contains a variety of exercises for learning vocabulary. Learning is fun with such variety!

2

## Focus on speaking

A wide range of classroom and everyday vocabulary is provided in “Mille feuilles”. It is easily recognisable by its presentation in speech bubbles. The focus of the spoken language is on the students’ specific school situation – because this presents them with a real need for communication. They are brave enough to speak French in partner and group work and are not afraid to make mistakes. Students in Years 5 and 6 can also practise speaking with the “On bavarde?” language game box.

3

### Personalised vocabulary

Students encounter three types of vocabulary in the “Mille feuilles” magazines: “Vocabulaire de classe” (class vocabulary), “Nous parlons français!” (classroom and everyday vocabulary) and “Consignes” (vocabulary related to instructions). Students can supplement the vocabulary in these three areas with their own personal vocabulary, “Vocabulaire personnel”, which they compile entirely according to their own interests and preferences from the words and expressions they encounter, for instance in the input texts.

4

### Grammar to discover independently

As students engage with the thematic texts, they observe the principles of the language and work out the rules for themselves. The *activités* in “Mille feuilles” guide them through this discovery process, encourage them to record the knowledge they have acquired in their own words, and lead them to apply it independently. Students have access to a variety of exercises and learning games that will help them to gain confidence in dealing with grammatical structures. A knowledge of rules starts to develop in Year 3 and is based on the requirements of the curriculum. Students can put together their language discoveries clearly in the *revue*, where they can look them up again at any time. The *mini-grammaire*, an illustrated and age-appropriate rule book, is also made available to them from Year 5.

### Motivating content

The content of the input is taken from French-language literature for children and young people. This might be picture and non-fiction books, comics, poems or plays – all the texts are selected to correspond to the students' age and have motivation and identification potential. There is also content that has been specially adapted for the teaching course, taking into account the fact that not all students learn at the same speed. The songs and video material are also specially selected to suit each age group. There is no expectation that students will fully understand the texts straight away. Students learn strategies that enable them to decode content even if they don't recognise every single word. By drawing on their previous knowledge, analysing the images or voices and formulating hypotheses, they are able to the bottom of the meaning. They can then make use of these skills when learning other foreign languages in the future.

### Tried and tested, constantly evolving

Before its introduction, "Mille feuilles" was tested in 35 classes from four cantons. The feedback and findings from this pilot phase were incorporated into the teaching material. But that's not all: "Mille feuilles" is enhanced on an ongoing basis. Schulverlag plus is in close contact with teachers, teachers' associations, teacher training colleges and the cantons. It incorporates practical feedback as well as the latest scientific findings into the teaching material. At the same time, the digitalisation of everyday school life creates new needs and opportunities: "Mille feuilles" doesn't merely adapt to these developments, but helps to shape them as an innovative teaching aid.

### Individualised learning

Modern teaching offers plenty of opportunity for individual learning. The modular structure and open-ended tasks of “Mille feuilles” are designed to allow students to build on their individual level of competence and to give them the necessary freedom to incorporate their own needs and interests. More advanced activities are provided for quick learners, while numerous aids are available to help students to achieve the basic requirements. Free access to all digital materials and learning games makes it easy for students to work independently at their own pace.

### Variety of exercise material

In conventional teaching materials, there is a strict separation between grammar and exercise sequences – often without any connection to the content. In a content- and activity-based teaching aid such as “Mille feuilles”, structures and vocabulary are practised within the thematic *activités* and the framework of specific language actions. In addition, a wide range of practice material in the form of worksheets and learning games is available for consolidation and automation purposes. The content of this material is related to the input texts and *activités* of the relevant *parcours*. In the *magazines* for Years 5 and 6, an optional “1001 feuilles” section can be found at the end of each *parcours*. This contains further tasks associated with the *parcours* as well as varied exercise materials.

9

### Handy and clear

No more loose sheets and constantly switching between books! “Mille feuilles” is a thematic book and workbook in one. Students will find language aids and references to rules and strategies exactly where they need them. The structure of each *parcours* and the clear presentation make it easy for students to find their way around and encourage them to work independently with the learning material. The *magazines* and the *revue* are designed as personal workbooks to write and draw in. This has numerous advantages for the students: they can record explanations about words, translations, rules and observations right away. They can highlight key words, draw sketches and add other comprehension aids. Last but not least, they can solve the exercises directly in the book. Constant work with the input texts is facilitated for Years 3 and 4 by also making them available in the form of A3 posters.

10

### Inexpensive

At CHF 29.50 (price for schools), the “Mille feuilles” teaching aid is well within the price range set by the cantons (CHF 40.00). The package contains all the documents needed for the school year. These include the four-colour *magazines*, the *revue* and the *fichier* (index cards and box). Use of the digital content is also included in the price, i.e. the *magazines*, *fichier* and learning games.



# The courage to make mistakes

Your child doesn't learn everything at once, but step by step. They are allowed to make mistakes, because mistakes are a part of the learning process – no matter how old the language student. Not everything they say or write in French has to be correct from day one. Quite the opposite: mistakes are an indication that students are being brave enough to use the new language. Having the courage to make mistakes is an important part of a successful learning process and requires a learning environment where mistakes are allowed. The teacher consciously corrects mistakes where this is conducive to the learning process. Correcting every single mistake would inhibit students and compromise learning.

**Avoid correcting your child's texts. Leave the mistakes that were accepted by the teacher. Have faith in the fact that mistakes will in no way prevent your child from learning the correct form at a later stage.**

Especially in the first few years of learning, students should exhaust all the possibilities that allow them to express something in French: they may also use expressions in German or other languages when speaking or writing. They can also draw information, stick on pictures or use gestures. They also have free access to dictionaries and other language resources.

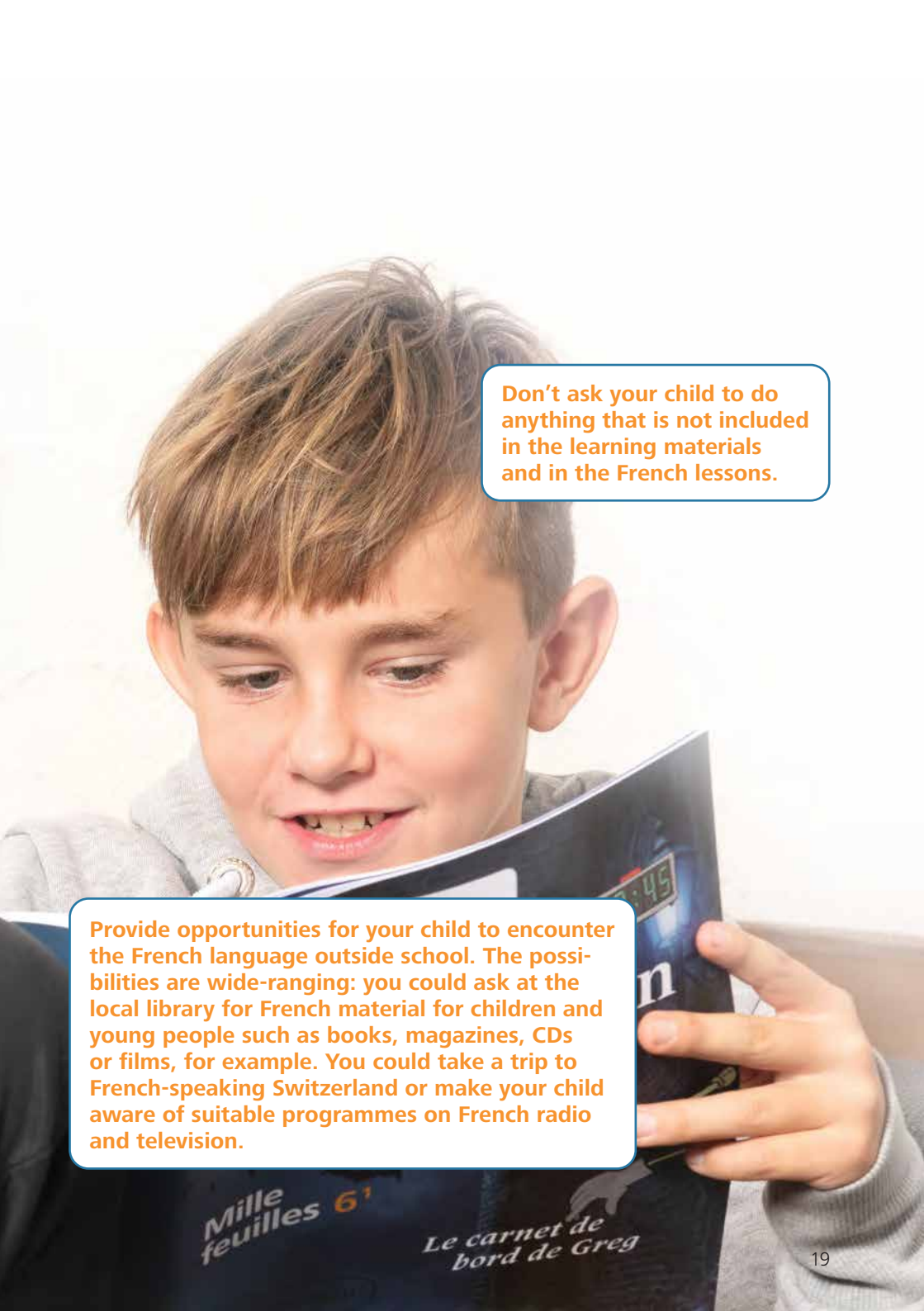
# How best to support your child

A young girl with blonde hair tied in a ponytail is shown in profile, looking down at a book she is holding. She is wearing a white t-shirt and a necklace. The background is a plain, light-colored wall.

Take an interest in French as a subject.

Appreciate what your child can already understand, say and write. Don't focus on shortcomings and mistakes.

Remember that learning a foreign language takes time and patience. At the same time, it enriches thinking and acting in the mother tongue(s). As parents, you can assist the learning process by systematically praising success and progress.



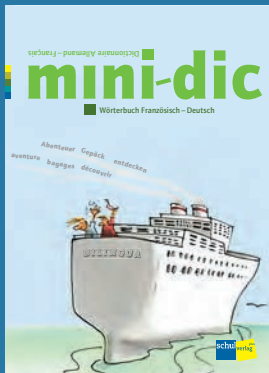
**Don't ask your child to do anything that is not included in the learning materials and in the French lessons.**

**Provide opportunities for your child to encounter the French language outside school. The possibilities are wide-ranging: you could ask at the local library for French material for children and young people such as books, magazines, CDs or films, for example. You could take a trip to French-speaking Switzerland or make your child aware of suitable programmes on French radio and television.**

Mille feuilles 6'

Le carnet de bord de Greg

## “mini-dic” dictionary



**French–German dictionary**

**German–French dictionary**

Years 3 to 5

Dictionary

■ 85112  □ 20.00

First alphabetically arranged and colourfully illustrated dictionary. It contains around 2,500 terms each in German and French, which have been specially selected and partly illustrated for this age group.

The French–German and German–French dictionaries can be used in French lessons in German-speaking Switzerland (e.g. with “Mille feuilles”) and in German lessons in French-speaking Switzerland.



10th revised edition 2021  
© 2011 Schulverlag plus AG

“Mille feuilles – Information for parents” comes with  
art. no. 89874 and 89875

