

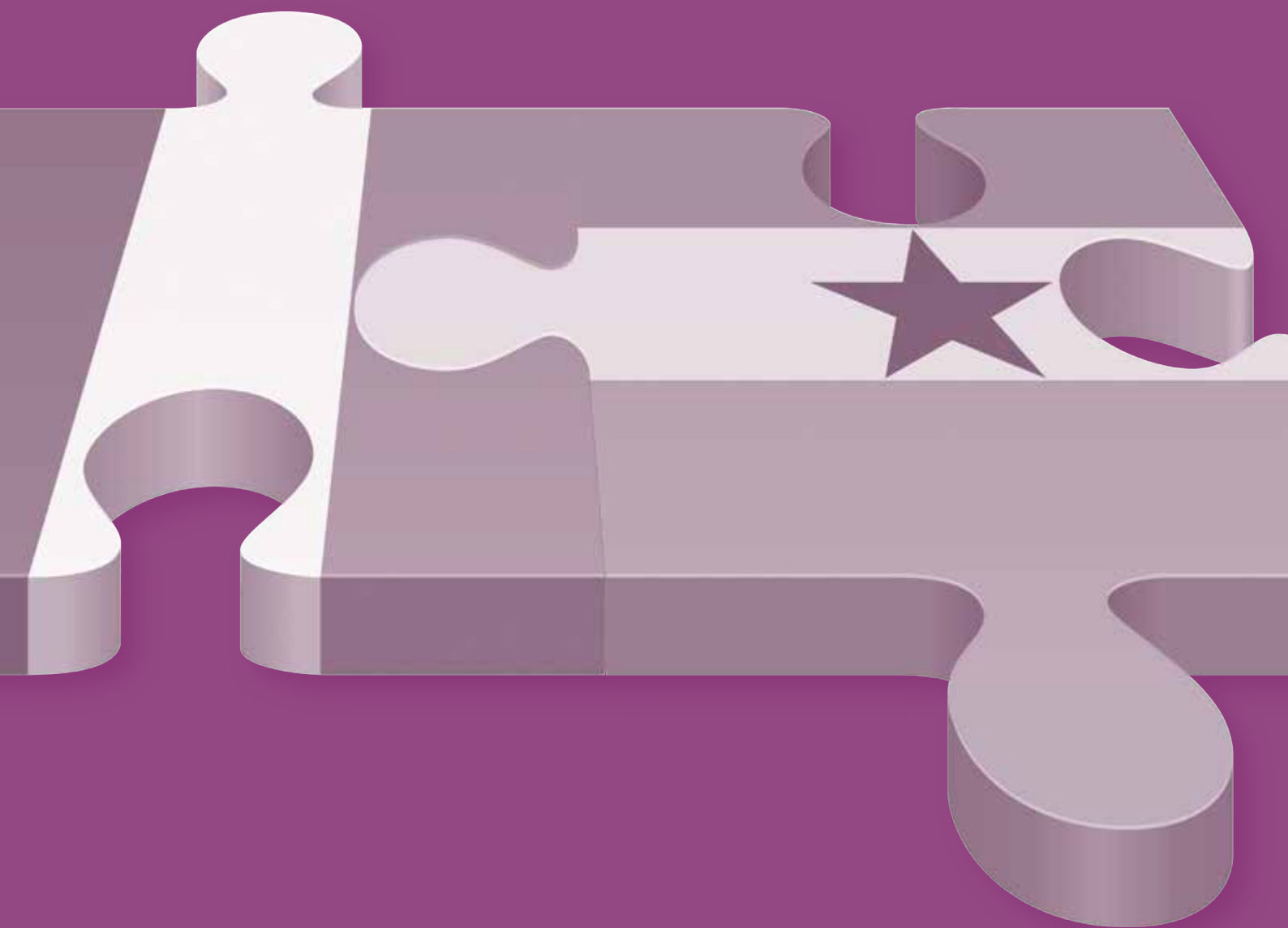
ESSENTIAL



# French

Primary 4

Teacher's Guide



CAMBRIDGE  
UNIVERSITY PRESS



ESSENTIAL  
**French**  
Primary 4

**Teacher's Guide**

Sandra Gil

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# INTRODUCTION

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Dear Teacher,

Welcome to our French series for Ghana. It was developed especially for you and for the upper primary (Basic 4 – Basic 6) learners.

This Basic 4 Teacher's Guide **has been developed in conjunction with the French Learner's Book** for Basic 4. We hope that you will find it an important and useful tool to assist and guide you as you introduce and teach the French language to your young learners through a task-oriented, communicative approach.

This series is based on the **French syllabus from the new curriculum for Ghana's primary schools**.

Both the Learner's Books and the Teacher's Guides in this series encourage the creation of a **learning-centred classroom**. This approach provides numerous opportunities for learners to engage in diverse and practical interactive activities which carefully address **all the curriculum strands, sub-strands, content standards, indicators, core skills, competencies and values**. The aim is for these to be achieved through **meaningful, real-life situations and examples**.

A **learning-centred pedagogy with differentiation, scaffolding and the integration of Information Communications Technology (ICT)** – as a teaching and learning tool to achieve the expected outcomes of the new curriculum – was also considered during the development stages of this French series for Ghana.

The integration of **assessment as learning, for learning and of learning**, as well as the use of questioning techniques, are also key elements addressed in this series. The suggested activities support the consolidation of content, vocabulary, language structure and core skills. They also allow for continuous monitoring and assessment.

---

This Teacher's Guide is divided into three sections:

**Section A: The new primary curriculum and the French syllabus  
(Upper Primary: Basic 4 – Basic 6)**

This section provides a general overview and guidance about content, methodology, features, time allocation and assessment.

**Section B: Lesson plans**

This section provides detailed guidelines, answers to the activities covered in the Learner's Book, and suggestions for extra activities, where appropriate. There are also suggestions for specific activities from the Learner's Book to be used as homework.

**Section C: Extra resources**

This section provides extra resources for some specific themes and units of the Learner's Book, where appropriate. It also includes extra Diagnostic Assessment exercises for your use.

Enjoy teaching this new curriculum. Enjoy the new French syllabus.

With warm wishes,  
The Author

# 1. THE NEW PRIMARY CURRICULUM AND THE FRENCH SYLLABUS (UPPER PRIMARY: BASIC 4 – BASIC 6)

---

## 1.1 THE NEW PRIMARY CURRICULUM

The new curriculum for Ghana's primary schools provides a set of values and core skills and competencies that learners are expected to understand and demonstrate through their upper primary education. Teachers are guided by the organisation of the new curriculum and the emphasis on a learner-centred classroom.

### 1.1.1 Values

- This new curriculum places great importance on integrating the following set of values throughout the learning and teaching experience.
- Set of values:
  - respect
  - diversity
  - equity
  - commitment to achieving excellence
  - teamwork and collaboration
  - truth and integrity.

### 1.1.2 Core skills and competencies

The following core skills and competencies relate to the way in which the teacher and learners engage with the subject and the skills developed throughout the learning and teaching process.

- Critical thinking and Problem solving
- Creativity and Innovation
- Communication and collaboration
- Cultural identity and Global citizenship
- Personal development and Leadership
- Digital literacy

### 1.1.3 Organisation

The new curriculum has a four-column structure:

- Strands
- Sub-strands
- Content standards
- Indicators/exemplars

### 1.1.4 A learner-centred classroom: Your role as a teacher

- The new curriculum strongly emphasises the importance of a learner-centred classroom (as opposed to a traditional classroom) where learners:
  - feel safe and accepted
  - use diverse sources of information in a variety of forms
  - are encouraged to find solutions and answers not just by individual (independent) project work but also through collaborative pair and group work
  - have the opportunity to learn in a communicative and challenging environment where differences are respected and accepted
  - use authentic materials/ real life situations and ICT as crucial teaching and learning materials.

## 1.2 THE NEW FRENCH SYLLABUS

The new French syllabus covers the General Scope and Sequence, Period allocation /Time on task for the French subject, and the Yearly / Termly Scheme of Learning. (These are as indicated and suggested in the *Resource Guide for the Orientation of Primary School Teachers Towards the Implementation of the Revised Curriculum for Primary Schools*, (NaCCA), Ministry of Education, Ghana).

### 1.2.1 General Scope and Sequence


STRANDS	SUB-STRANDS	CONTENT STANDARDS
<b>1. L'identité</b>	<ol style="list-style-type: none"> <li>1. Saluer et prendre congé</li> <li>2. Se présenter</li> <li>3. Présenter quelqu'un</li> <li>4. Décrire quelqu'un</li> <li>5. Décrire la famille et les liens familiaux</li> </ol>	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
<b>2. Parler de son environnement</b>	<ol style="list-style-type: none"> <li>1. Parler de sa maison</li> <li>2. Parler de son école</li> </ol>	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
<b>3. Exprimer ses goûts et ses préférences</b>	<ol style="list-style-type: none"> <li>1. Dire ce que l'on aime</li> <li>2. Dire ce que l'on n'aime pas</li> </ol>	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
<b>4. Les activités</b>	<ol style="list-style-type: none"> <li>1. Compter et faire des calculs simples</li> <li>2. Demander et donner l'heure</li> <li>3. Parler des jours de la semaine</li> <li>4. Situer les mois et les saisons dans le temps</li> <li>5. Entrer en contact par téléphone</li> <li>6. Inviter quelqu'un et accepter une invitation</li> <li>7. Identifier les professions et les métiers</li> <li>8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres</li> <li>9. Donner et répondre à des ordres</li> </ol>	Compréhension Orale Production Orale Compréhension Écrite Production Écrite

### 1.2.2 Period allocation /Time on task for the French subject

Subject: FRENCH	
Period allocation (per week)	2 periods
Duration of period / time on task	30 minutes



### 1.2.3 Yearly Scheme of Learning by Term

<b>WEEKS</b> 	<b>TERM 1 (12 weeks)</b>	<b>TERM 2 (12 weeks)</b>	<b>TERM 3 (12 weeks)</b>
<b>Sub-Strands</b>			
1 (30 min × 2 periods)	Saluer et prendre congé	Parler de son école	Situer les mois et les saisons dans le temps
2 (30 min × 2 periods)			
3 (30 min × 2 periods)	Se présenter	Dire ce que l'on aime	Entrer en contact par téléphone
4 (30 min × 2 periods)			
5 (30 min × 2 periods)	Présenter quelqu'un	Dire ce que l'on n'aime pas	Inviter quelqu'un et accepter une invitation
6 (30 min × 2 periods)			
7 (30 min × 2 periods)	Décrire quelqu'un	Compter et faire des calculs simples	Identifier les professions et les métiers
8 (30 min × 2 periods)			
9 (30 min × 2 periods)	Décrire la famille et les liens familiaux	Demander et donner l'heure	Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres
10 (30 min × 2 periods)			
11 (30 min × 2 periods)	Parler de sa maison	Parler des jours de la semaine	Donner et réagir à des ordres
12 (30 min × 2 periods)			

### 1.3 HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM AND SYLLABUS FOR BASIC 4

BASIC 4					
4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
1. L'identité	1. Saluer et prendre congé	B4.1.1.1.1 B4.1.1.2.1 B4.1.1.3.1 B4.1.1.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	2–6	15–18
	2. Se présenter	B4.1.2.1.1 B4.1.2.2.1 B4.1.2.2.2 B4.1.2.3.1 B4.1.2.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	7–13	19–22
	3. Présenter quelqu'un	B4.1.3.1.1 B4.1.3.2.1 B4.1.3.3.1 B4.1.3.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	14–18	23–25
	4. Décrire quelqu'un	B4.1.4.1.1 B4.1.4.2.1 B4.1.4.2.2 B4.1.4.3.1 B4.1.4.4.1 B4.1.4.4.2 B4.1.4.4.3	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	19–23	26–27
	5. Décrire la famille et les liens familiaux	B4.1.5.1.1 B4.1.5.2.1 B4.1.5.2.2 B4.1.5.3.1 B4.1.5.3.2 B4.1.5.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	24–26	28–30

## BASIC 4

4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
2. Parler de son environnement	1. Parler de sa maison	B4.2.1.1.1 B4.2.1.2.1 B4.2.1.2.2 B4.2.1.3.1 B4.2.1.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	30–35	31–33
	2. Parler de son école	B4.2.2.1.1 B4.2.2.1.2 B4.2.2.2.1 B4.2.2.2.2 B4.2.2.2.3 B4.2.2.3.1 B4.2.2.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	36–42	34–37
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime	B4.3.1.1.1 B4.3.1.2.1 B4.3.1.2.2 B4.3.1.3.1 B4.3.1.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	46–53	39–42
	2. Dire ce que l'on n'aime pas	B4.3.2.1.1 B4.3.2.2.1 B4.3.2.2.2 B4.3.2.2.3 B4.3.2.3.1 B4.3.2.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	54–57	43–45
4. Les activités	1. Compter et faire des calculs simples	B4.4.1.1.1 B4.4.1.2.1 B4.4.1.2.2 B4.4.1.2.3 B4.4.1.3.1 B4.3.1.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	62–67	46–48

## BASIC 4

4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
	2. Demander et donner l'heure	B4.4.2.1.1 B4.4.2.2.1 B4.4.1.2.2 B4.4.2.3.1 B4.4.2.3.2 B4.4.2.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	68–75	49–51
	3. Parler des jours de la semaine	B4.4.3.1.1 B4.4.3.2.1 B4.4.3.2.2 B4.4.3.2.3 B4.4.3.3.1 B4.4.3.4.1 B4.4.3.4.2 B4.4.3.4.3	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	76–80	52–55
	4. Situer les mois et les saisons dans le temps	B4.4.4.1.1 B4.4.4.2.1 B4.4.4.2.2 B4.4.4.2.3 B4.4.4.2.4 B4.4.4.3.1 B4.4.4.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	81–86	56–59
	5. Entrer en contact par téléphone	B4.4.5.1.1 B4.4.5.2.1 B4.4.5.2.2 B4.4.5.3.1 B4.4.5.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	87–90	60–62
	6. Inviter quelqu'un et accepter une invitation	B4.4.6.1.1 B4.4.6.2.1 B4.4.6.2.2 B4.4.6.2.3 B4.4.6.3.1 B4.4.6.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	91–96	63–65

## BASIC 4

4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
	7. Identifier les professions et les métiers	B4.4.7.1.1 B4.4.7.2.1 B4.4.7.2.2 B4.4.7.3.1 B4.4.6.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	97–102	66–68
	8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres	B4.4.8.1.1 B4.4.8.2.1 B4.4.8.2.2 B4.4.8.3.1 B4.4.8.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	103–110	69–72
	9. Donner et répondre à des ordres	B4.4.9.1.1 B4.4.9.2.1 B4.4.9.3.1 B4.4.9.4.1	Compréhension Orale <b>(LISTEN)</b> Production Orale <b>(SPEAK)</b> Compréhension Écrite <b>(READ)</b> Production Écrite <b>(WRITE)</b>	111–115	73–75

## 1.4 STRUCTURE AND SPECIAL FEATURES OF THE LEARNER’S BOOK

### 1.4.1 Structure

- 4 Thèmes (following the four strands of the syllabus)
- 18 Unités (following the 18 sub-strands of the syllabus)
- Coverage of the four content standards within each unit (Compréhension Orale/ Production Orale/ Compréhension Écrite/ Production Écrite)


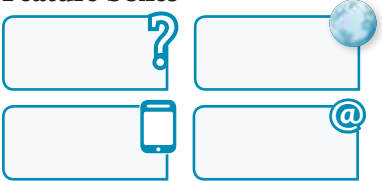


### 1.4.2 Special features


#### SPECIAL FEATURES in the Learner’s Book

(These are also reflected within the detailed teaching guidelines in the Teacher’s Guide)

#### Aims and Objectives:

- to address the new curriculum and the new French syllabus core, general features and criteria
- to provide Learner’s Books that are user friendly.

Feature	Description
 <b>LET’S START!</b>	<ul style="list-style-type: none"> <li>✓ Introduces the content slowly and gradually.</li> <li>✓ Allows for diagnostic assessment.</li> <li>✓ Builds excitement for the new content to be learnt in the unit.</li> <li>✓ Prompts debates and content integration with ICT, where relevant and appropriate.</li> </ul>
<b>Feature boxes</b> 	<ul style="list-style-type: none"> <li>✓ Content integration with ICT.</li> <li>✓ Research activities.</li> <li>✓ Emphasis on the core competencies.</li> <li>✓ Extra activities for multi-ability learning.</li> </ul>
<b>Pair work</b>  <b>Group work</b> 	<ul style="list-style-type: none"> <li>✓ Pair and group work activities (in addition to individual activities) are presented throughout the book.</li> </ul>
<b>Compréhension Orale (LISTEN)</b> <b>Production Orale (SPEAK)</b> <b>Compréhension Écrite (READ)</b> <b>Production Écrite (WRITE)</b>	<ul style="list-style-type: none"> <li>✓ The syllabus content standards and core competencies are addressed, unit by unit (sub-strand by sub-strand) through all the activities presented.</li> <li>✓ Activities are accurate and current.</li> <li>✓ Content is appropriate to the level of the learners and for their age and possible different backgrounds.</li> <li>✓ Representation of Ghana’s diversity.</li> <li>✓ Gender balance and no gender stereotypes.</li> <li>✓ Representation of indicators.</li> <li>✓ Social inclusiveness.</li> <li>✓ Ideas for the use of local materials.</li> <li>✓ Instructions are consistent and presented simply and clearly.</li> </ul>

Feature	Description
<b>Texts, Songs, Poems</b>	<ul style="list-style-type: none"> <li>✓ These use language that is appropriate to the level, age, knowledge and background of the learners.</li> <li>✓ They are representative of Ghana's diversity.</li> <li>✓ Gender balance and no gender stereotypes.</li> <li>✓ Text that is consistent and clearly presented to the learners.</li> <li>✓ Representation of Ghana's diversity.</li> </ul>
<b>Illustrations and Photos</b> 	<ul style="list-style-type: none"> <li>✓ A selection of high-quality illustrations and photos gives a good balance with the texts and content of the book.</li> <li>✓ Captions and labels that are simple, relevant, appropriate and clear.</li> <li>✓ Illustrations that reflect a variety of learners (including learners with special needs) and that reflect gender balance and social inclusiveness.</li> <li>✓ Gender balance and no gender stereotypes.</li> </ul>
<p>* <b>New words / Vocabulary boxes</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Vocabulaire</b></p> <ul style="list-style-type: none"> <li>★ Salut!: <i>Hi!</i></li> <li>★ mon nom: <i>my surname</i></li> <li>★ mon prénom: <i>my first name</i></li> </ul> </div> <p style="text-align: right; margin-right: 20px;">A B C</p>	<ul style="list-style-type: none"> <li>✓ These build the French vocabulary gradually and give learners the confidence to understand clearly and to apply new vocabulary in context and through different exercises.</li> <li>✓ We suggest and highly recommend that learners build their own “mini-dictionary” (“petit-dictionnaire”) to give them the independence and responsibility to organise their new learning and knowledge acquisition in a practical and meaningful way.</li> </ul>
<b>Look and Learn boxes</b>	<ul style="list-style-type: none"> <li>✓ Prompt problem solving and subject understanding.</li> <li>✓ Facilitate multi-ability learning.</li> </ul>
<b>Fun time!</b>	<ul style="list-style-type: none"> <li>✓ These provide additional appropriate content and activities, inviting your learners to have fun while practising their language skills.</li> </ul>
<b>Project Time</b>	<ul style="list-style-type: none"> <li>✓ The learners practise core skills, in context and engage in practical activities.</li> <li>✓ Some of the projects encourage the use of local materials.</li> </ul>
<b>Assessment</b> <b>Final activities</b>	<ul style="list-style-type: none"> <li>✓ An opportunity for you to assess your learners.</li> <li>✓ Learners can revise content.</li> <li>✓ Learners have the opportunity to self-assess their knowledge.</li> <li>✓ Review questions.</li> <li>✓ Assessment exercises with an inclusive approach to assessment for learning, as learning and of learning.</li> <li>✓ Representation of indicators.</li> </ul>

# UNITÉ 1 Bonjour!

Saluer et prendre congé

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

## Introduction

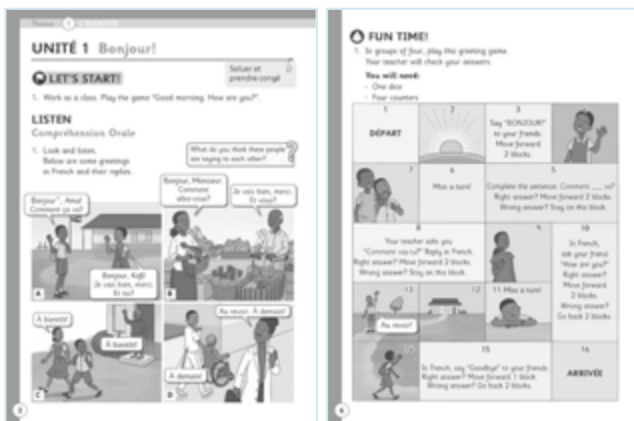
This is the very first unit of the Learner's Book and probably the first time that most of your learners will have contact with the French language.

Learners will learn how to greet others in French, the different kind of greetings, as well as the difference between the informal "you" (tu) and the formal "you" (vous).

This unit will provide the learners with a good foundation for initial and very simple dialogues in French. It will also give them the confidence they need, from the very beginning of their learning process, to engage with a language that is foreign to them and has grammar aspects that are, in most instances, unfamiliar to them.

## RESOURCES

- Learner's Book: pp. 2–6



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Bonjour!
- ★ À bientôt!
- ★ À demain!
- ★ Au revoir!
- ★ Merci.

In addition to the key words, this unit also introduces key sentences for a basic dialogue in French, such as:

- ★ Comment vas-tu?
- ★ Comment allez-vous?
- ★ Je vais bien, merci. Et toi / vous?

## GUIDELINES AND SUGGESTIONS

- Start teaching this theme by prompting the learners to look at the theme-opener page.
- Explain to the learners that they will start the theme by learning how to greet other people and how to introduce themselves in French.

## LET'S START!

- This is a warm-up activity to introduce learners to the topic of greetings. It also encourages learners to interact with each other at the start of the new school year.
  - To play the game: "Good morning. How are you?"
    - The learners all stand up.



- They walk around the classroom and greet as many classmates as they can in 30 seconds.
- As they walk around, learners take turns to offer and respond to greetings, such as “Good morning. How are you?”.

### Indicator:

- *B4.1.1.1.1: Écouter/Regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent.*

## LISTEN – Compréhension Orale

- Turn learners’ attention to the pictures on page 2 of the Learner’s Book. (They shouldn’t worry about trying to read the speech bubbles at this stage.)
  - Ask the learners: “What do you think these people are saying to each other?”. Learners will give possible answers in English, such as “Good morning! How are you?” and “Good-bye! See you later!”.
  - Explain to the learners that the people are greeting one another in French using different words and sentences.
  - You can now say to the learners: “Let’s learn now how we greet people in French.”.
1. Ask the learners to listen attentively as you read dialogues A to D to them.
    - Mention that dialogues A and B show the greetings people use when they meet each other. Dialogues C and D show how people say goodbye to one another.
    - Learners should follow along as you slowly read one dialogue at a time.
  2. Re-read the dialogues as many times as you feel necessary.
    - Explain the dialogue speech bubble by speech bubble, highlighting the key words and sentences.
  3. Learners repeat the dialogues after you. Encourage a few repetitions to practise the pronunciation. Ensure that learners give the correct pronunciation.
    - Allow learners enough time to go through the Teaching and vocabulary boxes provided at the top of page 3 of the Learner’s Book.

- Ensure that learners are, by now, starting to feel familiar with the key words and sentences used in French greetings. Clarify and explain further, as necessary.
- At this very early stage, there is no need to explain that “Vous” is also used for the plural “You” in French. For now, it is just very important that learners clearly understand that, in French, there is an informal form (“Tu”) and a formal one (“Vous”) for the singular subject pronoun “You”.

## EXTRA ACTIVITY

- Write the following matching exercise on the writing board.
 

<ul style="list-style-type: none"> <li>a) Au revoir!</li> <li>b) Comment ça va?</li> <li>c) Je vais bien, merci. Et toi?</li> <li>d) À demain!</li> <li>e) Bonjour!</li> <li>f) À bientôt!</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I am fine, thank you. And you?</i></li> <li>• <i>Goodbye!</i></li> <li>• <i>Hello!/ Good morning!/ Good afternoon!</i></li> <li>• <i>See you tomorrow!</i></li> <li>• <i>See you soon!</i></li> <li>• <i>How are you?</i></li> </ul>
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- Read the French words and sentences listed in the left column of the matching exercise. Ask learners to match each French term with its correct English meaning.
- Learners should do the exercise individually. Allow them enough time to match each term to its respective translation.
- Review the answers to the exercise by reading each matched pair aloud.
- Learners should follow along and correct their work as necessary.

### Answers

- a) Au revoir! – *Goodbye!*
- b) Comment ça va? – *How are you?*
- c) Je vais bien, merci. Et toi?  
– *I am fine, thank you. And you?*
- d) À demain! – *See you tomorrow!*
- e) Bonjour! – *Hello! Good morning!/ Good afternoon!*
- f) À bientôt! – *See you soon!*

### Indicator:

- *B4.1.1.2.1: Saluer et répondre oralement aux salutations en respectant le code et les valeurs sociaux.*

## SPEAK – Production Orale

Play the following videos from YouTube:



- <https://www.youtube.com/watch?v=bOdAzpZIS2U>
- <https://www.youtube.com/watch?v=Kkff4xjkWjE>

- Learners to listen twice.
- Then all sing together as a class.
- Check the learners' pronunciation.
- Discuss with the learners the new words in the second song:
  - *Salut!*
  - *Tu vas bien? / Ça va bien?*
  - *Très bien, oui.*
  - *Moi aussi.*
  - *Comment ça va ?*
- Explain that these new greetings are normally used among family and friends.
- Explain that “Salut!” means “Hi!” and that it is commonly used in informal dialogues.

1. Learners work in pairs and practise the greetings they have learnt, using the words and sentences provided in the exercise.

## LOOK AND LEARN

### French subject pronouns

- Take some time to explain the French subject pronouns to the learners. It is vital for learners of French as a foreign language to understand these important aspects clearly.
- Explain the French subject pronouns by referring to the respective English translations in the table.
- Allow enough time to explain, with some more detail now, the two singular forms of “You” in French. Learners should understand the difference between the informal and formal use of “You”. Refer back to dialogue B on page 2 and provide some extra examples, if needed. Explain now that, in French, the subject pronoun “Vous” also refers to the plural form of “You”.

- Explain (very briefly at this stage) that, in French, there isn't a separate subject pronoun for the English pronoun “It”. Mention that “Il” (He) or “Elle” (She) are then used when we talk about a person, as well as about a thing or an animal. As learners progress in the language – and understand that nouns in French have a gender – you may clarify this further (providing examples, as necessary).

### Indicator:

- *B4.1.1.3.1: Lire et comprendre un texte, regarder une image qui décrit une scène de personnes qui se saluent.*

## READ – Compréhension Écrite

1. Learners read the dialogue to themselves.
2. Make sure that the learners understand the vocabulary.
  - Then role-play the dialogue with the learners. Randomly select two learners (a boy and a girl) to come to the front of the class, one at a time, and role-play with you. The rest of the class observes and listens attentively.
  - Once again, remind learners of the differences between the greetings when an adult addresses a child (in this case a teacher to a learner) or a child addresses an adult (in this case a learner to his/her teacher). It is important that the learners identify this clearly in the sentences used in this dialogue.
  - Explain the new word “Madame” to the learners. Ask the learners if they remember the word “Monsieur” and its meaning. If necessary, refer learners back to dialogue B on page 2.
3. Learners act out the dialogue in pairs.
  - You might like to select two pairs of learners to come to the front of the class and present the dialogue to their classmates.

### Indicator:

- *B4.1.1.4.1: Écrire des mots de salutation simples.*

## WRITE – Production Écrite

- Learners look at the pictures and complete the dialogues, using the appropriate vocabulary.
  - Remind learners to pay special attention to whether they should use the formal or informal form of “You” in their sentences.

### Answers

- Learners’ answers may vary. Possible answers are provided for the gaps in each speech bubble, but accept any appropriate versions of the greetings. Ensure that learners use the appropriate form of “you” in each case.

#### A

- Possible answer for the woman’s speech bubble:
  - Bonjour / Salut*
- Possible answers for the girl’s speech bubble:
  - Je vais bien, merci. / Ça va bien, merci.*
  - toi* (assuming that the woman is the girl’s mother) / *vous* (assuming that the woman is not a family member)

#### B

- Possible answers for the woman’s speech bubble:
    - Bonjour / Salut*
    - Comment vas*
  - Possible answer for the girl’s speech bubble addressing the man:
    - vais bien*
  - Possible answer for the man’s speech bubble:
    - Comment*
  - Possible answers for the girl’s speech bubble addressing the woman:
    - merci*
    - vous*
- Learners copy the dialogues to practise the spelling of all the key vocabulary of this unit.
  - Using the vocabulary that they have learnt in the unit, learners write an imagined dialogue for each situation in their exercise books.

### Answers

- Learners may wish to name the characters in the pictures. Their dialogues will vary. Example answers are provided, but accept any appropriate dialogues. Ensure again that learners use the appropriate form of “you” in each case.

#### A

- Possible answer for the man’s speech bubble:
  - Bonjour! Comment vas-tu? / Salut! Tu vas bien?*
- Possible answer for the girl’s speech bubble:
  - Bonjour! Je vais bien, merci. Et toi?* (assuming that the man is the girl’s father) / *Bonjour, Monsieur! Je vais très bien, merci. Et vous?* (assuming that the man is not a family member)

#### B

- Possible answer for the boy’s speech bubble:
  - Au revoir! / À bientôt! / À demain!*
- Possible answer for the girl’s speech bubble:
  - Au revoir! / À bientôt! / À demain!*

## FUN TIME!

- Divide the class into groups of four.
  - Provide each group with a dice and counters.
  - Each group plays the game on one of their Learner’s Books.
  - It is the end of the unit and this game will be a great opportunity for learners to play together while recapping vocabulary and practising their pronunciation.
  - Circulate in the classroom and check the learners’ answers and pronunciation.

### Answers

- Block 5: *ça*
- Block 8: *Je vais bien, merci. Et vous?*
- Block 10: *Comment vas-tu?*  
(Other possible answers are:  
*Tu vas bien? / Comment ça va? / Ça va bien?)*
- Block 15: *Au revoir!*

# UNITÉ 2 Comment tu t'appelles?

Se présenter

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

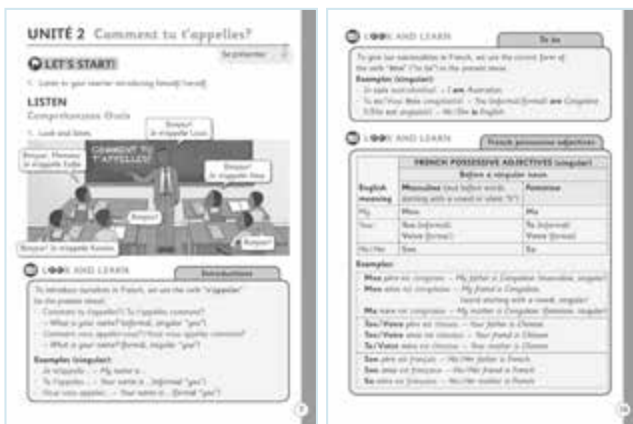
## Introduction

In this unit, the focus is on letting learners introduce themselves in French.

Learners build their vocabulary and are introduced to the verbs “être” and “s’appeler”.

## RESOURCES

- Learner’s Book: pp. 7–13



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- Nom
- Prénom
- Surnom
- Ami(e)
- Pays
- Nationalité

In addition to the key words, this unit also introduces key sentences for a basic dialogue in French, such as:

- ★ Comment tu t'appelles? / Tu t'appelles comment?
- ★ Comment vous appelez-vous?
- ★ Je m'appelle ...
- ★ Quel est ton nom / prénom?
- ★ Quel est votre nom / prénom?
- ★ Mon nom / prénom est ...
- ★ Quelle est ta / votre nationalité?
- ★ Je suis ...
- ★ Qui est-ce?

## GUIDELINES AND SUGGESTIONS

### LET'S START!

- Introduce yourself to the class by saying: “Bonjour! Je m'appelle [your name]”.
- Learners to listen attentively.
- Repeat twice.
- Translate to English for reference, highlighting the meaning of the new sentence: “Je m'appelle ...”.

### Indicator:

- B4.1.2.1.1: *Écouter et comprendre un dialogue dans lequel des personnes se présentent.*

## LISTEN – Compréhension Orale

- Learners look and listen while you read the speech bubbles to them.
  - Repeat twice.
  - Turn learners’ attention to the writing board in the picture on page 7. Point out the text: “Comment tu t'appelles?”. Read it to them three times.

## LOOK AND LEARN

### Introductions

- Explain the meaning of the verb “s’appeler” (“to be called”) to the learners. Then explain how to conjugate it (in the present tense) for “je”, “tu” and “vous” (singular).

Play the following videos from YouTube:

- <https://www.youtube.com/watch?v=6-32jNNr4pg>
- [https://www.youtube.com/watch?v=ce\\_aFZR3xQA](https://www.youtube.com/watch?v=ce_aFZR3xQA)

- In these videos, learners will once again hear the question “Comment tu t’appelles?” and its answer “Je m’appelle ...”.

2. Learners look and listen while you read the dialogues to them.

#### Dialogue A:

- Refer learners to the picture of dialogue A.
- Read dialogue A.
- Ensure that the learners understand the new vocabulary.
- Refer learners to the vocabulary box.

#### Dialogue B:

- Refer learners to the picture of dialogue B.
- Read dialogue B.

#### Dialogue C:

- Refer learners to the picture of dialogue C.
- Read dialogue C.
- Bring learner’s attention to the use of the informal “you” in dialogues A and B and the formal one in dialogue C.
- Point out the coloured text in dialogues B and C and guide learners to the Teaching box at the bottom of page 8. Use the Teaching box to consolidate the content.
- Learners will start to familiarise themselves with the words “mon”, “ton” and “votre” which they will be learning in detail later in this theme. (It is entirely up to you to decide whether you prefer to take some time to introduce the French possessive adjectives a bit later in this unit, or now. Should you choose to allocate some time now for that explanation, learners can turn to page 13 of their Learner’s Book.)

### Indicators:

- B4.1.2.2.1: Poser et répondre à des questions sur le nom, le prénom, la nationalité.
- B4.1.2.2.2: Se présenter à quelqu’un.

### SPEAK – Production Orale

1. Go back to dialogues A, B and C and read them to your learners again.
  - After each dialogue, ask learners the following questions:
    - Who is being introduced in this dialogue?
    - Can you give the first name and surname of each person?
  - Guide learners as they correct one another’s answers.
2. Learners work in pairs and choose which dialogue they would like to role-play together.
3. Learners introduce themselves in French.
  - Ask each one of them: “Comment tu t’appelles?”.
  - Each learner should then reply: “Je m’appelle ...”. Make sure that learners indicate their first name and surname.

## LOOK AND LEARN

### Nationality

- Guide learners through the Look and Learn, Question and Teaching boxes at the bottom of page 9 of the Learner’s Book.
4. Learners introduce themselves again in French. This time, they will indicate their nationalities.
    - Ask each one of them: “Quelle est ta nationalité?”
    - Each learner should then reply: “Je suis...”
  5. Learners now practise all the new questions and answers they have learnt, in the form of a dialogue with a partner. This time, they will indicate their first name, surname, and their nationality.
    - Before they start, read the questions and the answers to the learners, to ensure good pronunciation throughout the activity.

### Indicator:

- B4.1.2.3.1: Lire et comprendre un texte simple dans lequel quelqu’un se présente.

## READ – Compréhension Écrite

1. Before learners start reading the dialogues by themselves, ask them to look at the picture placed just below the instruction to read.
  - Ask them if they have an idea of where the dialogues could be taking place. Learners might reply “at the airport”, “at the train station”, “at the bus station”.
  - Refer them now to the title of the dialogues that they are about to read: “À l’aéroport”. Ask them again: “Do you now perhaps have a better clue of where the dialogues are taking place?” It should now be clear to them due to the similarity to the English translation (airport).
    - Learners read the dialogue to themselves.
    - Highlight the use of the latest questions learnt: “Quelle est votre nationalité?” (the formal form) and “Quelle est ta nationalité?” (the informal form).
2. Refer learners to the “Look and Learn” box on page 11. They will then know how to answer “Yes” and “No” to the questions that follow.
  - Ask questions a), b) and c) to some learners.
  - Guide learners as they correct one another’s answers.

### Answers

- a) Oui, le nom de Prince est Brown.
  - b) Non, le prénom de Yihana Brown est Yihana.
  - c) Non, Prince Brown est ghanéen.
3. Organise learners into groups of four or five, depending on the size of your class.
    - Refer learners to the matching exercise.
    - Remind them that the gender of the listed words will give them a good clue to whether the person is male or female.
    - Learners do the matching exercise in their groups.
    - One person from each group reports back to the class.
    - Guide learners as they correct one another’s answers.

### Answers

- a) camerounais
  - b) chinoise
  - c) français
  - d) nigériane
4. Learners read and complete dialogues A and B orally.
    - Ask two different learners to report back and read the dialogue aloud to the class.
    - Guide learners as they correct one another’s answers.

### Answers

- a) Je m’appelle / nom / Bona / est Sandra / Je suis
- b) Bonjour! or Salut! (accept either) / Je m’appelle / nom / Kabongo / est Jean-Paul / Je suis

### Indicator:

- *B4.1.2.4.1: Écrire à un correspondant: donner son nom, son prénom, sa nationalité.*

## WRITE – Production Écrite

1. Learners write an informal letter to a French penfriend by filling in the template provided.
  - Explain “Cher / Chère” to the learners. Depending on the academic level of the class, you might decide to get the learners to find the explanation by themselves by asking them: “What do you think ‘Cher / Chère’ at the beginning of a letter might mean in French?”; “When do you think we use ‘Cher’ or ‘Chère’?”
  - This can be a homework activity to allow more time to the learners to go back through the unit, revise all the vocabulary learnt and then do this activity promptly and confidently.
  - Correct all the letters and ask the learners to correct any spelling mistakes that they might have made.
  - Encourage learners to keep reading and writing in French as they gradually progress in this course.



# UNITÉ 3 Voici mon ami(e)!

Présenter quelqu'un



**Suggested teaching time:**

Two hours (4 periods of 30 minutes each) over two weeks

## Introduction

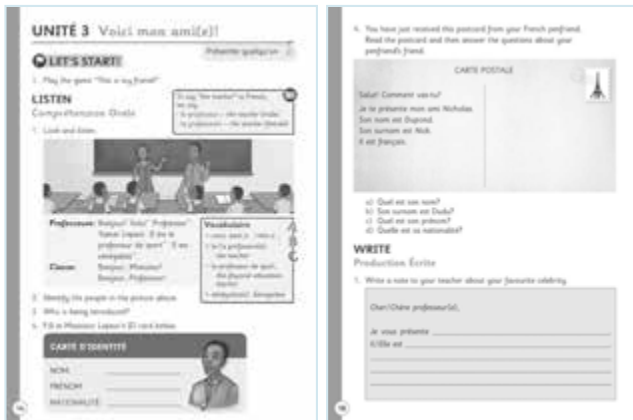
Following what they have already learnt in this theme, learners will now start to use the 3rd person subject more often, being able to introduce people to one another.

Learners will keep building on their French vocabulary. It is very important to keep checking their understanding of any new words / sentences as well as ensuring that their “petit-dictionnaire”s are kept up to date.



## RESOURCES

- Learner's Book: pp. 14–18



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



## KEY WORDS

- ★ Voici
- ★ Professeur(e)
- ★ Garçon
- ★ Fille

In addition to the key words, this unit also introduces key sentences for a basic dialogue in French, such as:

- ★ Comment il / elle s'appelle?
- ★ Quel est son nom / prénom?
- ★ Il / Elle s'appelle ...
- ★ Il / elle est ...
- ★ Je te / vous présente...

## GUIDELINES AND SUGGESTIONS

### LET'S START!

- This is a warm-up activity to introduce learners to the topic of introducing people to each other. It also provides an opportunity for learners to interact as a class.
  - How to play the game: “This is my friend!”
    - All learners stand up.
    - Starting from the front row (that is on your left), learners will point at the classmate that is immediately to their left and introduce him / her, in English, to the rest of the class, by indicating his / her name (“This is my friend, [name of classmate]!”).
    - Say to the learners: “You know how to introduce yourselves in French. Now you will learn how to introduce someone else in French (as you have just done in English). Does that sound like a good idea?”
  - After the game, learners will know what to expect in the new unit.



### Indicator:

- B4.1.3.1.1 : *Écouter et comprendre un texte où l'on présente quelqu'un.*

## LISTEN – Compréhension Orale

1. Turn learners' attention to the picture so they can start getting an idea of the context of the dialogue to which they are about to listen.
  - Read the dialogue to the learners.
  - Highlight the new words and refer learners to the vocabulary box.
  - Highlight sentences "Il est..." and remind them about the conjugation of the verb "être" in the present tense, for "Je", "Tu", "Vous" and "Il/Elle".
2. and 3. Learners should raise their hands if they know the answer. Give different learners a chance to answer questions.
  - The rest of the class should discuss whether or not they agree with the answer. If they don't agree, they should say why not. This will give learners the opportunity to correct each other's answers. Guide learners to the correct answers.
4. Give learners enough time to think about and fill in the missing information individually.
  - Select three learners to provide one answer each aloud. (One indicates the "nom" (surname), another indicates the "prénom" (first name) and another indicates the "nationalité" (nationality)).
  - The rest of the class provides feedback. Guide learners to the correct answers.

### Answers

**Nom:** Lepeur  
**Prénom:** Yamar  
**Nationalité:** sénégalaise

- **Note:** Remind your learners that, when completing a form, nationality is always given in the feminine form. This is because "nationalité" is a feminine word in French.

## EXTRA ACTIVITY

- Invite another teacher or school worker to come to your class at an agreed time. As he / she knocks on the door, invite him / her to come inside and introduce him / her to the class.

### Indicator:

- B4.1.3.2.1: *Présenter quelqu'un en donnant son nom, son prénom, sa nationalité.*

## SPEAK – Production Orale

1. Learners should work in pairs for this section.
  - a) Read texts A and B to the learners.
    - Learners repeat after you.
    - Check their pronunciation.
  - b) In pairs, learners find the answers to the questions.
    - Select one pair at a time to share their answers aloud with the class.
    - The other pairs check and compare with their own answers. Guide learners to the correct answers.

### Answers

- Il s'appelle Adolfo Mensah. Son nom est Mensah. Son prénom est Adolfo. Il est ghanéen.
  - Elle s'appelle Rosebelle Seidu. Son nom est Seidu. Son prénom est Rosebelle. Elle est ghanéenne.
2. In pairs, learners introduce themselves to each other, as they did in the previous unit. Learners then introduce their partners to the rest of the class.
    - Ensure that learners say their partners' first name, surname and nationality.
    - Ask learners to follow the structure of dialogues A and B when introducing their partners to the rest of the class.  
For example:  
Voici mon ami(e)!  
Il/Elle s'appelle [*first name + surname*].  
Son nom est [*surname*].  
Son prénom est [*first name*].  
Il/Elle est [*nationality*].

### Indicator:

- B4.1.3.3.1: Lire et comprendre un texte simple dans lequel on présente quelqu'un.

## READ – Compréhension Écrite

1. Learners read the texts about two well-known personalities from Ghana.
  - Bring learners' attention to the Question box at the bottom of page 16. This is an opportunity for learners to share the first name, surname and nationality of their favourite personalities while practising the vocabulary and sentences they have learnt.
2. Learners re-read the texts from page 16 to themselves.
  - Learners indicate if the sentences in the table are true or false and correct the false sentences orally to themselves.
  - Select six learners to share one of the six answers with the class.
  - Let the rest of the class compare the answers with their own answers and correct each other's work if needed. Guide learners to the correct answers.

### Answers

- a) Faux. Elle est ghanéenne.
  - b) Vrai.
  - c) Faux. Son nom est Nelson.
  - d) Vrai.
  - e) Faux. Son nom est Atsu.
  - f) Faux. Il est ghanéen.
3. Learners read the texts to themselves and do the matching exercise.
    - Check and correct their answers, if necessary.

### Answers

- a) B
- b) C
- c) A

### Answers

- surnom: nickname



4. Learners read the postcard and then answer the questions orally to themselves.
  - Ask four learners to share one answer each.
  - Let the rest of the class compare the answers with their own answers and correct each other's work if needed. Guide learners to the correct answers.

### Answers

- a) Son nom est Dupond.
- b) Non, son surnom est Nick.
- c) Son prénom est Nicholas.
- d) Il est français.

## EXTRA ACTIVITY

- Refers learners to the stamp on the postcard. Ask learners if they know what monument in France is shown.
- Allow any learners who know the answer to share with the rest of the class what they know about it. Should the Eiffel Tower be completely unfamiliar to the class, ask learners to do research about it as homework and bring the information gathered to the classroom.

### Indicator:

- B4.1.3.4.1: Écrire une note pour présenter quelqu'un.

## WRITE – Production Écrite

1. This activity is linked to the one done earlier in this unit (page 16) about a favourite celebrity. Learners should write a note to you indicating their favourite celebrity's first name, surname and nationality.
  - Check their notes and correct them as necessary.
  - Learners should then rewrite their notes correctly.

# UNITÉ 4 Il est grand. Elle est petite.

Décrire quelqu'un

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

## Introduction

In this unit, learners are prompted to start describing people, using some specific and basic adjectives in French.

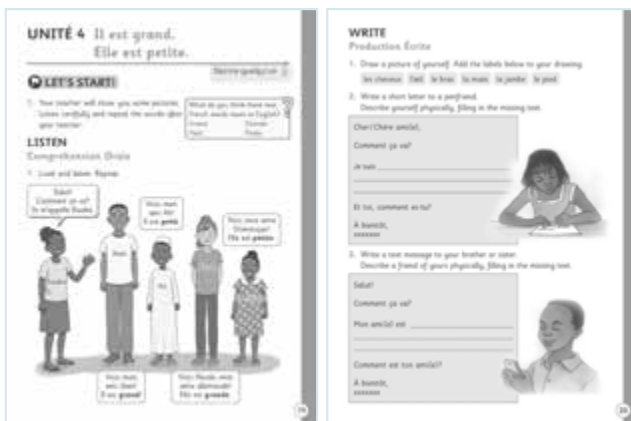
Gradually, learners become familiar with the fact that adjectives in French will always need to agree in gender and in number with the nouns they are qualifying.

Learners will also learn about body parts in French and, as they progress, expand on their French writing skills.

Learners will need to understand the importance of the verb “être” in French as they keep using it, this time to describe someone (Il / Elle est).

## RESOURCES

- Learner’s Book: pp. 19–23



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Grand(e)
- ★ Petit(e)
- ★ Gros(se)
- ★ Maigre / Mince
- ★ Jeune
- ★ Âgé / Âgée
- ★ Body parts (p. 21)

## GUIDELINES AND SUGGESTIONS

### LET’S START!

- Show the flashcards provided in the “Extra Resources” section of this Teacher’s Guide (page 84).
- Point to the words “Grand”, “Grande”, “Petit” and “Petite” and read the adjectives.

- Learners should discuss and provide the English meanings of the words.
- Explain further if needed.

### Indicator:

- B4.1.4.1.1: Écouter / Regarder et comprendre un document dans lequel on décrit quelqu’un.*

## LISTEN – Compréhension Orale

- Turn learners’ attention to the pictures on the page.
  - Read the speech bubbles slowly, one at a time.
  - Learners should listen attentively and repeat each bubble after you.

## LOOK AND LEARN

### French adjectives

- This Look and Learn box is a reinforcement and quick recap that highlights the use of masculine and feminine forms of the adjectives, according to the nouns they are qualifying.

- At this stage, the focus is just on the singular form of nouns and adjectives. There is no need yet to explain or highlight the forms of the adjectives in the plural. This topic will be addressed later, once learners start using the plural French subject pronouns (nous, vous – plural, ils and elles).

#### Indicators:

- B4.1.4.2.1: *Poser et répondre à des questions sur les caractéristiques physiques d'une personne.*
- B4.1.4.2.2: *Réciter un poème, chanter une chanson sur les parties du corps humain.*

### SPEAK – Production Orale

1. Learners are to play the game in the Learner's Book in pairs.
  - a) Learners choose one of the four people on the page and keep their choice to themselves.
  - b) Their partners will prompt the game by asking "Comment est-il / elle?"
  - c) Learners will give their partners clues, using the French adjectives provided in the table just below d).
  - d) Learners should use appropriate adjectives, using the correct masculine / feminine forms where appropriate.
  - e) Their partners then take a turn to choose someone from the previous page and to provide clues, following the same question: "Comment est-il / elle?"

#### Indicator:

- B4.1.4.3.1: *Lire des textes simples qui décrivent des personnalités familières ou les caractéristiques physiques des personnalités et répondre à des questions.*

### READ – Compréhension Écrite

1. Learners read the labels of the body parts in French to themselves.
  - Read the labels to them slowly to assist with the correct pronunciation.
  - Learners should repeat each label after you.

2. a) Learners to sing the French version of the English song "Head, shoulders, knees and toes, knees and toes" (to the same tune).
  - b) Learners sing it again. This time doing the actions (i.e. tapping the body parts referred to as they sing along).
3. a) Learners read the short texts about celebrities from Ghana and look at the photographs.
  - b) Learners answer the questions, orally, by themselves.
    - Ask four learners to share one answer each.
    - Let the rest of the class compare the answers with their own answers and correct each other's work if needed. Guide learners to the correct answers.

#### Answers

- Non, Joselyne est mince.
- Non, Peter est grand.
- Abraham est jeune.

#### Indicators:

- B4.1.4.4.1: *Associer des noms aux parties du corps humain en dessins ou en images.*
- B4.1.4.4.2: *Écrire une carte postale pour se décrire physiquement à un(e) ami(e).*
- B4.1.4.4.3: *Écrire une courte carte postale pour décrire un(e) ami(e).*

### WRITE – Production Écrite

1. Learners draw themselves and add the indicated labels to their drawings.
  - Check their drawings and correct them as necessary.
2. Learners read the incomplete letter.
  - Learners then fill in the missing information, describing themselves.
  - Highlight the use of the "Je suis" form of the verb "être" in the present tense to describe oneself.
3. Following the previous exercise, learners write a text message on a cell phone.
  - Learners write to describe a friend to their brother / sister. (If they don't have a brother / sister, they can just pretend they have one.)

# UNITÉ 5 Ma famille

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

Décrire la famille et les liens familiaux

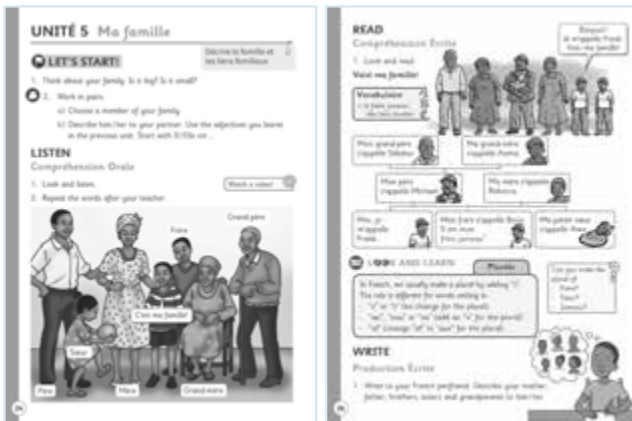
## Introduction

In this last unit of Theme 1 of the Learner's Book, the emphasis is on vocabulary related to the nuclear family.

Learners will also keep practising key concepts and vocabulary from the previous units.

## RESOURCES

- Learner's Book: pp. 24–26



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Famille
- ★ Père
- ★ Mère
- ★ Sœur
- ★ Frère
- ★ Grand-père
- ★ Grand-mère

## GUIDELINES AND SUGGESTIONS

### LET'S START!

- Learners are introduced to the content of the unit by thinking about their own families.
- In pairs, learners describe a member of their nuclear family to their partners.
  - At this stage, learners don't know yet the names of family members in French and therefore they should just indicate, in English, the family member that they will be describing, purely for contextualisation.
  - Learners describe that family member orally, using the adjectives they have learnt. Learners should start their sentences with "Il / Elle est ...".

### Indicator:

- B4.1.5.1.1: *Écouter / Regarder et comprendre un document audio-visuel qui décrit une famille.*

### LISTEN – Compréhension Orale

- Turn learners' attention to the picture on the page.
  - Read the labels to them and check their understanding.
- Re-read each label slowly. Learners should repeat each word after you.

Play the following video from YouTube:



- <https://www.youtube.com/watch?v=PFOOmVCpYE0>
- Play the video only from 0.18 minutes to 1.24 minutes.
- This video will help learners to consolidate the pronunciation of the new vocabulary while associating the words with the images of the different family members.

### Indicators:

- B4.1.5.2.1: Poser et répondre à des questions sur les membres d'une famille nucléaire en photos ou dans un album de photos.
- B4.1.5.2.2: Présenter sa famille nucléaire et donner les liens de parenté.

## SPEAK – Production Orale

- Ask learners to bring a family photo or drawing to the following lesson.
- Select five learners to share their photo and present their family members to their classmates, indicating who they are and how they are related to them.



1. In groups of four, learners show their photos and say the names of their family members (nuclear family only), starting their sentences with “Ma mère/Mon père/Mon frère ... s'appelle ...”.
2. Learners then ask the names of their groupmates' family members.
3. In their same groups, learners role-play dialogues A, B and C.
  - Each one plays a character (three different learners ask questions with one learner answering the questions). They can then take turns.
  - Check their pronunciation.

### Indicators:

- B4.1.5.3.1: Regarder un arbre généalogique et présenter les membres de la famille.
- B4.1.5.3.2: Lire et comprendre un texte simple sur les membres d'une famille.

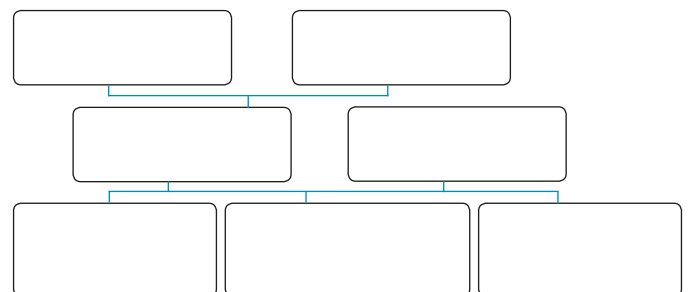
## READ – Compréhension Écrite

1. Allow enough time for learners to look at the family tree on the page and to engage with it.
  - Let learners read all the text boxes.
  - Let learners then re-read the texts to consolidate all the new vocabulary. They should be able to understand the respective family relationships described in the family tree with the pictures provided.
  - Ask the class a few questions to check their understanding. For example:
    - Comment s'appelle la mère? (Answer: Elle s'appelle Rebecca.)
    - Qui est Ama? (Answer: Ama est la petite sœur.)
    - Le grand-père s'appelle Michael? (Answer: Non, Michael est le père. Le grand-père s'appelle Sibidoo.)

## EXTRA ACTIVITY

- Write the following text on the writing board:

Bonjour! Je m'appelle Sandra.  
Ma mère s'appelle Yvonne. Mon père s'appelle Kofi.  
Mon petit frère s'appelle Kojo et ma sœur s'appelle Ama.  
Ma grand-mère s'appelle Akosua et mon grand-père s'appelle Elvis.
- Read the text to the class.
- Let learners repeat after you.
- Using the information in the text, ask learners to draw a family tree.
- Draw a template on the writing board, like this:



- Check and correct their answers.

## LOOK AND LEARN

### Plurals

- Although learners won't yet be using the plural often, it is important that they gradually start to become familiar with the different ways of forming plurals in French.
- Don't waste too much time with this explanation. You will have the chance to come back to it later in the year and in later grades, when appropriate and relevant again.

- Draw learners' attention to the question. Ask: "What is the plural of "le frère", "la soeur" and "le jumeau"?" (Answers: les frères, les sœurs, les jumeaux.)

### Indicator:

- *B4.1.5.4.1: Décrire sa famille nucléaire et donner les liens de parenté.*

## WRITE – Production Écrite

1. Learners write a letter to their French penfriend, similar to others they have done before, describing their nuclear family members.
  - Check and correct their letters. Give learners the opportunity to re-write their letters correctly.

## PROJECT TIME

LB p. 27

### Mon arbre généalogique

1. Learners are each to build their individual family tree. At this stage, they should include only themselves, their brothers / sisters / mother / father and their grandparents.
2. and 3. Learners share their family tree with their families and then with the class. Check and correct their work as necessary.
4. Encourage learners to keep their family trees on their bedroom wall. This will be a great way for them to keep recapping those words in a visual and meaningful way.

## PRACTISE, PRACTISE, PRACTISE!

LB p. 28

1. a) and b) Learners should read the text and then complete the ID form with the correct information.
  - **Note:** Remind your learners that, when completing a form, nationality is always given in the feminine form. This is because "nationalité" is a feminine word in French.

### Answers

<b>Nom:</b>	Owusu
<b>Prénom:</b>	Kofi
<b>Nationalité:</b>	ghanéenne
<b>Il est:</b>	petit, maigre et jeune
<b>Mère:</b>	Lariba Owusu
<b>Nom:</b>	Owusu
<b>Prénom:</b>	Lariba
<b>Père:</b>	Azindoo Owusu
<b>Nom:</b>	Owusu
<b>Prénom:</b>	Azindoo

2. Learners complete the dialogue correctly.

### Answers

<b>Professeur:</b>	Bonjour, Tani!
	<b>Comment</b> vas-tu?
<b>Tani:</b>	<b>Je vais</b> bien, <b>merci</b> . Et <b>vous</b> ?
<b>Professeur:</b>	Ça va bien, merci.
	Qui est- <b>ce</b> ?
<b>Tani:</b>	<b>C'est</b> mon amie Rebecca.
<b>Professeur:</b>	<b>Au</b> revoir, Tani et Rebecca!
<b>Tani et Rebecca:</b>	<b>À</b> demain, <b>professeur</b> !

3. Learners do the matching exercise.

### Answers

- a) Salut! – Hi!
- b) Comment vas-tu? – How are you? (informal)
- c) Merci – Thank you
- d) À demain! – See you tomorrow!
- e) Monsieur – Sir / Mister

## UNITÉ 1 Chez moi



**Suggested teaching time:**

Two hours (4 periods of 30 minutes each) over two weeks

Parler de sa maison

### Introduction

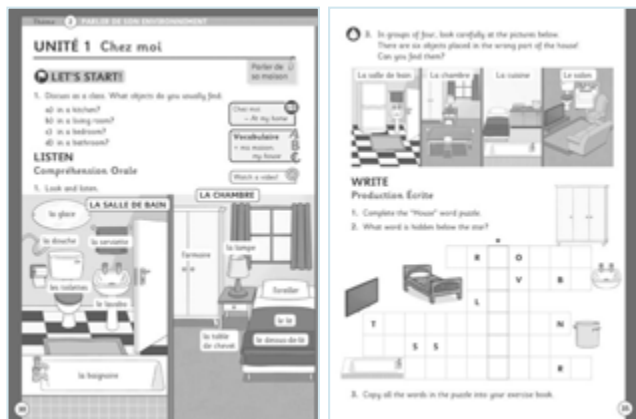
This is a short unit in which learners will start to learn the French vocabulary for rooms and objects in a house.

Although it is a short unit, there is a lot of new vocabulary for learners. It is important to spend some time practising the correct spelling and proper understanding of all the new words.



### RESOURCES

- Learner's Book: pp. 30–35



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



### KEY WORDS

- ★ All the words listed in the picture dictionary on pages 30 and 31 of the Learner's Book
- ★ Chez moi
- ★ Maison
- ★ Voilà

### GUIDELINES AND SUGGESTIONS

- Start teaching this theme by prompting learners to observe the theme-opener page. What do they see? Can they guess what they will be learning about in this new theme?
- Keep the momentum and the conversation going by turning to page 30.



### LET'S START!

- This is a warm-up activity that slowly introduces learners to the subject and to the type of vocabulary that they will be soon learning in French.
  - Allow learners time to discuss and to share their answers in class.

### Indicator:

- B4.2.1.1.1 : Écouter / Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison.*

### LISTEN – Compréhension Orale

- Let learners turn their full attention to the picture and labels on pages 30 and 31.
  - Allow them enough time to silently engage with the illustration and labels.
  - Read the picture dictionary to the learners.
    - Start by reading, slowly and clearly, only the names of the different sections of the house: la salle de bain; la chambre; la cuisine; le salon. (These are written



in dark blue capital letters for ease of reference). Read these names once more.

- Now read the names of the objects found in each section of the house. Start with the bathroom. Read the labels once more. Then read the names of the objects found in the bedroom, kitchen and sitting room. Also repeat each of these once more.
- Make sure that the learners follow each word as you read it. We suggest that you say the word in English first, let the learners find that room or object in the illustration and only then read the name of the room or object in French. Another option would be to ask the learners questions as you go along, before reading the French words. For example, you might say: “Can you see the mirror in the picture? The French translation for ‘mirror’ is ‘la glace’.”
- Ensure that the learners understand all the new vocabulary by asking them if they have any queries about any particular key word.

Play the following video from YouTube:

• <https://www.youtube.com/watch?v=4V2srYL1VCO>

- Play the video only from 0.22 minutes to 1.11 minutes.
- This video will help learners to consolidate the pronunciation of the new vocabulary while associating the words with the places / objects.

## LOOK AND LEARN

### French definite article: The

- Take some time to explain this concept to the learners. It is likely to be quite an unfamiliar grammar topic to them.
- All of the examples provided in the Learner’s Book take into account both the content of the unit and the vocabulary that the learners have learnt so far.
- Provide some extra examples if needed.
- Refer learners back to page 13, where the French possessive adjectives were introduced.

### Indicators:

- B4.2.1.2.1: Demander à quelqu’un de nommer un objet de la maison.
- B4.2.1.2.2 : Réciter des poèmes, chanter des chansons sur des objets de la maison.

## SPEAK – Production Orale

1. a) and b) Learners work in pairs and take turns to draw an object from their houses.
  - Partners try to guess each object and will now start to refer orally to the names of places / objects in a house.
2. a) – d) In pairs, learners read the questions and try to answer the questions orally, using full sentences.

### Answers

- a) Non, c’est le salon.
- b) Oui, c’est la chambre.
- c) Oui, c’est la cuisine.
- d) Non, c’est la salle de bain.

3. a) – b) Learners discuss the objects they find in each picture and attempt to say the names of the objects in French.

### Answers

#### Picture a):

- La télévision (explain to the learners that the abbreviation “la télé” is commonly used)
- Le fauteuil

#### Picture b):

- Le lit
- L’oreiller
- Le dessus-de-lit
- La table de chevet
- La lampe

#### Picture c):

- La cuisinière
- Le four
- La casserole
- L’assiette

#### Picture d):

- La glace
- La serviette
- La baignoire

4. Learners should read the poem in groups of four, slowly and verse by verse.
  - Check their pronunciation and correct it once they have read the whole poem.

- Then slowly read the poem to the learners, verse by verse. Ask them to repeat after you, verse by verse, to consolidate the vocabulary and pronunciation.
- Make sure they understand all the key vocabulary.

**Indicator:**

- B4.2.1.3.1: Identifier les pièces et les objets de la maison.

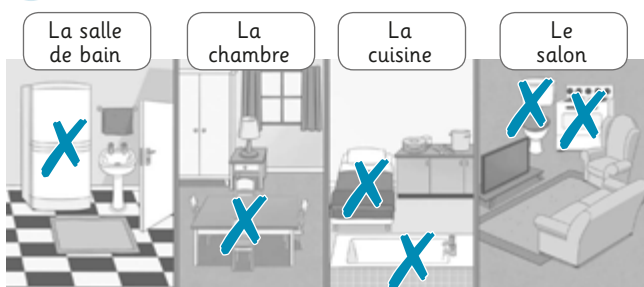
**READ – Compréhension Écrite**

1. Allow learners enough time to re-read the poem silently to themselves.
  - Make sure again that they pay attention and understand all the new vocabulary.
2. Learners should complete the matching activity in their exercise books.

**Answers**

- a) la chaise      c) le fauteuil      e) la table  
 b) le lit            d) le verre
3. Before asking learners to get into their groups and do the exercise, refer them to pages 30 and 31 of the Learner's Book. Ask them to read all the vocabulary listed to themselves.
    - Give then the groups enough time to look at the pictures and do the exercise.
    - Allow the groups to share their answers aloud.
    - Write the names of the six objects found (as the groups share it in class) on the writing board.
    - Ask learners to read it aloud, as a class.
    - Learners should now copy the activity into their exercise books, writing the names of the objects and placing them in the right place.

**Answers**



**Indicator:**

- B4.2.1.4.1: Écrire, dessiner et colorier des objets de la maison.

**WRITE – Production Écrite**

1. Refer learners to the word puzzle exercise and the pictures.
  - Confirm that they understand the instructions.
  - Learners should complete the word puzzle.
  - Provide guidance as necessary and check their answers.

**Answers**

★

A	R	M	O	I	R	E
	L	A	V	A	B	O
	L	I	T			

T	É	L	É	V	I	S	I	O	N
C	A	S	S	E	R	O	L	E	
	B	A	I	G	N	O	I	R	E

2. Learners identify the word hidden below the star.
  - Confirm that the learners still remember the meaning of the word. Refer them to the vocabulary box on page 30, if necessary.

**Answers**

MAISON

3. Learners copy all the words while revising all the vocabulary once more.

**EXTRA ACTIVITY**

- As an individual activity, ask learners to draw and colour in different household objects.
- Then ask learners to add labels to their drawings, giving the names of the objects in French.
- Encourage learners to keep their drawings and to display them in their homes.

# UNITÉ 2 À l'école

Parler de son école

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

## Introduction

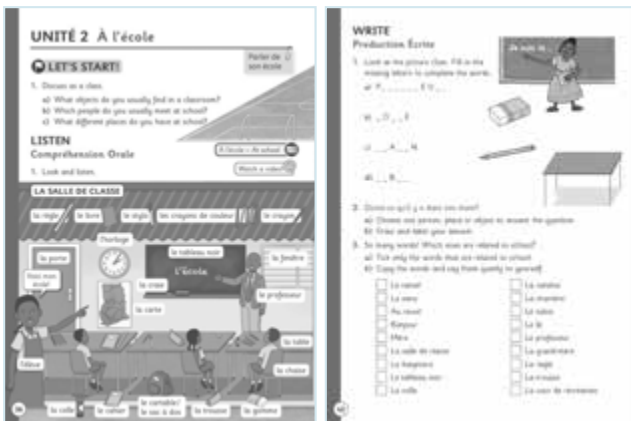
In this unit, learners will start to learn about school vocabulary in French.

Like Unit 1, this is a short unit, but one with a lot of new words for learners to remember. It's best for this to be done in a meaningful way and through a learner-centred approach.

It is important to spend some time practising the correct spelling and proper understanding of all the new words.

## RESOURCES

- Learner's Book: pp. 36–42



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ All the words listed in the picture dictionary on pages 36 and 37 of the Learner's Book
- ★ École
- ★ Dans

## GUIDELINES AND SUGGESTIONS

### LET'S START!

- This is another warm-up activity that slowly introduces learners to the subject and to the type of vocabulary they will soon be learning in French.
  - This is another class discussion which should prepare learners, step-by-step, for the content of this new unit.

### Indicators:

- B4.2.2.1.1 : Écouter / Regarder et comprendre un document audio-visuel sur les objets de la classe.
- B4.2.2.1.2 : Écouter / Regarder et comprendre un document audio-visuel sur les personnes de l'école.

### LISTEN – Compréhension Orale

- Let learners turn their full attention to the picture and labels on pages 36 and 37.
  - Allow learners enough time to silently engage with the illustration.
  - Read the picture dictionary to the learners.
    - Start by reading, slowly and clearly, only the names of the different sections of the school: la salle de classe; le terrain de sport; le bureau de la directrice; la salle des professeurs; la cour de récréation; la bibliothèque; la cantine. (These are written in dark blue capital letters for ease of reference). Read these names once more.

- Now read the names of the objects found in the classroom. Read the labels again.
- Make sure that the learners follow each word as you read it. We suggest that you say the word in English first, let the learners find that section or object in the illustration and only then read the name of the section or object in French. Another option would be to ask the learners questions as you go along, before reading the French words. For example, you might say: “Can you see the teacher in the image? In French the word for teacher is ‘le professeur’ (if it is a male teacher) or ‘la professeure’ (if it is a female teacher).”.
- Ensure that learners understand all the new vocabulary by asking them if they have any queries about any particular key word.

Play the following video from YouTube:

• <https://www.youtube.com/watch?v=CMayODF4pVY>

- This video will help learners to consolidate the pronunciation of the new vocabulary while associating the words with the places/ objects.
- The video introduces three new words to the learners:
  - l’ardoise
  - les ciseaux\*
  - le feutre (le crayon feutre).

\* Explain to the learners that, like in English, the word for “scissors” is always a plural word (scissors: les ciseaux).

- Contextualise the dialogue for the learners before reading it to them.
  - Refer learners to the illustration, explaining that the dialogue will be between an older sister (who attends school already) and a younger sister who is still too young to attend school, but who is quite curious to know more about her big sister’s school items.
  - Take some time to go through the new highlighted sentences (in blue), including the use in French of “Il y a” for “there is/ there are”.

## LOOK AND LEARN

### French indefinite articles: A/ An

- Take some time to explain this concept to the learners. Much like the French definite articles the learners were introduced to in the previous unit, this is likely to be an unfamiliar grammar topic to them.
- All of the examples provided in the Learner’s Book take into account both the content of the unit and the vocabulary that the learners have learnt so far.
- Provide some extra examples, if necessary.
- Prepare and provide learners with extra exercises for practice.

### Indicators:

- *B4.2.2.2.1: Poser et répondre à des questions sur ce que l’on fait avec les objets de la classe.*
- *B4.2.2.2.2: Poser et répondre à des questions simples sur des endroits de l’école.*
- *B4.2.2.2.3: Réciter des poèmes, chanter des chansons sur les objets de la classe.*

## SPEAK – Production Orale

- a), b) and c) Learners will now start to refer, orally, to the names of places and objects in a school environment.

### Answers

- Answers to this activity will vary from school to school and also from learner to learner. Possible answers are:
  - Dans mon école il y a des salles de classe, une cour de récréation, un terrain de sport, une cantine, une bibliothèque, une salle des professeurs, un bureau de la directrice.
  - Dans ma trousse il y a une colle, une gomme, des crayons de couleur, une règle, des stylos, un crayon.
  - Dans mon cartable il y a des cahiers, des livres, une trousse.

## FUN TIME!

- Each group will need one dice for this game.
1. and 2. The main aim of these activities is for learners to think and answer in French, based on the vocabulary that they have just learnt.
- Ensure that, in each group, all four learners have the chance to roll the dice and to say the names of the objects aloud.

### Answers

1. c) Names of objects:

- ① Le livre
- ② La règle
- ③ La table
- ④ Le cartable
- ⑤ Le stylo
- ⑥ Les crayons de couleur

2. Names of places:

- ① La cantine
- ② La salle de classe
- ③ Le terrain de sport
- ④ La bibliothèque
- ⑤ La cour de récréation
- ⑥ Le bureau de la directrice

## EXTRA FUN ACTIVITY

- Invite learners to do a quiz in groups of four. In this extra fun activity, learners will ask and answer questions about what they do with the different objects from their classroom and what do they normally do in the different places at school.
- For example, in English, one learner might ask:
  - “Where do you attend your lessons and read your books?”
  - “What do you use to colour in your drawings?”The other learner would then reply in French, respectively:
  - “Dans la bibliothèque.”
  - “Les crayons de couleur.”

## EXTRA ACTIVITY

- For this extra activity, let learners work in groups of four to write a short poem about school objects. The poem should include the following lines:
  - “Qu’est-ce qu’il y a dans ta salle de classe?”
  - “Qu’est-ce qu’il y a dans ton cartable?”
  - “Qu’est-ce qu’il y a dans ta trousse?”
- Then encourage learners to sing their poem in a tune of their choice.
- We suggest that you find some other appropriate songs about school objects on YouTube and play these to your learners. Should there be any relevant new vocabulary in these songs, take some time to explain the new words to the learners. Check their understanding and encourage learners to add these new words to their “petit-dictionnaire”.

### Indicator:

- *B4.2.2.3.1: Lire et comprendre des textes simples accompagnés d’images sur les objets de l’école.*

## READ – Compréhension Écrite

1. Allow learners enough time to read the text “Kwame à l’école” to themselves.
2. Learners should answer the questions orally. Remind learners of the words “oui” (“yes”) and “non” (“no”) that they learnt in the first theme.

### Answers

- a) Oui, il (Kwame) est à l’école.
- b) Non, il est dans la bibliothèque.
- c) Dans son cartable il y a une gomme, une règle et un cahier.
- d) Dans la bibliothèque il y a des livres.

## EXTRA ACTIVITY

- Refer learners to the illustration on page 41.
- Ask: “Do you see Kwame inside the library?” (Learners to reply: “Oui”.)
- Ask: “Who else can you see inside the library?” (Learners to reply: “La bibliothécaire”.)
- Refer learners to the picture dictionary on pages 36 and 37. This time, ask learners to read all of the labels by themselves. This will be a great opportunity for them to revise the vocabulary.

It will also allow learners to see, once more, how the words are written before they move on to the “Write” section (on page 42 of the Learner’s Book).

### Indicator:

- *B4.2.2.4.1: À l’aide d’images compléter les noms des objets de l’école par les lettres manquantes.*

## WRITE – Production Écrite

1. Refer learners to the exercise and the pictures.
  - Point out that the pictures give clues to the words to be completed.
  - Learners should complete the words by filling in the missing letters.
  - Once they have completed the task, check their answers.
  - Read each word aloud and ask the learners to repeat the words after you.

### Answers

- a) Professeure
- b) Gomme
- c) Crayon
- d) Table

2. a) and b) Learners are to think about one person, place or object from their school.
  - Learners draw and label their answer.
  - Learners share their drawings in class.
3. a) and b) Learners read all the words to familiarise themselves with the activity.
  - Learners tick only the words that are related to school.
  - They then copy the selected words into their exercise books and say the words quietly to themselves.

### Answers

- Le cahier
- La salle de classe
- Le tableau noir
- La colle
- La cantine
- Le professeur
- La règle
- La trousse
- La cour de récréation

## PROJECT TIME

LB p. 43

1. and 2. a) – d) At this upper primary level, most of the new vocabulary is supported by visual representations and “picture dictionaries” (like the one on pages 30 and 31 of the Learner’s Book).

In addition, it is important for learners to create their own mini-dictionary (“Mon petit-dictionnaire”).

This will enable them to keep a record of all the new vocabulary learnt, step by step, in a fun, meaningful and memorable way, while giving learners the opportunity to develop a certain degree of autonomy.

At first, you will need to assist the learners with their selection of words to include in their “petit-dictionnaire”. As they progress, you may decide to allow learners to make their own selections, possibly as part of their homework.

Check learners’ mini dictionaries regularly to correct mistakes as well as to ensure that all are kept accurate

and up to date. For shorter themes (such as Themes 2 and 3 of the Learner’s Book), you might decide to check only at the end, before you start a new theme. For longer themes in the Learner’s Book, we advise that you do your dictionary checks twice (half-way through and then again at the end).

Tell learners when you expect to check their mini-dictionaries. This will give them the opportunity to check their dictionaries and correct any mistakes that they might identify themselves, before they hand them in to you.

Since learners are already at the end of the second theme of the Learner’s Book at this stage, allow them time to go back to Theme 1 and add in all the very first vocabulary they learnt. This will be a good way for learners to revise all the new words that they have learnt in French so far.

1. Learners look at the pictures and match them to the respective labels.

 **Answers**

- ① la glace
- ② la douche
- ③ la table
- ④ la moquette
- ⑤ la cuisinière
- ⑥ le lit

2. Learners should list the name of four objects that are likely to be found inside their schoolbag.

 **Answers**

**Possible answers are:**

- Dans mon cartable il y a des cahiers, des livres, une trousse, une règle, etc.
  - Allow learners access to a dictionary to look up any unfamiliar words. They should add any new words to their “petit-dictionnaire”.
3. Learners should copy the word puzzle into their exercise books.
- a) They should then complete the missing words. Remind learners to look at the pictures for clues.

 **Answers**

• Words to be found are:

			★				
			É	L	È	V	E
D	O	U	C	H	E		
		G	O	M	M	E	
R	È	G	L	E			
		V	E	R	R	E	

• The hidden word is: **ÉCOLE**

b) Learners copy all the words into their exercise books and add the correct article before each one.

 **Answers**

- l'élève
- la douche
- la gomme
- la règle
- le verre

## UNITÉ 1 J'aime ...



**Suggested teaching time:**

Two hours (4 periods of 30 minutes each) over two weeks

Dire ce que l'on aime

### Introduction

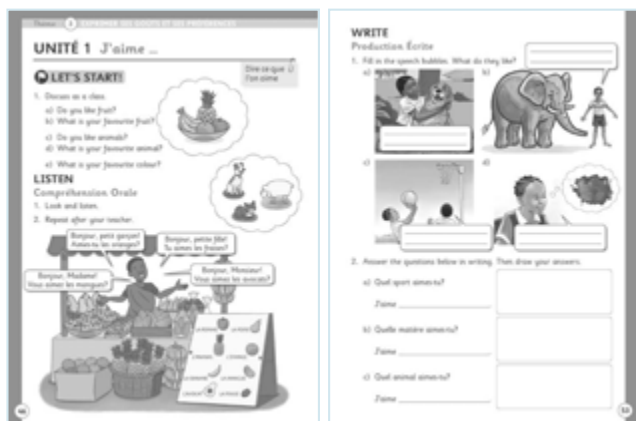
In this short unit, learners will learn how to express both their own likes and the likes of others.

Learners will be introduced to another French verb (“aimer” – “to like”) and they will learn how to conjugate this verb in the present tense, singular (for Je/Tu/Vous/Il/Elle).



### RESOURCES

- Learner's Book: pp. 46–53



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



### KEY WORDS

- ★ Names of fruits (as labelled on the picture, p. 46)
- ★ Names of animals (as labelled on the flashcards, p. 48)
- ★ Names of colours (as labelled on the small flashcards, p. 49)
- ★ Names of sports / activities (as labelled on the small flashcards, p. 49)

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Qu'est-ce que tu aimes?
- ★ Qu'est-ce que vous aimez?
- ★ Tu aimes ...? / Vous aimez ...?
- ★ Quel(le) animal / couleur / sport aimes-tu / aimez-vous?
- ★ Quelle matière / activité aimes-tu / aimez-vous?

### GUIDELINES AND SUGGESTIONS

- Start teaching this theme by prompting the learners to study the theme-opener page.
- Ask them questions about the picture. For example:
  - What are the two children in the picture thinking about?
  - Do you think they enjoy the things they are thinking about?
- Explain that, in this new theme, learners will learn how to express their likes and dislikes as well as the likes and dislikes of others.



### LET'S START!

- To introduce the topic of the unit to learners, hold a class discussion on the questions in the activity.
  - Prompt the activity by asking one question at a time.
  - Invite learners to give their answers and let them discuss their views.



- To build some excitement around the new topic, say: “We are now going to learn how to say what we like in French. Doesn’t that sound great?”.

### Indicator:

- *B4.3.1.1.1: Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu’un sur les fruits, les animaux, les couleurs et répondre à des questions.*

## LISTEN – Compréhension Orale

1. Let learners turn their full attention to the picture of the seller at the market on page 46.
  - Read each of the four speech bubbles to the learners. Then re-read them.
  - Now draw learners’ attention to the board in front of the market stall.
  - Read the names of the fruits one by one.
2. Learners should repeat each speech bubble and the name of each fruit after you.

## LOOK AND LEARN

### To like

- Introduce the new verb (“aimer” – “to like”) to the learners and go through its conjugation in the present tense, singular (for Je/Tu/Vous/Il/Elle).
- Check learners’ understanding and pronunciation.
- Go back to the picture and the speech bubbles on the previous page.
- Repeat the speech bubbles once again.
- Highlight the use of “tu” (informal “you”) and the associated conjugation of “aimes” for “petit garçon” and “petite fille” and the use of “vous” (formal “you”) and the associated conjugation of “aimez” for “Madame” and “Monsieur”.
- Explain that, in this context, “petit garçon” and “petite fille” mean “little boy” and “little girl”, respectively. They do not necessarily refer to a short boy and a short girl.

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=nJ03KjwiIVM>

- Play the video twice more to allow learners to absorb all the words.
- The video includes some vocabulary which will be new for the learners. They may be able to pick up the meanings of these words from the visuals and the context of the sentences. Highlight these words for them to ensure good understanding:
  - les cerises – *the cherries*
  - les pêches – *the peaches*
  - aussi – *also / too*
  - joli(e) – *pretty* (masculine / feminine, singular) / *joli(e)s* (masculine / feminine, plural)
  - beau / belle – *beautiful* (masculine / feminine, singular)
  - beaux / belles (masculine / feminine, plural)

### Extra activity

- You might want to take the opportunity at this stage to revise the formation of plurals in French. Learners were introduced to this on

- page 26 of the Learner’s Book. For example:
  - “Pomme” (ending in an “e”, make the plural by adding an “s”) becomes “pommes”.
  - “Ananas” (ending in an “s”, so it doesn’t change in the plural) stays “ananas”.
  - “Beau” (ending with “au”, so make the plural by adding an “x”) becomes “beaux”.
- Play the video a fourth time and tell learners to pay careful attention as you will be asking them questions afterwards, to test their memory.
- Ask learners the questions below. We suggest that you write the questions on the writing board for ease of reference and to aid learners in their understanding.
  - Qu’est-ce qu’il aime? (Answer: Il aime les fruits.)
  - Il aime les oranges? (Answer: Oui, Il aime les oranges.)
  - Il aime les bananes? (Answer: Oui, Il aime les bananes.)





- Then ask the learners in English: “What else can you remember from the video? What other fruit does he also enjoy?”. Encourage learners to give their full answers in French. They might say, for example:
  - Il aime les cerises.
  - Il aime les fraises.
  - Il aime les pommes.
  - Il aime les poires.
  - Il aime les ananas.
  - Il aime les pêches.
- You can then say: “Okay, let’s put it all together now: Quels fruits aime-t-il?”. Write this question on the writing board too.

- Write the complete sentences on the writing board as your learners provide you with the answers. For example: Il aime les oranges, les bananes, les cerises, les fraises, les pommes, les poires, les ananas et les pêches.
- Learners will be looking at questions starting with “Quel/le(s)” later in this unit, so there is no need to explain that in detail at this stage. For now, just provide the meaning so that learners are able to understand the question being asked.

### Indicators:

- B4.3.1.2.1: Poser et répondre à des questions sur les goûts.
- B4.3.1.2.2 : Dire ce que l'on aime.

### SPEAK – Production Orale

1. Read the dialogue to the learners.
  - Learners should repeat after you.
  - Then learners should role-play this short dialogue in pairs, taking turns to play each role. This will prepare them for the activity that follows.
2. a) and b)
  - In their same pairings, learners will take turns to start the dialogue that they role-played for 1. This time they will reply with the fruits that they like.

### FUN TIME

1. Start by reading the heading to the learners: Qu’est-ce que tu aimes?
  - Refer learners to the Teaching box, explaining that, for the formal “you”, learners would ask instead: Qu’est-ce que vous aimez?
  - Allow some time for the learners to look at the small flashcards on pages 48 and 49 and to familiarise themselves with them.
- a), b) and c) Read the questions and flashcards to the learners slowly, section by section.

2. a) and b) Learners will now play a game in groups of three.
  - Learners are to keep their Learner’s Books opened to pages 48 and 49 for the game.
  - In their groups, learners should take turns to ask and answer the question: “Qu’est-ce que tu aimes?”. To answer the question, the learners should indicate what they like from the flashcards provided.

### EXTRA ACTIVITY

- Play the “Fun time” game as a class.
- Learners should keep their Learner’s Books opened on pages 48 and 49.
- Select one learner at a time and ask about what he/she likes. Ask in French:
  - Aimes-tu les animaux? (Learner to reply “Oui,” followed by “J’aime” + the names of animal(s) he/she likes.)
  - Quelle couleur aimes-tu? (Learner to say which colour(s) he/she likes.)
  - Quel(le) sport/activité aimes-tu? (Learner to say which sport(s)/activities he/she likes.)
- Then invite the learners to ask you the same questions. Select four learners to ask you, one at a time, the following questions (using the formal “vous”):
  - Aimez-vous les fruits?
  - Aimez-vous les animaux?
  - Quelle couleur aimez-vous?
  - Quel(le) sport/activité aimez-vous?
- Share your likes with the class.

### Indicator:

- B4.3.1.3.1: Lire et comprendre un texte simple sur les goûts et des préférences des personnes.

## READ – Compréhension Écrite

1. Learners should read (and re-read twice) the words of the song in their Learner's Books.

Play the following videos from YouTube:

- [https://www.youtube.com/watch?v=Nuo6ORn\\_Wdw](https://www.youtube.com/watch?v=Nuo6ORn_Wdw)

- Sing along together as a class.

2. Learners should read the dialogue in silence.
  - Allow them enough time to re-read the dialogue before they answer questions a) to e) to themselves.
  - Invite five learners to share their answers aloud.
  - Let the rest of the class listen carefully and compare the answers with their own. They should then correct each other's work, if necessary. Guide learners to the correct answers.

### Answers

- a) Il aime le chien.
  - b) Oui, il aime la poule et la girafe.
  - c) Oui, elle aime le cheval et l'éléphant.
  - d) La mère aime le chat.
  - e) Le père aime la chèvre.
3. Learners should each draw and label the animals mentioned in the dialogue to ensure that they have a good understanding of the new vocabulary they have just learnt.
    - Their drawings should include the following animals: a dog, a chicken, a giraffe, a horse, an elephant, a cat and a goat.
    - The labels should then be: le chien, la poule, la girafe, le cheval, l'éléphant, le chat, la chèvre.
  4. Learners should read the short question-and-answer texts to themselves and look at the pictures.

5. Learners go back to page 51, re-read the texts to themselves and then tick the correct answers. This is a good activity for homework. Check and correct their answers.

### Answers

- a) Sophie aime le rouge.
- b) Robert aime le football.
- c) Yoofi aime l'ananas.
- d) Yesi aime le chien.
- e) Kobla aime les sciences.

### LOOK AND LEARN

#### Which ... / What ...?

- This Look and Learn box provides the learners with some more specific information on the types of questions that they have been asking and answering in this unit.
- Go through the examples provided and explain them to the learners. Add some extra examples, if necessary.

### Indicator:

- B4.3.1.4.1: Faire une liste d'objets que l'on aime

## WRITE – Production Écrite

1. Learners should look at the pictures and imagine what the children might be saying about their likes. Learners should follow the clues in each picture.

### Answers

- a) J'aime le chien.
  - b) J'aime l'éléphant.
  - c) J'aime le basketball.
  - d) J'aime le bleu.
2. a) – c)
    - Learners should write down their likes in answer to each question. They should draw pictures to illustrate their answers.
    - Check their work and correct it as necessary.

# UNITÉ 2 Je n'aime pas ...

Dire ce que l'on n'aime pas

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

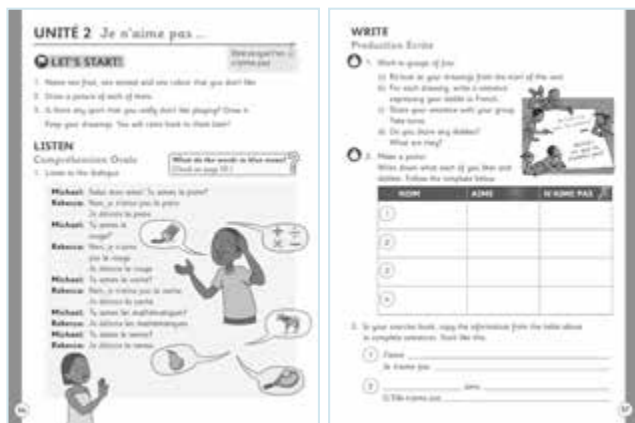
## Introduction

This short unit continues on the same topic as the previous unit. This time, learners will learn to express both their dislikes and the dislikes of others.

Where they previously used affirmative sentences, they will now be constructing negative sentences in French, using only the verb “aimer” at this stage.

## RESOURCES

- Learner's Book: pp. 54–57



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Détester (Je déteste / Tu détestes / Il / Elle déteste)

## GUIDELINES AND SUGGESTIONS

- This short unit follows on from the previous one. In this unit, learners will learn how to express both their own dislikes and the dislikes of others.

- Learners will be introduced to negative sentences with the verb “aimer”, as well as to a new verb (“détester” – “to dislike”). They will learn how to conjugate both of these verbs in the present tense, singular (for Je / Tu / Vous / Il / Elle).

## LET'S START!

- 1., 2. and 3. This is a quick warm-up activity to signal the topic change from likes to dislikes.
  - Learners should name and draw their dislikes (in the categories of fruit, animals, colours and sport) as indicated in the instructions.
  - Remind learners to keep their drawing for an activity later in the unit.

## Indicator:

- B4.3.2.1.1 : Écouter / Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un sur les fruits, les animaux, les couleurs.

## LISTEN – Compréhension Orale

1. Set the context for learners: they will now learn how to express dislikes in French.
  - Read the dialogue to the learners.
  - Then re-read it.

## LOOK AND LEARN

### To dislike

- Refer the learners to the Look and Learn box and explain the two ways of expressing dislike in French.

- Provide some extra examples during your explanation, if needed, or prompt the learners to give you some more examples themselves.
- Go back to the text on page 54 of the Learner's Book and re-read it to the learners. Learners should now be able to identify the dislikes that are being expressed.

#### Indicators:

- *B4.3.2.2.1: Poser et répondre à des questions sur les goûts.*
- *B4.3.2.2.2: Dire ce que l'on n'aime pas.*
- *B4.3.2.2.3: Enumérer ce que l'on aime et ce que l'on n'aime pas.*

### SPEAK – Production Orale

1. In pairs, learners role-play the dialogue on page 54. Let them take turns to play each role.
2. **a)** and **b)** In groups of three, learners revise the flashcards on pages 48 and 49 in the previous unit.
  - They should now take turns to express their dislikes by asking and answering the question: *Qu'est-ce que tu n'aimes pas?*
  - Refer learners to the Teaching box at the bottom of page 55. Highlight the use of *"Qu'est-ce que tu n'aimes pas?"* for the informal "you" ("tu") and *"Qu'est-ce que vous n'aimez pas?"* for the formal "you" ("vous") in French.

### EXTRA ACTIVITY

- Play this game as a class.
- Once again, learners should keep their Learner's Books opened on pages 48 and 49.
- Select one learner at a time and ask about what he/she dislikes, by asking: *Qu'est-ce que tu n'aimes pas?*
- Then invite the learners to ask you about your dislikes. Select four learners to ask you, one at a time, the question *"Qu'est-ce que vous n'aimez pas?"* (note the use of the formal "vous").
- Share your dislikes (in terms of fruit, animals, colours and sports/activities) with the class.

#### Indicator:

- *B4.3.2.3.1: Lire et comprendre un texte simple sur les goûts et préférences des personnes.*

### READ – Compréhension Écrite

1. Learners should read the likes and dislikes of Frank and Mark silently to themselves.
2. This activity checks each learner's comprehension of what he/she has just read in 1.
  - You may like to ask eight learners to share an answer each.
  - Let the rest of the class listen carefully and compare the answers with their own. They should then correct each other's work, if necessary. Guide learners to the correct answers.



#### Answers

- a) Faux. Non, Frank n'aime pas les sciences.
- b) Faux. Non, Mark n'aime pas le cochon.
- c) Vrai.
- d) Faux. Mark aime la musique.
- e) Faux. Frank n'aime pas l'avocat.
- f) Vrai.
- g) Faux. Mark aime la vache.
- h) Vrai.

#### Indicator:

- *B4.3.1.4.1: Faire une liste d'objets que l'on aime et que l'on n'aime pas.*

### WRITE – Production Écrite

1. **a) – d)** Learners re-look at their drawings from the beginning of this unit and write a sentence expressing their dislikes. In their sentences, they should use either *"Je n'aime pas ..."* or *"Je déteste ..."*.
  - In groups of four, they look at each other's drawings and compare their dislikes.
2. Learners work together in the same group and make a big poster indicating not just their dislikes but also their likes in terms of: fruits, animals, colours and sports/activities. You may find it helpful to assign one learner as scribe in each group.
  - Learners do not write full sentences in the table. They indicate only the respective name of what they will be listing.

- Once they have filled in the table for their poster, the learners should take time to look through it and read it.

- Learners should then write, individually, four complete sentences based on the information included in the table, following the two examples provided in the Learner's Book.

## PROJECT TIME

LB p. 58

### Jeux: Les couleurs

- Learners will build their own board game following the template provided on page 58 of the Learner's Book.
  - This is an activity to be done individually as homework. The idea is for learners to each have their own board to play with friends at school, in their communities or even at home with their families.
  - Let learners study the game template and notice all the colour names that they have already learnt.
  - Turn learners' attention to the new word "gris" ("grey").
  - Ask learners to add this new word to their "petit-dictionnaire".
- Once they have made their boards, learners will need only one dice and four counters (which might be, for example, small colourful plastic lids, small beans painted in different colours, different buttons, etc.) to play the game.
  - Organise the learners into groups of four and allow them to play one round of the game in the classroom.
  - Check that they are playing as expected. Monitor and correct them according to the rules.

## PRACTISE, PRACTISE, PRACTISE!

LB p. 59

### Answers

- Learners should match the sentences to the correct pictures.
  - J'aime l'ananas.
  - J'aime le cheval.
  - J'aime le chat.
  - J'aime la lecture.
- Learners will provide individual answers so their answers will vary with their own preferences. Possible answers for each question are:
  - Oui, j'aime le fufu. / Non, je n'aime pas le fufu.
  - Oui, j'aime le bleu. / Non, je n'aime pas le bleu.
  - Oui, j'aime le football. / Non, je n'aime pas le football.
  - Oui, j'aime le zèbre. / Non, je n'aime pas le zèbre.
- Learners should find the words hidden in the word search puzzle. The hidden words are: COCHON / CHAT / CHÈVRE / ROUGE / ROSE.

C	O	C	H	O	N	D
H	J	H	O	F	C	R
A	R	È	F	C	È	O
T	M	V	A	D	N	S
B	H	R	O	U	G	E
C	K	E	R	L	E	G

- Learners should copy and complete the dialogue. The missing phrases are:
  - Quel sport aimes-tu?
  - Aimes-tu le football?
  - Qu'est-ce que tu aimes?
  - Je / aime / pas
  - Aimes-tu le cheval?
  - n'aime pas
  - déteste

# UNITÉ 1 De un à vingt!

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

Compter et faire des calculs simples

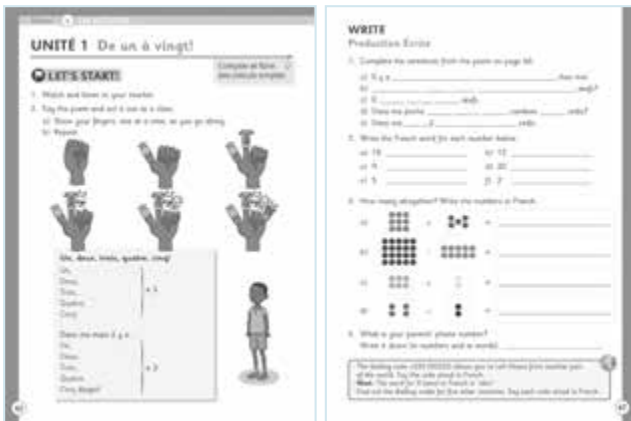
## Introduction

In this unit, learners will learn how to count from 1 to 20 in French and, from there, will be able to start doing some very basic calculations in French too.

Learners will also learn about the use of “Combien de / d’...” in this unit.

## RESOURCES

- Learner’s Book: pp. 62–67



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Numbers from 1 to 20 in French from page 63 of the Learner’s Book
- ★ Combien de / d’
- ★ Oeuf
- ★ Poche

## GUIDELINES AND SUGGESTIONS

- Start teaching this theme by prompting the learners to look at the theme-opener page.
- Ask them: Can you guess what you will be learning in this theme?
- Translate the theme title into English for them: Les activités – The activities.

## LET’S START!

- This is a warm-up activity that will gradually introduce the learners to the numbers from 1 to 5 in French while they say and repeat these numbers in a fun way.
  - Read the poem to the learners while showing the fingers of your hand, one at a time.
  - Repeat twice more.
- Learners to do the same, repeating and acting after you.

### Indicator:

- B4.4.1.1.1: Écouter / Regarder et comprendre un document audio-visuel sur les nombres.

## LISTEN – Compréhension Orale

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=UsEz58BblMY>

- The song will introduce learners, in a fun way, to the names / words and pronunciation of the numbers from 1 to 20 in French.
- Play the song for the learners once more.

1. Reading slowly and pronouncing each word carefully, read the numbers from 1 to 20 in French to the learners.

### Indicator:

- *B4.4.1.2.1/B4.4.1.2.3: Compter à haute voix des objets, des personnes de son environnement.*

### SPEAK – Production Orale

1. Learners repeat as a class, once more, the numbers from 1 to 20 in French before they start doing actual counting.
2. In pairs, learners look at the picture on page 64 of the Learner's Book.
  - To contextualise the activity before they start, tell learners that they will be counting objects in that picture.
  - Learners read the questions that they will need to answer.
  - Before they begin the exercise, point out the Question box at the bottom of page 63 and ask learners if they can work out the meaning of “combien de / combien d’ ”.
  - Then ask learners to turn again to page 64 and to pay attention to the Look and Learn box on that page.
  - Explain the content of the box and provide some extra examples if necessary.
  - Learners should then go back to page 63, re-read the questions and do the activity with their partners.

### Answers

- a) Il y a quatre chaises.
- b) Il y a huit livres.
- c) Il y a vingt crayons de couleur.
- d) Il y a cinq élèves.
- e) Il y a un chat.
  - Refer learners to the Teaching box at the bottom of page 64.
  - Explain to the learners that, in French, when we use a number to refer to the quantity of objects (i.e. how many things there are), we need to pay attention to the use of the number 1. If the name of the object is masculine, then we use “un”. If the name of the object is feminine, then we use “une”.

- Provide some extra examples, such as: “Il y a un cahier (masculine word) et une règle (feminine word) dans mon cartable.”

3. In pairs, learners have a dialogue about the quantity of objects and people in their classroom. They should take turns to ask and answer the questions.
  - Once again, highlight the use of “un” and “une” for the number 1 wherever relevant and appropriate in their answers.
  - Monitor and correct the learners as they speak.

### FUN TIME!

1. Learners play this counting game in groups of five. It is a great way to have them say the numbers that they have learnt in French (1–20), while checking their understanding.
  - As they play, monitor and correct the learners as necessary.
2. Learners should complete the word puzzle. Make it clear that they are looking for the names of numbers to complete the words.

### Answers

				★					
T	R	O	I	S					
			D	E	U	X			
			V	I	N	G	T		
	D	O	U	Z	E				
			S	E	P	T			

### Indicators:

- *B4.4.1.3.1: Lire à haute voix de 1 à 20.*
- *B4.4.1.2.2: Réciter un poème portant sur les nombres.*



## READ – Compréhension Écrite

1. Learners go back to page 63 and read each of the 20 numbers in French to themselves.
2. In pairs, learners take turns to read the numbers on page 63 of the Learner's Book aloud to each other.
  - Learners check each other's pronunciation.
  - Guide and correct them as necessary.
3. Encourage learners to look at the picture as they read the poem to themselves.
  - Read the poem aloud to them.
  - Ask four learners to read the poem aloud to the rest of the class. Each of them should read one verse.

### Indicator:

- B4.4.1.4.1: *Faire des calculs simples à l'écrit avec des chiffres en lettres.*

## WRITE – Production Écrite

1. Learners complete the sentences about the poem they have just read.
  - The purpose of this exercise is to check comprehension while giving learners the opportunity to practise their writing of numbers in French.

### Answers

- a) Il y a **trois chiens** chez moi.
- b) Il y a **combien d'œufs**?
- c) Il y a **neuf** œufs.
- d) Dans ma poche **il y a combien de** cedis?
- e) Dans ma **poche** il y a **dix** cedis.

2. Learners keep practising their writing of numbers in French.

### Answers

- a) Quinze
- b) Douze
- c) Neuf
- d) Vingt
- e) Cinq
- f) Deux

3. Learners look at the exercise, reflect about it individually and do the simple calculations, writing the numbers in French.

### Answers

- a) Quatorze
- b) Dix
- c) Douze
- d) Deux

4. This is a good homework activity.
  - Learners should write down their parents' phone number both in numbers and in words. Encourage learners to learn their parents' phone number by heart, if they haven't done so already.

- Learners repeat the dialling code for Ghana aloud and learn the French word for zero.
- Learners to do some research on the internet to find the dialling codes for five other countries in the world. They should then say each of these codes aloud in French.

# UNITÉ 2 Quelle heure est-il?

Demander et donner l'heure



### Suggested teaching time:

Two hours (4 periods of 30 minutes each) over two weeks

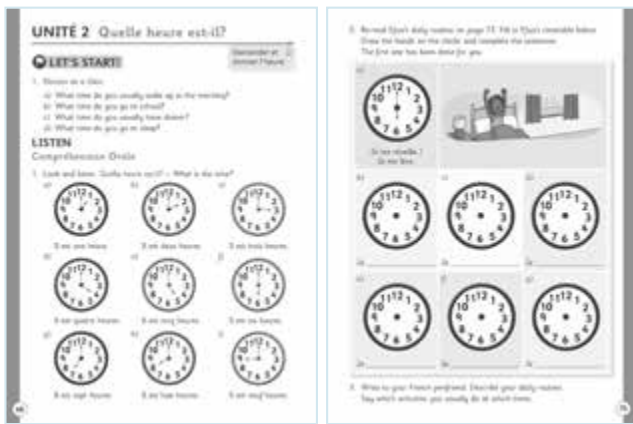
## Introduction

The focus of this unit is on asking for and giving the time in French.



## RESOURCES

- Learner's Book: pp. 68–75



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



## KEY WORDS

- ★ Heure
- ★ Matin
- ★ Après-midi
- ★ Soir
- ★ Midi
- ★ Minuit
- ★ Se lever
- ★ Se réveiller
- ★ Prendre
- ★ Aller
- ★ Faire
- ★ Se coucher

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Quelle heure est-il? / Il est quelle heure?
- ★ Tu as l'heure?
- ★ Avez-vous l'heure?
- ★ Je me réveille.
- ★ Je me lève.
- ★ Je prends le petit déjeuner / le déjeuner / le dîner.
- ★ Je fais du sport.
- ★ Je me couche.

## GUIDELINES AND SUGGESTIONS

- Let learners know that in this unit, they will learn how to tell and ask the time in French.



### LET'S START!

- This is a quick class activity to introduce the learners to the content of this unit.
  - Discuss the questions as a class.
  - Indicate to the learners that they will be learning how to tell the time and ask for the time in French.

### Indicator:

- B4.4.2.1.1: *Écouter / Regarder et comprendre un document audio-visuel sur les horaires et répondre à des questions.*

## LISTEN – Compréhension Orale

1. Give learners some time to look at, and familiarise themselves with, the clocks on pages 68 and 69 of the Learner's Book.
  - Read the captions below each clock to the learners.
  - Read the captions again slowly.
  - Explain that to give time in French we say “Il est” + number of hours + the word “heure” (hour) or “heures” (hours) depending on whether it is one hour or more than one.
  - Point out that the word “heure” (“hour”) in French is feminine, which is why we use “une” (“one”, feminine) in “Il est une heure” (“It’s one o’clock”).
  - Guide learners to the speech bubble at the end of the section. Introduce the terms “midi” (“midday”) and “minuit” (“midnight”) to the learners.

Play the following video from YouTube:

• <https://www.youtube.com/watch?v=ESXOOyoE9t8>

- Play the video again.
- Learners should listen attentively.

Now play the following song from YouTube:

• <https://www.youtube.com/watch?v=Ibnzff3Zdig>

- Learners should listen attentively.
- Play the video again, this time with the sound turned off.
- As the clock moves, stop the video and ask: “Quelle heure est-il?”.
- Learners should reply as a class: “Il est ...”.

### Indicator:

- B4.4.2.2.1: Poser et répondre à des questions sur l’heure qu’il est.

## SPEAK – Production Orale

1. Learners work in pairs and practise asking and giving the time in French.

## FUN TIME!

1. Learners make their own paper plate clocks.

Guide them through the steps.

  - They should mark out twelve divisions for the number markers on the edges of their paper plates. Let them start with quarter markers and then add two additional markers, evenly spaced, between the quarter markers.
  - They may need some help in pushing the brass fastener (for the clock hands) through the centre of the paper plate.
  - They should then glue a second plate to the back of the first one to protect the back of the brass fastener and to strengthen their clock.
  - Encourage the learners to use their clocks to keep practising reading the time with their friends and family.

### Indicators:

- B4.4.2.3.1: Lire et comprendre l’heure qu’il est.
- B4.4.2.3.2: Indiquer l’heure qu’il est en changeant les aiguilles d’une horloge.
- B4.4.2.2.2: Parler de l’emploi du temps de la journée.

## READ – Compréhension Écrite

1. Learners observe and read the different times of the day across pages 70 and 71 of the Learner's Book.
  - Draw learners' attention to the Teaching box at the top of page 71. Guide learners through the different ways to ask the time in French. They will revisit this on page 72.
2. Before they begin this exercise, bring learners' attention to the Teaching box alongside dialogue B. Guide them through the informal and formal use of “you” in dialogues A and B, respectively. Remind them that we use the formal form when speaking to adults other than our parents.
  - a) In pairs, learners act out dialogues A and B, taking turns to play each role.
  - b) Learners draw clocks referring to each time indicated in the dialogues they have just acted out.

3. Before they start this activity, draw learners' attention to the Teaching box at the bottom of page 72 of the Learner's Book.
  - Define the key verbs for them: "se réveiller" (to wake up), "se lever" ("to get up"), "prendre" ("to take"), "aller" ("to go"), "faire" ("to do") and "se coucher" ("to lie down").
  - Explain that, for this activity, they will use the verb form conjugated for "Je" ("I"). The verbs take different forms for different subject pronouns.
  - Allow enough time for learners to look at and read about Efua's daily routine on page 72 of the Learner's Book.
  - a) Learners should compare their own daily routines to Efua's.
  - b) Learners reflect about their own daily routines and discuss with a partner. They should discuss the answers to the questions in French.

### EXTRA ACTIVITY

- Draw a big clock on the writing board (do not include the clock hands).
- Ask a learner to join you at the writing board and to indicate a specific time by drawing the hands on the clock. The learner should then ask aloud: "Quelle heure est-il?"
- The rest of the class should answer correctly.
- Monitor and correct the learners as they speak.
- Then erase the clock hands and repeat the same process with four other learners, one at a time. Each learner should mark a different time to the previous ones.

### Indicator:

- B4.4.2.4.1: *Écrire son emploi du temps de la journée.*

### WRITE – Production Écrite

1. Learners should write down in French the times shown on the clocks.

### Answers

- a) Il est trois heures.
  - b) Il est six heures.
  - c) Il est huit heures.
  - d) Il est douze heures. (Learners may also correctly say: "Il est midi." or "Il est minuit.")
  - e) Il est deux heures.
  - f) Il est quatre heures.
  - g) Il est neuf heures.
  - h) Il est une heure.
  - i) Il est dix heures.
2. Learners should look again at the pictures and text showing Efua's routine on page 73 of the Learner's Book. Learners then complete the summary of Efua's daily routine, by adding hands to each clock and adding an appropriate caption to each time.
  3. Learners should write a short letter to their French penfriends, describing their own daily routines and giving the times at which they usually do each activity.

# UNITÉ 3 Les jours de la semaine

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

Parler des jours de la semaine

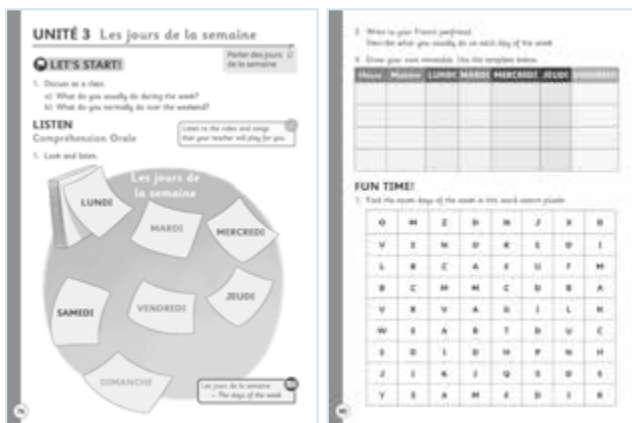
## Introduction

The focus of this unit is on the days of the week. Learners will learn how to say the seven days of the week in French. They will use these words,

both orally and in writing, to describe their daily activities to others.

## RESOURCES

- Learner's Book: pp. 76–80



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Jour
- ★ Semaine
- ★ Lundi
- ★ Mardi
- ★ Mercredi
- ★ Jeudi
- ★ Names of other school subjects: anglais, géographie, mathématiques, sciences, sport, histoire
- ★ Verb “avoir” conjugated in the present tense, singular for “Je / Tu / Vous / Il / Elle”
- ★ Vendredi
- ★ Samedi
- ★ Dimanche
- ★ Avec
- ★ Avant
- ★ Après

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Quel jour vient avant ...?
- ★ Quel jour vient après ...?

## GUIDELINES AND SUGGESTIONS

- Let learners know that in this unit, they will learn how to say the days of the week in French.

## LET'S START!

- To introduce the content of this unit, prompt a quick class discussion on the opening questions.
  - Ask the learners: “What are the days of the week in English?”. (Learners should answer: “Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday”.)
  - Tell them: “Fantastic! Now, let’s learn how to say all of that ... in French!”. This will lead into the “Listen” section of this unit.

### Indicator:

- B4.4.3.1.1: *Écouter / Regarder et comprendre un document audio / audio-visuel sur les jours de la semaine et répondre à des questions.*

## LISTEN – Compréhension Orale

- Bring learners attention to the Teaching box at the bottom of page 76 of the Learner's Book.
  - Learners should listen while you read the days of the week to them in French.



Play the following video from YouTube:

- <https://www.youtube.com/watch?v=znuBaSHHAbE>
- Then, ask the class the following questions:
  - How do you say Monday in French?
  - How do you say Tuesday in French? (and so on, to Sunday)

Play the following video (song) from YouTube:

- <https://www.youtube.com/watch?v=Lpuf5N0rfVE>
- Then, ask class the following questions and invite learners to raise their hands if they know the answer:
  - What days of the week do you normally attend school? Say the names of those days in French.
  - What days of the week do you normally have a French class? Say the names of those days in French.

You may also wish to play the following video (song) from YouTube:

- [https://www.youtube.com/watch?v=\\_LYy3P2okyw](https://www.youtube.com/watch?v=_LYy3P2okyw)
- This video introduces the spelling of some letters of the French alphabet. You may wish to take the opportunity, at the end of this unit, to introduce briefly the sounds of the French alphabet to the learners. This will be helpful for their reference as they progress in this course.

### Indicators:

- B4.4.3.2.1: *Poser et répondre à des questions sur les jours de la semaine.*
- B4.4.3.2.2: *Dire ce que l'on fait chaque jour de la semaine.*
- B4.4.3.2.3: *Réciter des poèmes ou chanter des chansons sur les jours de la semaine.*

### SPEAK – Production Orale

1. Read to the learners, once more, the names of the days of the week in French on page 76 of the Learner's Book.
  - Learners to repeat after you.
2. In pairs, learners discuss the questions provided in the activity.
  - Clarify the meaning of the words “jour” (“day”), “avant” (“before”) and “après” (after), if needed.
  - Ask four learners – from four different pairs – to share one answer each with their classmates.
  - Ask some other similar French questions to consolidate the content.

### Answers

- |             |             |
|-------------|-------------|
| a) mercredi | b) mardi    |
| c) jeudi    | d) dimanche |
3. Learners should look at the pictures and say on which day(s) of the week they usually do each kind of activity. Some answers may vary from learner to learner.

### Answers

Possible answers are provided below, but answers may vary from learner to learner.

- 1 Going to school: lundi, mardi, mercredi, jeudi, vendredi
- 2 Doing shopping with a parent: accept any day of the week
- 3 Playing soccer after school: this is likely to take place on a weekday or Saturday
- 4 Celebrating at a birthday party: this is likely to be over the weekend, samedi and / or dimanche
- 5 Playing with a sibling / friend: accept any day of the week

Play the following video (song) from YouTube:

- <https://www.youtube.com/watch?v=eA5jSbKd5cM>
- Play the video again. Learners should sing along as a class.

### Indicator:

- B4.4.3.3.1: Lire et comprendre un texte simple sur les activités d'une personne.

## READ – Compréhension Écrite

1. Learners are to read a short text and then do a matching exercise in response to what they have read.
  - a) Learners read the short text about Araba's week.
    - Allow learners enough time to engage with the new sentences "Je vais au marché." and "Je vais à l'église.". Point out the Teaching box at the bottom of the page that explains these new phrases.
  - b) Readers do the matching exercise. They should correctly associate the items in the picture, caption and day of the week columns. Remind learners that some activities take place on more than one day of the week.

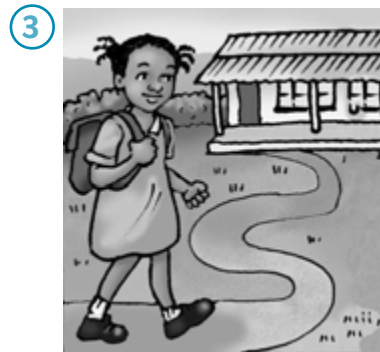
### Answers



Je vais au marché. / samedi



Je vais à l'église. / dimanche



Je vais à l'école. / lundi, mardi, mercredi, jeudi, vendredi

2. Let learners look at the school timetable.
  - a) Allow learners enough time to understand, the timetable based on the pictures and on some similarity with the English words, the names of the different school subjects in French.
    - Let learners read the table to themselves.
    - Then read the table to them (one column at a time) to ensure good pronunciation.
    - Learners should repeat after you, column by column.
  - b) In pairs, learners discuss Araba's timetable while practising the days of the week as well as the names of school subjects in French.
    - Point out the question box at the end of the "Read" section. In English, we use initial capital letters for the days of the week and the names of the months. In French, these are all written in lower case (small letters).

### Indicators:

- B4.4.3.4.1: Écrire ce que l'on fait chaque jour de la semaine.
- B4.4.3.4.2: Écrire une carte postale à un(e) ami(e) pour lui raconter comment on passe sa journée.
- B4.4.3.4.3: Remplir un emploi du temps vierge avec des rubriques comme jour, matière, heure.

## WRITE – Production Écrite

- Learners will write sentences indicating which subjects they study on each day of their school week.
  - Before they do the exercise, read the example to them (“Lundi, j’ai l’anglais ...”) and translate it for them (“On Mondays, I have English ...”).
  - Introduce learners to a new verb in French “avoir” (“to have”), bringing their attention to the Look and Learn box at the bottom of that page (page 79 of the Learner’s Book), in which learners learn how to conjugate the verb “avoir”, in the present tense, singular, for “Je/Tu/Vous/Il/Elle”.
  - Learners now complete exercise 1 using “J’ai...” in their sentences.
- Much like they did previously, learners should write a letter to an imaginary French penfriend. This time, they will write about what they normally do on each day of the week.
  - Learners should use the vocabulary that they have already learnt.
  - Monitor the learners as they write and assist them as required.
- Using the template provided, learners draw and fill in their own school timetable.
  - Check their work, guiding and correcting them as necessary.

## FUN TIME!

O	M	Z	D	N	J	X	D
V	E	N	D	R	E	D	I
L	R	C	A	E	U	F	M
B	C	M	M	C	D	B	A
V	R	V	A	G	I	L	N
W	E	A	R	T	D	U	C
E	D	I	D	H	P	N	H
J	I	K	I	Q	S	D	E
Y	S	A	M	E	D	I	R



# UNITÉ 4 L'année



**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

Situer les mois et les saisons dans le temps

## Introduction

In this unit, learners will learn how to say the months of the year in French.

They will also talk about national celebrations that are associated with specific months.

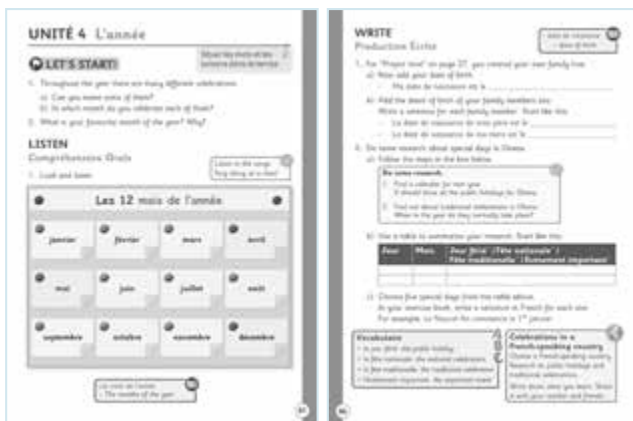
We suggest a few individual research projects in this unit. These are to help learners to develop a better understanding of not only national celebrations but also special days and events in other countries.

Learners will also learn how to give their date of birth in French.



## RESOURCES

- Learner's Book: pp. 81–86



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



## KEY WORDS

- ★ Mois
- ★ Jour
- ★ Les mois de l'année
- ★ Jour férié
- ★ Fête nationale / Fête traditionnelle
- ★ Janvier
- ★ Février
- ★ Mars
- ★ Avril
- ★ Mai
- ★ Juin
- ★ Juillet
- ★ Août
- ★ Septembre
- ★ Octobre
- ★ Novembre
- ★ Décembre
- ★ L'événement important
- ★ Peut-être
- ★ Dernier / Dernière

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Dans quel mois célèbre-t-on ...?
- ★ C'est en ...
- ★ C'est ça!
- ★ Tu as l'heure?
- ★ En quel mois tu es / vous êtes / il / elle est né(e)?
- ★ Je suis / tu es / vous êtes / il / elle est né(e) ...
- ★ Ma date de naissance est le ...
- ★ La date de naissance de ma mère / mon père est le ...

## GUIDELINES AND SUGGESTIONS

- Let learners know that in this unit, they will learn how to say the months of the year in French.

## LET'S START!

1. Hold a class discussion as a warm-up exercise to introduce the content of this unit to the learners.
  - a) and b) Learners name any annual celebrations they can think of and say in which month of the year those celebrations usually take place.
2. Learners say which month of the year is their favourite and give reasons for their choice.

### Indicator:

- B4.4.4.1.1: *Écouter/Regarder et comprendre un document audio/audio-visuel sur les mois de l'année.*

## LISTEN – Compréhension Orale

1. Explain to the learners that they will listen to the 12 months of the year in French.
  - Point out the Teaching box at the bottom of the page and explain that “Les mois de l’année” is French for “The months of the year”.
  - Let learners look at the table showing the months of the year on page 81 of the Learner’s Book.
  - Read the table to them while they listen attentively.

Play the following video (song) from YouTube:

- [https://www.youtube.com/watch?v=7\\_u2SigckNQ](https://www.youtube.com/watch?v=7_u2SigckNQ)
- Re-play the song and encourage the learners to all sing along as a class.

### Indicators:

- B4.4.4.2.1: *Poser et répondre à des questions sur les mois de l'année.*
- B4.4.4.2.2: *Dire dans quel mois un événement/une activité a lieu.*
- B4.4.4.2.3: *Réciter des poèmes ou chanter des chansons sur les mois de l'année.*
- B4.4.4.2.4: *Situer un événement/une action dans un mois de l'année.*

## SPEAK – Production Orale

1. Read, once more, the months of the year in French from page 81 of the Learner’s Book. This time, learners repeat each month after you.
2. Learners should answer the questions in French.

### Answers

- a) First: janvier / Last: décembre
  - b) Before mai: avril / After mai: juin
  - c) février
3. Learners look at the photographs on pages 82 and 83 of the Learner’s Book and refer to the Vocabulary and Teaching boxes for help with the new words and phrases.
    - a) Before they start the exercise, read all the questions, one by one, to the learners.
      - This is a great homework activity to allow learners sufficient time to do some research and to discuss the celebrations with their parents and family members.
      - Learners will need a calendar for Ghana and they will need to do some research to be able to complete the activities in this unit. Depending on the level of your learners, you might refer them to the calendar on the website <<https://www.citipedia.info/fr/holidays/ghana>> (which includes Ghana’s public holidays in French), or you might let them find all the information by themselves.
      - Learners are to make notes and to bring the information to class.
      - During the lesson that follows, ask five learners to each share one answer orally.
      - Let the rest of the class listen carefully and compare the answers with their own. They should then correct each other’s work, if necessary. Guide learners to the correct answers.

## Answers

- ① décembre
- ② mai
- ③ juillet
- ④ février
- ⑤ mars

- b) Learners should work in pairs for this activity. Once again, learners will need a calendar for Ghana as well as the information that they gathered about traditional celebrations and public holidays in Ghana.
- Learners should look at their notes and calendars, share the information they have gathered and discuss with their partners the names of different events and the month in which each event takes place.
  - Use two dice per group for this activity.

## FUN TIME!

1. Learners play the “Months of the year” game following the instructions on page 83 of the Learner’s Book.
  - To include January in the game, make sure that learners notice the “Hint” in d). If they roll a double 3, they should shout out “janvier”. If they roll a six in any other way (1 + 5 or 2 + 4), then they should call out “juin”.

## LOOK AND LEARN

### When were you born?

- Learners should read the Look and Learn box on page 84 of the Learner’s Book to learn how to give their own date of birth and to ask others about their dates of birth.
- Point out the Question box and invite learners to think about why different forms of “né(e)” are used. They should discuss their ideas in pairs.
- Invite a few learners to share their ideas. Then let learners know that “né” is used for a masculine subject and “née” is used for a feminine subject.

## Indicator:

- B4.4.4.3.1: Lire et donner les dates de naissances, de fêtes nationales / traditionnelles, d'événements importants.

## READ – Compréhension Écrite

1. Learners read the new vocabulary in the Teaching box at the bottom of page 84 in the Learner’s Book and start familiarising themselves with it before reading the dialogue on page 85.
  - Learners read the dialogue to themselves.
  - Highlight the fact that the text mentions special events that take place in Ghana every year. Ask the learners whether they know about all of the events mentioned in the dialogue.
  - Learners answer the questions about the dialogue.

## Answers

- a) Elle est née en mars.
- b) Il est né en juillet.
- c) Learners to provide individual answers based on their own month of birth.
- d) C’est en mars.
- e) C’est en juillet.

## OPTIONAL EXTRA ACTIVITY


Ask the learners to check the research notes that they prepared earlier in the unit. If any of them have information on the events mentioned in the dialogue, invite them to share that information with the rest of the class. Otherwise, provide some information about those events yourself or ask the class to talk to their family or do some extra research as part of a homework activity.


## Indicator:

- B4.4.4.4.1: Écrire sa date de naissance et celle des membres de sa famille.



# UNITÉ 5 Allô!

 **Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

Entrer en contact  
par téléphone 

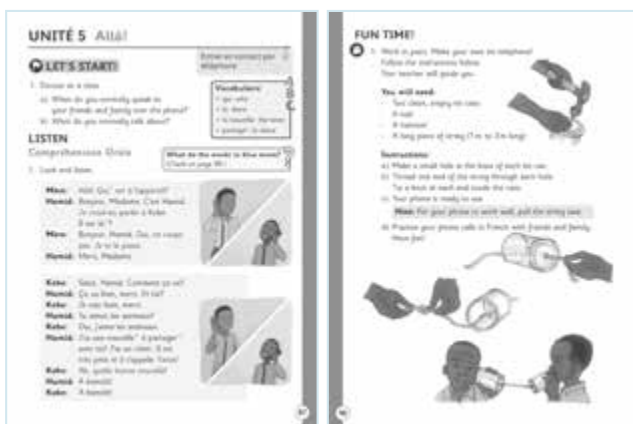
## Introduction

This unit reinforces the importance of oral communication as one of the key skills when learning a foreign language.

Learners will learn key vocabulary to use when communicating over the phone.

## RESOURCES

- Learner's Book: pp. 87–90



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth/Audio gadgets
- Laptop/Projector/TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Qui
- ★ Nouvelle
- ★ Là
- ★ Partager

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Quelle bonne nouvelle!
- ★ Ne coupe pas. / Ne coupez pas.
- ★ Ne raccroche pas! / Ne raccrochez pas!
- ★ Je te le / la passe. Je vous le / la passe.
- ★ Je voudrais ...

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn how to speak on the telephone in French.

## LET'S START!

- Hold a class discussion as a warm-up exercise to introduce the content of this unit to the learners.
  - Ask the learners the questions on page 87 of the Learner's Book.

### Indicator:

- B4.4.5.1: Écouter et comprendre une conversation ou regarder et comprendre un clip sur deux personnes qui communiquent par téléphone.*

## LISTEN – Compréhension Orale

- Ask learners to close their textbooks at first, so that they can focus on listening.
  - Option 1: Pre-record the phone call dialogue and play it back to the learners. (You may wish to act out different voices for the different characters or ask other French teachers to assist you.) Play the recording a second time.
  - Option 2: Read the phone call dialogue to the learners directly from the textbook. Read the text a second time.
  - After they have heard the text twice, ask the learners to open their textbooks and follow along as you read it to them once more (or re-play the recording).
  - Ask learners to suggest what the words in blue in the dialogue might mean. Then refer learners to the Teaching box at the top of page 88 of the Learner's Book. (At this stage,

there is no need to provide any additional information about “le/la” in “Je te le/la passe” or about the conjugation of the verb “vouloir” (“to want”) in “Je voudrais ...”. Simply highlight that, when saying or writing “Je te le/la passe”, “le” should be used when referring to a male and “la” when referring to a female. Depending on the academic strength of your learners, you may also take the opportunity to mention that “Je voudrais” expresses politeness and is also commonly used in the context of shopping as “Je voudrais acheter ...” (“I would like to purchase/buy ...”).

#### Indicators:

- B4.4.5.2.1: *Simuler la conversation téléphonique entre deux interlocuteurs.*
- B4.4.5.2.2: *Se présenter au téléphone.*

### SPEAK – Production Orale

1. Play or read the dialogue on page 87 once more. This time, the learners should repeat after you.
2. In pairs, learners should now create their own telephone dialogues. This activity gives learners a good opportunity for creative thinking while practising their new vocabulary.

- This can be a good homework activity that allows learners to further practise their creativity and the new vocabulary that they have learnt in this unit.
- It is important for learners to listen to the recordings of their dialogues, as suggested. They should then also make an effort to check and correct their own pronunciation. Assist and guide them as necessary.

#### Indicator:

- B4.4.5.3.1: *Lire et comprendre un dialogue court d'une conversation téléphonique.*

### READ – Compréhension Écrite

1. a) Learners read the mixed-up dialogue on page 88 of the Learner's Book.
  - Allow learners enough time to engage with the text and to think about the correct order.
- b) Learners put the dialogue in the correct order.
  - Once they have completed the task, ask a learner to share his/her answers with the class.
  - Let the rest of the class listen carefully and compare the answers with their own. They should then correct each other's work, if necessary. Guide learners to the correct answers.

#### Answers

1. C
  2. B
  3. A
  4. D
- c) Once the dialogue is in the correct order, learners should role-play it in pairs.
2. Organise learners in groups of three.
    - a) In their groups, learners should re-read the telephone conversions on page 87 of the Learner's Book.
    - b) The learners should then role-play the dialogue. If time allows, let learners take turns to play each character in the conversation.

#### Indicator:

- B4.4.5.4.1: *Échanger des petits messages écrits par téléphone.*

### WRITE – Production Écrite

1. Learners practise writing in French by sending text messages to their friends about the different topics listed in the ICT box on page 89 of the Learner's Book.
2. Learners should copy and complete the dialogue.



# UNITÉ 6 Tu veux venir?

**Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

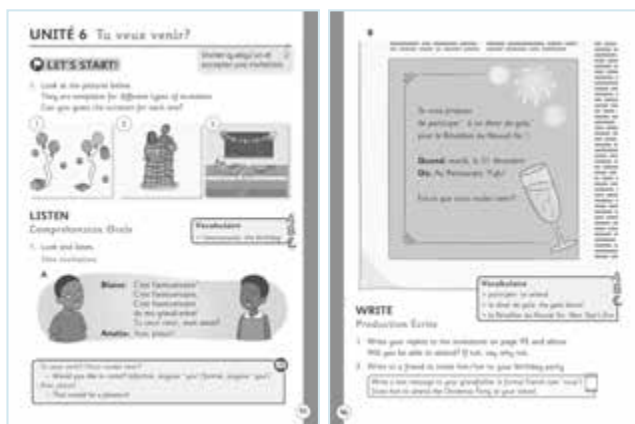
Inviter quelqu'un et accepter une invitation

## Introduction

In this unit, with the aid of a number of visuals, learners will practise both extending an invitation and accepting or declining an invitation in French.

## RESOURCES

- Learner's Book: pp. 91–96



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls

## KEY WORDS

- |                |                             |
|----------------|-----------------------------|
| ★ Anniversaire | ★ Participer                |
| ★ Malade       | ★ Dîner de gala             |
| ★ Quand        | ★ Réveillon du<br>Nouvel An |
| ★ Où           | ★ Célébration               |
| ★ De ... À     | ★ Fête des Mères            |
| ★ Confirmer    |                             |
| ★ Présence     |                             |

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Tu veux ...? / Vous voulez ...?
- ★ Veux-tu ...? / Voulez-vous ...?
- ★ Est-ce que tu veux ...? / Est-ce que vous voulez ...?
- ★ Je t'invite à ... / Je vous invite à ...
- ★ Je te propose de ... / Je vous propose de ...
- ★ Tu viens ...?
- ★ Avec plaisir!
- ★ Tu manges avec moi?
- ★ Je suis désolé(e).
- ★ Je ne peux pas.
- ★ Super!
- ★ Soigne-toi bien! / Soignez-vous bien!
- ★ Merci beaucoup!

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn how to offer and accept or decline invitations in French.

## LET'S START!

- Let learners look at the three invitation templates provided. In a class discussion, learners should suggest the likely occasion for each invitation.

## Answers

- 1 A birthday party
- 2 A wedding
- 3 A party at school



### Indicator:

- B4.4.6.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur l'invitation.*

## LISTEN – Compréhension Orale

1. Learners should look at the pictures and text in dialogues A, B and C on pages 91 and 92 of the Learner's Book as you read the text to them.
2. Re-read the dialogues to the learners. Then point out the words and sentences explained in the Vocabulary and Teaching boxes.



### LOOK AND LEARN

#### Extending an invitation

- Take some time to go through this Look and Learn box with the learners. It is important for learners to understand clearly the different sentence forms to be used for formal and informal invitations.
- When referencing the questions “Est-ce que tu veux ...?” and “Est-ce que vous voulez ...?”, take the opportunity to explain to learners that it is very common in French to start a question with “Est-ce que ...”. They will start to see this form more and more as they progress.

### Indicators:

- B4.4.6.2.1: *Inviter quelqu'un par téléphone.*
- B4.4.6.2.2: *Accepter/refuser une invitation.*
- B4.4.6.2.3: *Dire pourquoi on accepte ou on refuse une invitation et répondre à des questions simples.*

## SPEAK – Production Orale

1. Read dialogues A and B to the learners. As suggested earlier in this unit, you may wish either to pre-record the dialogues before class (and then play the recording back to the learners) or to read the dialogues in class from the textbook itself.
  - Re-read the dialogues again slowly. Learners should repeat after you.
  - a) Learners should role-play the dialogues in pairs, taking turns to play each role.
  - b) Draw learners' attention to the new vocabulary in dialogue B and the supporting Teaching and Vocabulary boxes.



### LOOK AND LEARN

#### Responding to an invitation

- Bring learners' attention to the Look and Learn box on page 94 of the Learner's Book. Explain, by reading through the examples provided, the different ways in which to accept or decline an invitation in French.
- You may wish to provide additional examples. For instance, to decline an invitation one might say: “Je suis malade” (“I am sick”) or “J'ai un cours” (“I have a class”).

### Indicator:

- B4.4.6.4.1: *Lire et comprendre une lettre ou une carte d'invitation.*


## READ – Compréhension Écrite

1. Learners read the dialogue on page 94 of the Learner's Book.
  - Allow learners access to a dictionary and enough time to look up the vocabulary marked in green. Guide and correct learners as necessary.
  - Remind learners to add the new vocabulary to their “petit-dictionnaire”. You may wish to take this opportunity to check their mini-dictionaries and to confirm that all is up-to-date. Guide and correct learners as necessary.
2. a) – d)
  - Learners practise building new sentences and matching captions to pictures.
  - Learners should follow the instructions and do this exercise individually.
  - You may wish to ask three learners to share one answer each with the class.
  - Let the rest of the class listen carefully and compare the answers with their own. Guide learners to the correct answers.



# UNITÉ 7 Que fait maman? Que fait papa?

 **Suggested teaching time:**  
Two hours (4 periods of 30 minutes each) over two weeks

Identifier les professions et les métiers 

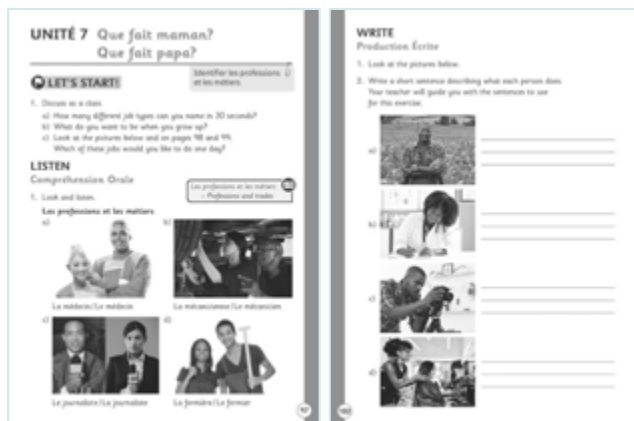
## Introduction

In this unit, learners will learn about jobs and occupations. They will learn to describe other people's jobs and correctly match the names of jobs

to pictures. They will also learn to indicate what work they would like to do when they grow up.

## RESOURCES

- Learner's Book: pp. 97–102



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth/Audio gadgets
- Laptop/Projector/TV
- Manila cards
- Word walls

## KEY WORDS

- ★ Occupations as listed on pages 97–99 (both masculine and feminine forms)
- ★ Devenir
- ★ Dans l'avenir
- ★ Deviner
- ★ Métier

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Que fait maman?/ Que fait papa?
- ★ Il/ Elle est ...
- ★ Qu'est-ce que tu veux devenir?
- ★ Je veux être ... dans l'avenir.

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn the names of different jobs, professions and trades in French.
- Throughout this unit, it may be helpful to be aware that there may be learners in the class whose parents are no longer living or who may be without employment.

## LET'S START!

- Tell learners that they will be learning about jobs in this unit. Encourage a class discussion by guiding learners through the questions on page 97 in the Learner's Book.
  - Learners should name as many jobs as they can in 30 seconds.
  - Learners should then talk about what work they would like to do in future.
  - Learners should look at all the photographs and captions on pages 97 to 99 and say whether they would like to do any of the listed trades or professions one day.

### Indicator:

- B4.4.7.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les professions et les métiers.*

## LISTEN – Compréhension Orale

1. Read the names of all the trades and professions (both the masculine and feminine forms) listed on pages 97 to 99 of the Learner's Book.
  - Learners should look, follow along and listen attentively.

### Indicators:

- B4.4.7.2.1: Poser et répondre à des questions sur les métiers ou les professions des membres d'une famille ou d'autres personnes.
- B4.4.7.2.2: Dire la profession ou le métier que l'on veut exercer dans l'avenir.

## SPEAK – Production Orale

1. Re-read the names of the trades and professions on pages 97 to 99 one by one.
  - Learners should repeat each name after you.
2. **a) and b)** In pairs, learners should take turns to ask and answer about their parents' jobs.
  - Ensure that learners use the masculine or feminine version of the word correctly.
  - Explain the new vocabulary:
    - Qu'est-ce que ton papa/ ta maman fait? ("What does your Dad/ Mum do?")
    - Il/ Elle est ... ("He/ She is ...")
3. **a) and b)** In pairs, learners take turns to ask and answer about what work they would like to do one day.
  - Explain the new vocabulary:
    - Qu'est-ce que tu veux devenir? ("What do you want to become?")
    - Je veux devenir ... dans l'avenir. ("I want to become ... in the future.")
  - Learners should add all the new vocabulary to their "petit-dictionnaire".

## FUN TIME!

1. **a) and b)** Learners will play a guessing/ miming game in groups of four. They should follow the instructions provided on page 100 of the Learner's Book.
  - Monitor the learners as they play and correct them as necessary.

### Indicator:

- B4.4.7.3.1: Identifier et associer les noms des professions et métiers à leurs dessins.

## READ – Compréhension Écrite

1. Learners should read the speech bubbles and then complete the matching exercise that follows.

### Answers

1. **①** – B  
**②** – C  
**③** – A
2. Learners should look at the pictures, read the descriptions and try to understand what the descriptions mean.
  - There are a number of new words – many of them verbs – in this activity.
  - Encourage the learners to think about the sentences in context to try to work out what the unknown words mean.
  - Give them access to a dictionary or allow them to do some extra research, if necessary. This may then form part of their homework, for example, to allow them enough time to look up all the new words.
  - Isolate the new verbs from the new vocabulary to simplify it for the learners: "enseigner" ("to teach")/ "travailler" ("to work")/ "faire" ("to do")/ "distribuer" ("to distribute")/ "soigner" ("to treat/ to take care of/ to look after").
  - Other new words in this exercise include: "des interviews" ("the interviews")/ "le magasin" ("the store")/ "des robes" ("the dresses").
  - Learners should already be familiar with the other words (les élèves/ dans/ les cartes postales/ les animaux) from previous units.
  - Correct and assist the learners wherever needed.
  - Conjugate the new verbs for the learners (for Je/ Tu/ Vous/ Il/ Elle in the present tense, singular).



# UNITÉ 8 Où se trouve ...?

Où se trouve ...?



**Suggested teaching time:**

Two hours (4 periods of 30 minutes each) over two weeks

## Introduction

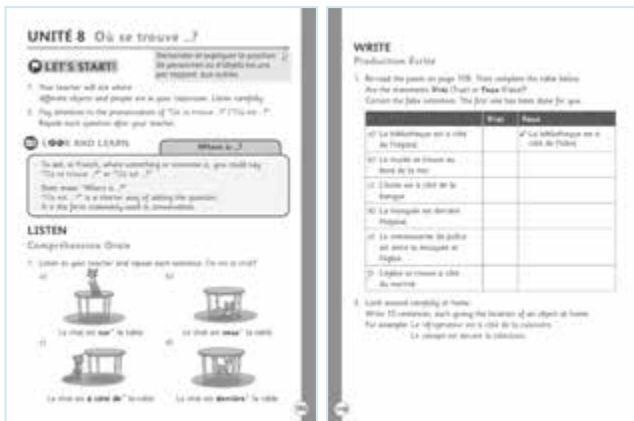
In this unit, learners will learn about French prepositions of place. Throughout the unit, these prepositions are associated with pictures to aid understanding. Learners will learn to use the prepositions to describe, both orally and in writing, the positions of objects, people and buildings.

This is a great topic to take learners outside the classroom and give them the opportunity to engage with their school and home environments.



## RESOURCES

- Learner's Book: pp. 103–110



## Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



## KEY WORDS

- ★ Sur
- ★ Sous
- ★ À côté
- ★ Derrière
- ★ Entre
- ★ Dans
- ★ Devant
- ★ Souris
- ★ Canard
- ★ Lapin
- ★ Jeu de cache-cache
- ★ Ville
- ★ Banque
- ★ Musée d'arts
- ★ Mosquée
- ★ Bibliothèque
- ★ Hôtel de ville
- ★ Commissariat de police

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Où se trouve ...? / Où est ...?
- ★ Il / Elle se trouve ...
- ★ Il / Elle est ...
- ★ Quelle animation!

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn the prepositions of place in French.



## LET'S START!

- Bring learners' attention to the title of this unit: "Où se trouve ...?" ("Where is ...?") and explain the meaning.
- Tell learners that the question can also be asked as "Où est ...?".
- Refer learners to the Look and Learn box on the page.

1. Ask learners a few questions (alternating between “Où se trouve ...?” and “Où est ...?”) about the location of various objects and people in the classroom. (Use only vocabulary that is familiar to the learners.)
2. Learners repeat each question after you in French and answer the questions in English. At this stage, the purpose of this exercise is for learners to become familiar with the French questions “Où se trouve ...?” and “Où est ...?” and to associate them with the topic of locations.

### Indicator:

- B4.4.8.1.1: *Écouter/Regarder et comprendre un document audio-visuel et prendre note des positions des personnes et des objets.*

## LISTEN – Compréhension Orale

1. Read the question “Où est le chat?” (“Where is the cat?”) and then read each caption to the learners.
  - Re-read the captions. This time, the learners repeat each caption after you.
  - Check learners’ understanding of the different prepositions of place.
2. Allow enough time for learners to look at the pictures.
  - Read each question to the learners.
  - Learners to answer orally in French.
  - Correct learners as necessary and ensure good understanding. It may be helpful to revise the prepositions in the previous exercise once more.
  - The French prepositions “au milieu de”, “près de” and “proche de” will be introduced in Basic 5 (pages 100 and 101 of the Learner’s Book) and then revised in Basic 6 (page 112 of the Learner’s Book). Though, depending on the academic level of the class, you might decide to introduce them earlier.
  - Should you decide to introduce them now, please take some time to explain, provide examples and answer any questions that your learners might have.
  - In that case, also accept those three prepositions, whenever appropriate, as possible answers to the activities of this unit.

## Answers

- a) Le chat est dans la boîte.
- b) La chèvre est entre la table et la chaise.
- c) Le chien est sur la chaise.
- d) La souris est sous la chaise.
- e) Le canard est à côté de la chaise.  
(Also accept “Le canard est devant la chaise.”)
- f) La poule est derrière la chaise.  
(Also accept “La poule est à côté de la chaise.”)
- g) Le lapin est devant la boîte.  
(Also accept “Le lapin est à côté de la boîte.”)

Play the following videos from YouTube to consolidate the vocabulary:

- <https://www.youtube.com/watch?v=T6WksBhyyzY>
- <https://www.youtube.com/watch?v=rufjZdvNFlg>

- Ask your learners to watch and listen attentively to the videos that you will be playing.
- Do a quick review (written on the writing board and read aloud twice) of the seven main French prepositions they have already learnt:
 

– sur	– derrière	– dans
– sous	– à côté de	
– devant	– entre	

### Indicators:

- B4.4.8.2.1: *Poser et répondre à des questions sur la position d’une personne ou d’un objet.*
- B4.4.8.2.2: *Indiquer à quelqu’un la position d’un objet.*

## SPEAK – Production Orale

1. In pairs, learners talk about the objects in the picture.
  - There are quite a number of objects in the picture. Allow learners enough time to do this activity.
  - Monitor the learners as they speak and assist or correct them as required.
  - There are a variety of different possible answers. A set of possible answers is provided below.

### Answers

- Le chat est sur le lit.
- La pomme est sur la table.
- La banane est sur la table.
- La fille est devant la glace.
- Le cahier est dans le cartable.
- La règle est dans le cartable.
- Le cartable est entre la table et la chaise.
- Le chien est devant le garçon.
- Le garçon est derrière le chien.

- a) La table est à côté du cartable rouge. ①
- b) La gomme est dans la trousse bleue. ②
- c) La règle est sur la table. ③
- d) Le crayon est sous le livre vert. ④
- 

3. Learners look at the family picture and answer the questions orally in French.
- Ask five learners to share their answers and prompt the rest of the class to agree or disagree with their answers.
  - Guide learners to the correct answers.

### Answers

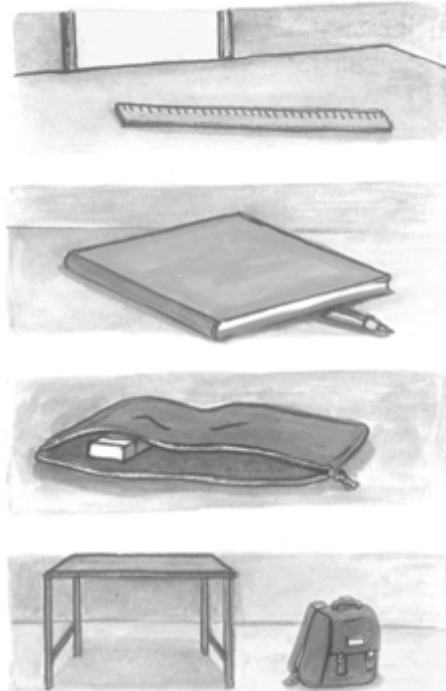
- a) La mère est **entre** Elvis et Monique.
- b) Le père est **derrière** Monique.
- c) La grand-mère est **à côté** du grand-père.
- d) Le grand-père est **entre** le père et la grand-mère.
- e) Monique est **devant** le père.

#### Indicator:

- B4.4.8.3.1: *Situer sur une carte de la ville, la position des lieux publics.*

- Le livre est sur la chaise.
  - Le chat est dans l'armoire.
  - L'oreiller est sur le lit.
  - L'orange est à côté du cartable.
  - La trousse est sur la table.
  - La lampe est sur la table de chevet.
2. Learners match each sentence to the correct picture.

### Answers



### READ – Compréhension Écrite

- Before learners start to match the different prepositions of place with the locations of buildings in a village or city later in this section, this is an engaging and fun activity for learners to practise the location of objects and people in context.
1. Point out the Teaching box to the right of the poem and go through the new vocabulary with the learners.
- Learners then read the poem. Allow them enough time to do this.
  - a) Learners answer the comprehension questions about the poem orally.
    - Ask three learners to share their answers. The rest of the class should listen attentively and compare with their own answers. Guide and correct the learners as necessary.



## Answers

- Kofi se trouve **derrière la télévision**.
- Sophie est **entre la table de chevet et le lit**.
- Suzette se trouve **sous la moquette**.

- b)** Learners draw a picture of the poem, showing clearly where everybody is hidden.
- Let learners share their drawings with their classmates.
  - Check their drawing and correct or guide them as necessary.
- 2.** Read the poem on page 108 of the Learner's Book to the learners.
- Learners read now the poem aloud.
  - Allow enough time for learners to engage with the picture on the facing page. They should be able to relate the details of the picture to the text in the poem.
  - Guide them as necessary.

### Indicator:

- *B4.4.8.4.1: Indiquer par écrit la position d'une personne ou d'un objet par rapport à l'autre.*

## WRITE – Production Écrite

1. Learners re-read the poem on page 108 of the Learner's Book to themselves.
- Learners then indicate if the statements in the table are true or false. They should correct any false sentences.
  - Point out that a) has been done as an example for them to follow.
  - Note that learners may correct the false statements in different ways. Accept any correct answers.

## Answers

- b)** Vrai.
  - c)** Faux. L'école est devant la banque.
  - d)** Vrai.
  - e)** Faux. Le commissariat de police est entre l'église et le marché.
  - f)** Faux. L'église se trouve à côté du commissariat de police.
- 2.** This is a good homework activity. Encourage learners to take some photographs or draw pictures for reference if they would like to do that.
- Learners write 10 sentences about the location of different objects in their homes.
  - Ask 10 different learners to share one of their sentences in class.

# UNITÉ 9 Écoutez et répétez

Donner et réagir à un ordre



**Suggested teaching time:**

Two hours (4 periods of 30 minutes each) over two weeks

## Introduction

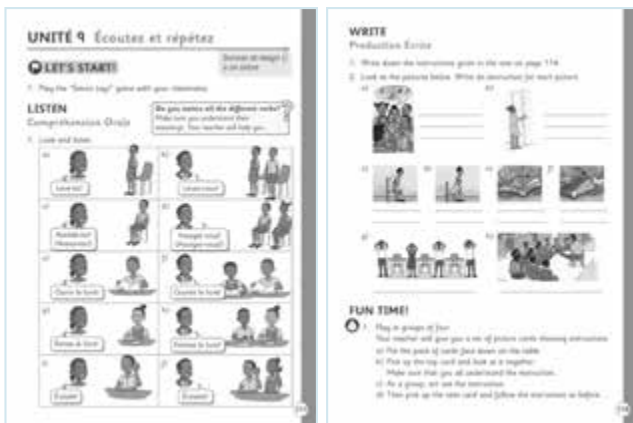
This short unit is the final one in the Learner's Book. The focus in this unit is on giving and receiving instructions in French.

Learners will use the imperative form (conjugated for "tu" and "vous" only) of some key verbs that are frequently used in the classroom environment.



## RESOURCES

- Learner's Book: pp. 111–115



### Optional extra materials:

- Posters, flashcards and word cards
- Video documents (such as extra songs, poems and dialogues)
- Smartphone
- Bluetooth / Audio gadgets
- Laptop / Projector / TV
- Manila cards
- Word walls



## KEY WORDS

- ★ Vite

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Lève-toi! / Levez-vous!
- ★ Assieds-toi! (Assois-toi!) /  
Asseyez-vous! (Assoyez-vous!)
- ★ Ouvre le livre! / Ouvrez le livre!
- ★ Ouvre la bouche! / Ouvrez la bouche!
- ★ Ouvre les yeux! / Ouvrez les yeux!
- ★ Ferme les yeux! / Fermez les yeux!
- ★ Ferme la bouche! / Fermez la bouche!
- ★ Entre! Entrez!
- ★ Sors! Sortez!
- ★ Écoute! / Écoutez!
- ★ Touche / Touchez le nez / la tête / le pied!
- ★ La fin de l'année.
- ★ Bonne chance!
- ★ Bonnes vacances!

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn how to give and receive instructions in French.



## LET'S START!

- This is a quick activity to introduce learners to the topic of giving and receiving instructions. Learners play the "Simon says" game in English.

### Indicator:

- B4.4.9.1.1: *Écouter / Regarder et comprendre un document audio / audio-visuel où l'on parle des ordres simples.*

## LISTEN – Compréhension Orale

1. Read each of the speech bubbles slowly, one by one, allowing learners to look at the pictures and associate each picture with the French instruction.
  - Point out the verb in each instruction and give the meaning of each one: “se lever” (“to get up”), “s’asseoir” (“to sit” down), “ouvrir” (“to open”), “fermer” (“to close”), “écouter” (“to listen”).

### Indicator:

- B4.4.9.2.1: Donner et réagir à des ordres.

## SPEAK – Production Orale

1. Re-read the instructions from the “Listen” activity on page 111 of the Learner’s Book.
  - Learners should repeat each instruction after you.
  - Prompt the discussion mentioned in the Question box. Guide learners to look carefully at the pictures and instructions to work out the pattern.
  - Explain that the verbs in the instructions are in the imperative form conjugated either for “tu” (singular) or for “vous” (plural).



## LOOK AND LEARN

### Addressing one person or more people

- Learners already know that “vous” (singular, formal) is used to address one person in a formal way.
  - Now, highlight the use of “vous” for the plural in both formal and informal contexts.
  - Go through the examples provided and add in extra examples as necessary.
2. Give a variety of different instructions to the learners.
    - Decide which instructions might be most appropriate, given the academic level of your learners and how quickly they have been progressing and engaging with the topic. We suggest that you give instructions based on the vocabulary that they have already learnt.

- You may choose to give the five instructions (for “vous”) provided on page 111 of the Learner’s Book. This time, the learners will need to react appropriately to each instruction as a class.
3. In pairs, learners take turns to give and follow the instructions provided. Remind them to act out each instruction they are given.
  4. Learners play the “Simon says” game in groups of four. This time, they will play the game in French.
    - Learners should use the example instructions provided. They may also choose to add a few more. Monitor and correct them, as necessary. At this stage a new verb “toucher” (“to touch”) is introduced. Act out the instructions using that verb yourself and ask learners if they can work out its meaning. Clarify the meaning, if necessary.

### Indicator:

- B4.4.9.3.1: Lire et comprendre des ordres.

## READ – Compréhension Écrite

1. Learners read the instructions and match each instruction with the correct picture.



## Answers

- a) C
  - b) F
  - c) E
  - d) B
  - e) A
  - f) D
- Learners may need some help with another new verb that is introduced here: “entrer” (“to enter”). Encourage learners to work out the meaning based on the pictures.
2. Before they read, point out the Teaching and Vocabulary boxes at the bottom of page 114 of the Learner’s Book. Make sure that the learners understand this new vocabulary.
    - a) Learners read the text as a class and clap in time as they read.





- These final activities will allow both you (as the class teacher) and your learners (through their final self-assessment of the year) to test the learners’ French knowledge and progress. It will also highlight any areas which may require further revision or practise.
- Ensure that all learners hand in their completed exercises to you for checking and advice. Take some time to check your learners’ general progress and achievements.

- Identify areas where extra or remedial exercises may be required before the school year ends. If necessary, prepare some extra or remedial activities (to be done in groups or in pairs), focusing on the topics that seem to have been a bit more challenging for your class in general.
- Keep in mind that these final activities should form part of your continuous monitoring of progress.
- Feel free to make use of the template provided on page 86 of this Teacher’s Guide to keep track of your learners’ progress as often as required.

1. a) – c) In this exercise, learners will practise French greetings.
  - Learners should look at the pictures and imagine possible dialogues. They should then fill in the speech bubbles appropriately.
  - Note that learners may provide different answers. Accept any appropriate answers.
2. Learners complete the birthday invitation with the vocabulary that they have learnt already on the topic of celebrations in French.

 **Answers**

C’est **mon** anniversaire!  
 Quand? samedi, le **18 août**  
 De: 16h  
 À: 18h  
 Où? **Chez moi**

Est-ce que **tu** peux **venir**?

Oui, **merci. Avec plaisir.**  
 Non, je ne **peux** pas.

3. Guided by the picture clue, learners should easily find the correct answer to the question. They should answer the question in French.

 **Answers**

Il veut être un coiffeur dans l’avenir.

4. Learners should label the pictures using the correct French prepositions.

 **Answers**

- a) Le chien est **sur** la chaise.
  - b) La chèvre est **entre** la table et la chaise.
  - c) Le chat est **dans** la boîte.
5. Learners should look at the picture and then answer the questions.
    - a) Learners should list the animals in the picture, giving their names in French.
      - Ensure that learners give the correct gender of the French definite article (le, la, l’).
    - b) Learners should say which of the animals in the picture they like and which they dislike.
      - Learners’ answers will vary. Accept any appropriate and grammatically correct answers.
      - Ensure that learners use the verbs “aimer” and “détester” correctly.

 **Answers**

- a) – La vache  
 – La chèvre (also accept “les chèvres”, since there are two goats in the picture)  
 – Le cochon  
 – Le chien (also accept “les chiens”, since there are two dogs in the picture)  
 – La poule
- b) Learners’ answers will vary. Accept any appropriate and grammatically correct answers.
  - Ensure that learners use the verbs “aimer” and “détester” correctly.



## SECTION C: EXTRA RESOURCES

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Section B of this Teacher's Guide gave guidance and suggestions specific to each unit of the Learner's Book. In this section, we provide a few extra suggestions and guidelines which we hope you will find useful and relevant.

The Learner's Book has a great number of activities (including individual, pair, and group work exercises and projects) that will enable you to assess your learners individually and your class in general. All of the activities presented in the Learner's Book will help you to make decisions to improve your learners' learning while assisting and guiding them throughout the different terms of this school year.

All of the activities presented in the Learner's Book can be used to check the progress of your learners for continuous assessment.

We suggest that you use the "Let's start!" warm-up activities (included at the beginning of each unit) for diagnostic assessment and the "Practise, Practise, Practise!" and "Final activities" sections as part of your learners' formative and / or summative assessment.

Assessment should be used to promote learning. The new curriculum stresses the importance of assessment as a key form of communication. All assessment must be valid and reliable and must also follow the four criteria listed in the Assessment Standards: "absence of bias", "equitable treatment", "equality in outcomes" and "opportunity to learn".

The extra resources included in this section of your Teacher's Guide have been developed to offer support for:

- ✓ Key content and vocabulary that learners might find a bit more challenging and with which they may need some extra support, help and guidance
- ✓ Learners who have different learning paces
- ✓ The important role of continuous assessment in a learner-centred classroom (including diagnostic, formative and summative assessment)
- ✓ Individual, pair and group work.

Note that materials that may be reproduced should be used in the teacher's classroom or school only.

It is entirely up to you to decide when you would like to use these extra resources and there is no specific order in which they should be used.



**Resource 1:**  
**“Bonjour!**  
**Comment vas-tu?”**

**BONJOUR! COMMENT VAS-TU?**

1. These children are greeting you and introducing themselves to you in French. Imagine each child's first name, surname and nationality. Imagine what each child might say to greet you.  
 a) Fill in the speech bubbles.  
 b) Write two sentences to describe each child below each picture.

82 You have permission to photocopy this page.

- ✓ The aim of this resource is to help your learners to consolidate the vocabulary they learnt in the theme “L’identité”. Being the very first theme of the Learner’s Book (and at such an early stage in their French learning process), it is crucial that your learners feel comfortable with the content of these units.
- ✓ This resource can be used as a support or a challenge activity (or even as a homework or pair / group activity), depending on the academic level of your learners.
- ✓ Check and correct each learner’s work.

**Resource 2:**  
**“Les nombres cachés!”**

**LES NOMBRES CACHÉS**

1. Can you find the words for numbers 1 to 10 in French in the word search puzzle below?

C	Q	U	S	E	T	A	N
I	X	N	E	U	F	S	I
N	H	C	P	E	X	P	D
Q	U	A	T	R	E	C	O
H	I	Q	A	D	E	U	X
U	T	R	O	I	S	E	S
A	E	S	I	X	P	R	U

2. Can you find the words for numbers 11 to 20 in French in the word search puzzle below?

D	I	X	N	E	U	F	O	A	V
T	X	E	A	R	D	E	N	D	C
Q	U	A	R	T	O	R	Z	E	D
U	Z	S	Q	R	U	B	E	V	I
I	X	F	U	E	Z	D	O	I	X
N	G	T	A	I	E	I	N	N	S
Z	S	E	I	Z	E	W	Z	G	E
E	D	O	B	E	C	N	A	T	P
G	H	N	D	I	X	H	U	I	T

83 You have permission to photocopy this page.

- ✓ The aim of this resource is to allow your learners to practise completing sentences in context, using the vocabulary and grammar structures that they have learnt.
- ✓ This resource gives learners the opportunity to interpret and practise content while reading and writing in the French language.
- ✓ It can be used as diagnostic or formative assessment and can be set as an individual, pair or group activity.
- ✓ Check and correct each learner’s work.

**Answers:**

1. 

C	Q	U	S	E	T	A	N
I	X	N	E	U	F	S	I
N	H	C	P	E	X	P	D
Q	U	A	T	R	E	C	O
H	I	Q	A	D	E	U	X
U	T	R	O	I	S	E	S
A	L	S	I	X	P	R	U

2. 

D	I	X	N	E	U	F	O	A	V
T	X	E	A	R	D	E	N	D	C
S	Q	U	A	T	O	R	Z	E	D
E	U	S	Q	R	U	B	E	V	I
I	I	F	U	E	Z	D	O	I	X
Z	N	T	A	I	E	I	N	N	S
E	Z	B	E	Z	G	W	Z	G	E
D	E	O	B	E	C	N	A	T	P
G	H	N	D	I	X	H	U	I	T

## RESOURCE

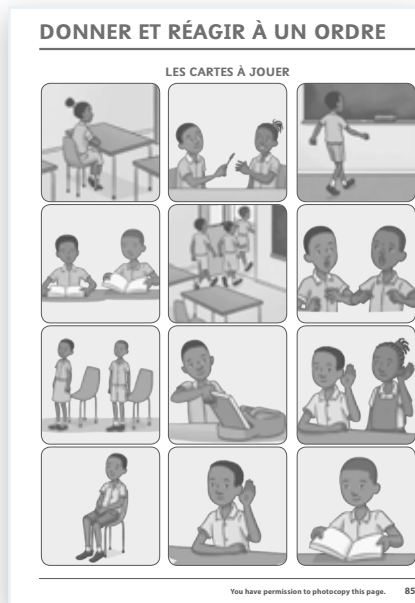
## NOTES

### Resource 3: “Grand(e) / Petit(e)”



- ✓ This resource was developed for the “Starter activity” of Unit 4 of Theme 1 (L'identité), but please feel free to use it at any other time during the year when you feel the need to revise these specific adjectives.
- ✓ You can also use this resource to teach the adjectives: “âgé(e)”, “gros(se)” and “maigre / mince”.







### Resource 4: “Donner et réagir à un ordre”



- ✓ This resource was developed for the “Fun Time!” of Unit 9 of Theme 4 (Les activités), but please feel free to use it at any other relevant teaching-learning opportunity.
- ✓ This resource allows learners to practise giving and interpreting instructions in French.
- ✓ The playing cards can be used by learners individually, in pairs or in small groups.

# BONJOUR! COMMENT VAS-TU?

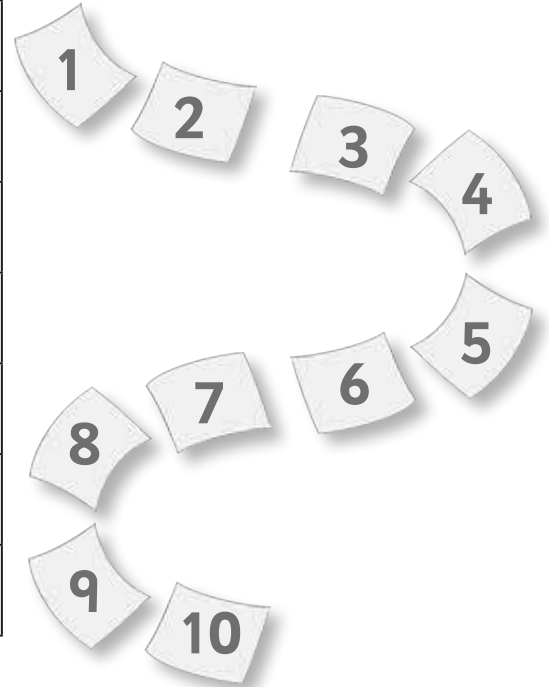
1. These children are greeting you and introducing themselves to you in French. Imagine each child's first name, surname and nationality. Imagine what each child might say to greet you.
- a) Fill in the speech bubbles.
  - b) Write two sentences to describe each child below each picture.

<p><b>A</b></p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>B</b></p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>C</b></p>  <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>D</b></p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>E</b></p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>F</b></p>  <p>_____</p> <p>_____</p> <p>_____</p>

# LES NOMBRES CACHÉS

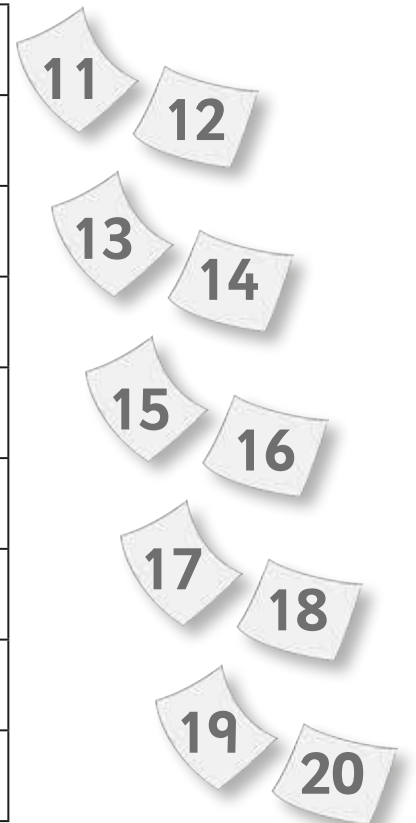
1. Can you find the words for numbers 1 to 10 in French in the word search puzzle below?

C	Q	U	S	E	T	A	N
I	X	N	E	U	F	S	I
N	H	C	P	E	X	P	D
Q	U	A	T	R	E	C	O
H	I	Q	A	D	E	U	X
U	T	R	O	I	S	E	S
A	L	S	I	X	P	R	U



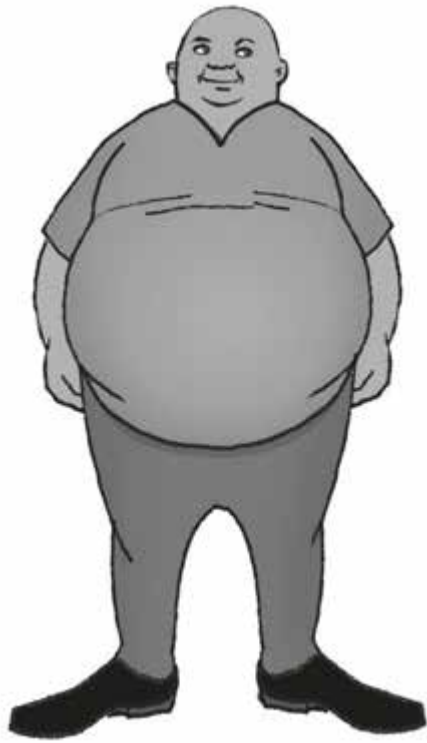
2. Can you find the words for numbers 11 to 20 in French in the word search puzzle below?

D	I	X	N	E	U	F	O	A	V
T	X	E	A	R	D	E	N	D	C
S	Q	U	A	T	O	R	Z	E	D
E	U	S	Q	R	U	B	E	V	I
I	I	F	U	E	Z	D	O	I	X
Z	N	T	A	I	E	I	N	N	S
E	Z	B	E	Z	G	W	Z	G	E
D	E	O	B	E	C	N	A	T	P
G	H	N	D	I	X	H	U	I	T



# GRAND(E) / PETIT(E)

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IL EST GRAND.



IL EST PETIT.



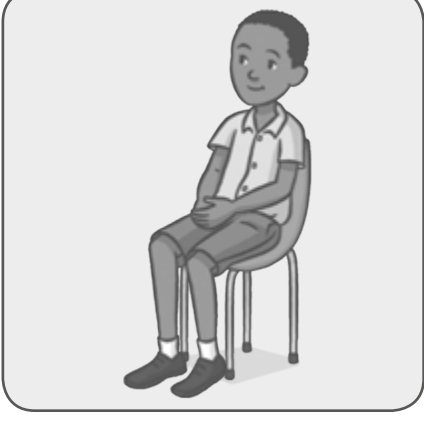
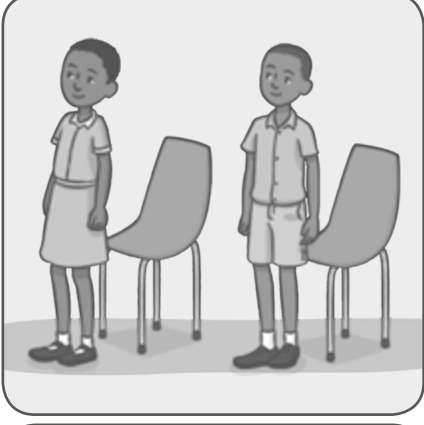
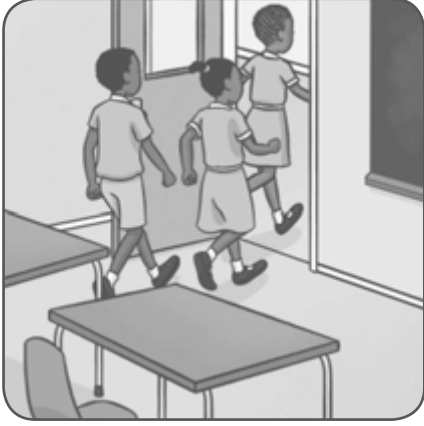
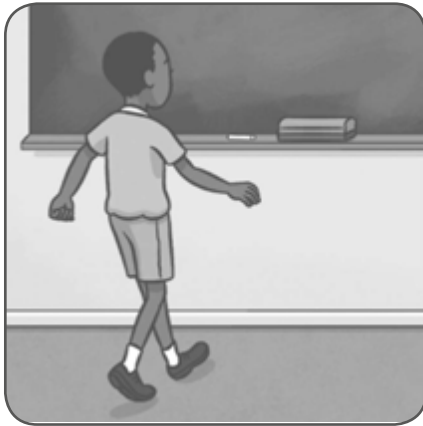
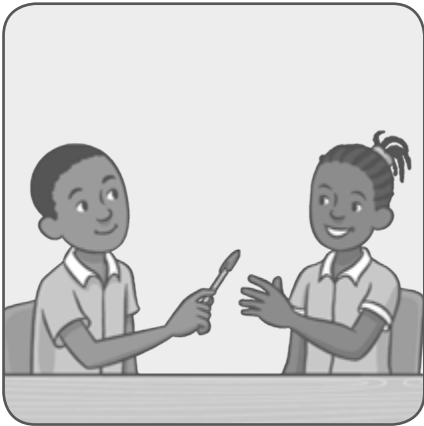
ELLE EST GRANDE.



ELLE EST PETITE.

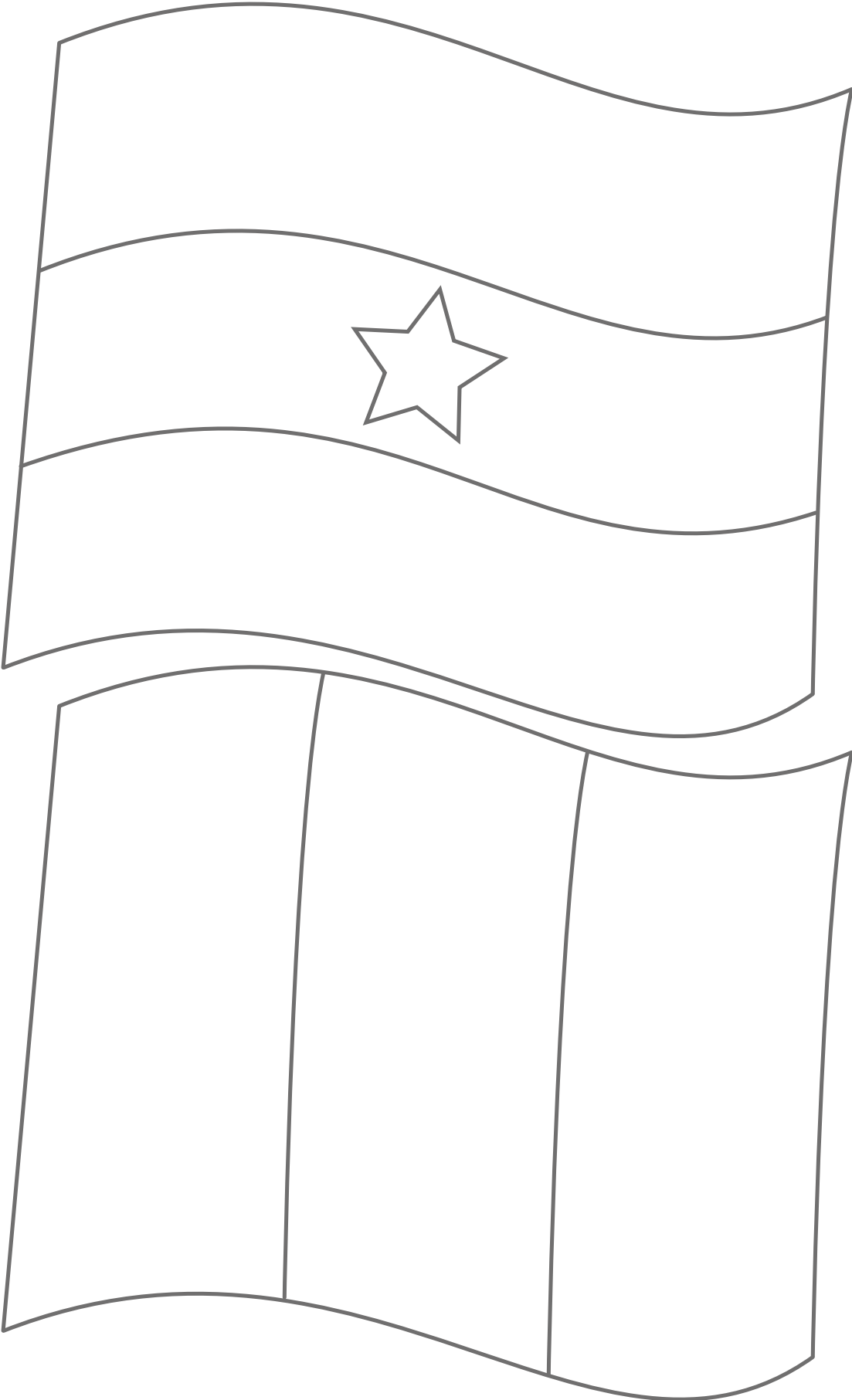
# DONNER ET RÉAGIR À UN ORDRE

## LES CARTES À JOUER



# TEMPLATE: National flags of Ghana and France

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# TEMPLATE: Monitoring learner progress

SCHOOL: \_\_\_\_\_

BASIC: \_\_\_\_\_

YEAR: \_\_\_\_\_

[Photo of learner]

FULL NAME OF LEARNER: \_\_\_\_\_

TERM: \_\_\_\_\_

STRAND (Theme in Learner's Book): \_\_\_\_\_

SUB-STRAND (Unit in Learner's Book): \_\_\_\_\_

## Monitoring progress:

### Key:

\*\*\*\*\* Excellent / \*\*\*\* Very good / \*\*\* Good / \*\* Sufficient / \* Insufficient

### 1. Achievement of CONTENT STANDARDS:

a) Compréhension Orale	*****	****	***	**	*
b) Production Orale	*****	****	***	**	*
c) Compréhension Écrite	*****	****	***	**	*
d) Production Écrite	*****	****	***	**	*

### 2. Participation and success in INDIVIDUAL / PAIR / GROUP WORK:

a) Individual work	*****	****	***	**	*
b) Pair work	*****	****	***	**	*
c) Group work	*****	****	***	**	*

### 3. Level of success during specific activity types:

a) Fun Time!	*****	****	***	**	*
b) Project Time	*****	****	***	**	*
c) Practise, Practise, Practise!	*****	****	***	**	*
d) Final activities (Term 3 only)	*****	****	***	**	*

### OBSERVATIONS/COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



