

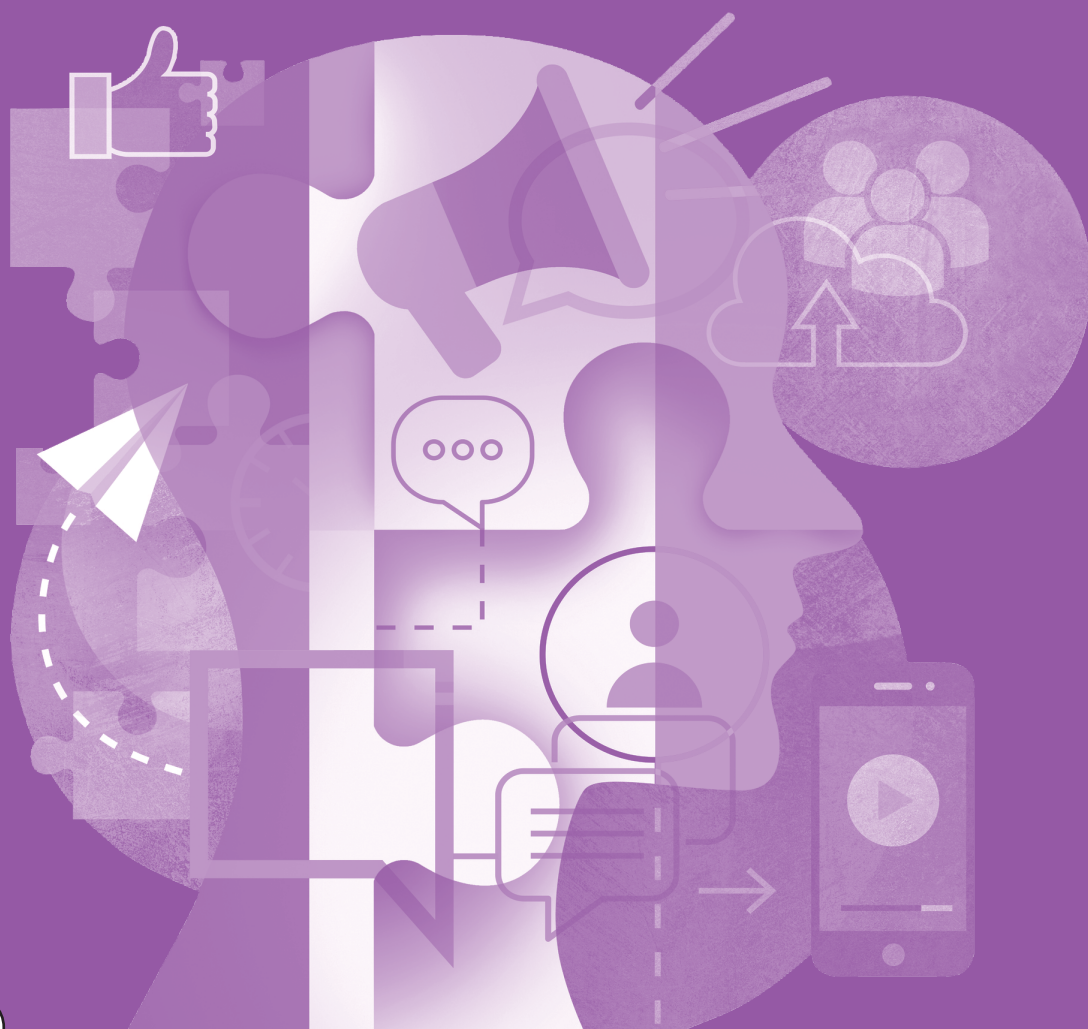
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# French

## Basic 9

Facilitator's Guide



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**ESSENTIAL**

# French

## Basic 9

**Facilitator's Guide**

Sandra Gil

Consultants: David Agbeli • Bridget Kudjawu



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# INTRODUCTION

Dear Teacher,

Welcome to our French series for Ghana!

This series was developed especially for you and for the **Common Core Programme** learners. It is based on the **new French curriculum for Ghana's Junior High Schools (JHS 1: Basic 7 – JHS 3: Basic 9)**.

Both the Learner's Books and the Facilitator's Guides in this series encourage the creation of a **learning-centred classroom** where the French language can be studied, and constantly practised, as a **tool for communication**.

Our French series provides numerous opportunities for learners to engage in speech acts and activities that are diverse, practical, creative and interactive. It carefully addresses **all the curriculum strands, sub-strands, content standards and indicators, while taking into account all the values, core competencies and skills** that learners are expected to develop according to the Common Core Programme.

**Meaningful, real-life situations and examples, the use of differentiation, scaffolding, questioning techniques and modern technologies (ICT)**, as well as the integration of **assessment as learning, for learning and of learning**, are also key elements addressed in this series.

The suggested activities support the consolidation of content, vocabulary and language structure while also allowing for continuous monitoring and assessment.

This Basic 9 Facilitator's Guide **has been developed in conjunction with the French Learner's Book** for Basic 9. We hope that you will find it an important and useful tool, to assist and guide you, as you teach the French language to your learners through a task-based and communicative approach.

This Facilitator's Guide is divided into three sections:

## **Section A: The Common Core Programme/New Curriculum for Basic 7 – Basic 9 (JHS 1 – JHS 3)**

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

## **Section B: Step-by-step Teaching Guidelines**

This section provides very detailed guidelines for every single unit of the Learner's Book. It also includes answers to all the activities covered in the Learner's Book, suggestions for extra activities, as well as clear tips, ideas and notes for diagnostic assessment, review of required core competencies and the use of local materials (wherever relevant and appropriate).

## **Section C: Extra Resources\***

This section provides suggestions for practical projects that can be done (for extra practice, consolidation or a quick assessment) at the end of each theme of the Learner's Book or whenever you may find it necessary.

It also includes useful templates for planning and assessment (some for your own use and others to be handed out to your learners).

Enjoy the Common Core Programme. Enjoy the new French curriculum!

With warm wishes,

The Author

\* Kindly note that materials that may be reproduced should be used in the teacher's classroom or school only.



# SECTION A: THE COMMON CORE PROGRAMME/ NEW CURRICULUM FOR BASIC 7 – BASIC 9 (JHS 1 – JHS 3)

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## 1. THE COMMON CORE PROGRAMME/ NEW CURRICULUM: A BRIEF OVERVIEW

The Common Core Programme/ new curriculum for Ghana's Junior High Schools provides a set of values and core competencies/ skills that learners are expected to understand and demonstrate through their Junior High School education (Basic 7 – Basic 9). Teachers should then be guided by the organisation of the new curriculum and the emphasis on a learner-centred classroom.

### 1.1 Values

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

### 1.2 Core competencies and skills

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

- Critical thinking and Problem-solving (CP)
- Creativity and Innovation (CI)
- Communication and Collaboration (CC)
- Cultural identity and Global citizenship (CG)
- Personal development and Leadership (PL)
- Digital Literacy (DL).

### 1.3 Organisation

The new curriculum has a four-column structure:

- **Strands** (The strands are broad learning areas of the content to be studied.)
- **Sub-strands** (The sub-strands are sub-sections within each strand.)
- **Content standards** (Content standards refer to an expected level of knowledge, skill and/ or attitude to be attained by the learners at each grade level.)
- **Indicators and exemplars** (Indicators refer to the distinct outcomes that learners must exhibit in order to meet a content standard expectation. Exemplars are explanations of the expected and distinct outcomes/ indicators, as well as useful suggestions for the teacher on activities that can be done to help learners achieve each content standard.)

### 1.4 A learner-centred classroom: Your role as a facilitator

- The Common Core Programme/ new curriculum places emphasis on the engagement of learners in practical and interactive activities and projects (inside and outside the classroom). It also strongly emphasises the importance of a learner-centred classroom (through the use of creative approaches to teaching and learning) where learners:
  - feel safe and accepted
  - use diverse sources of information in a variety of forms (authentic materials/ real-life communicative situations and ICT)
  - 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
  - demonstrate the results of their learning through a product or performance.
- Being a teacher in a learner-centred classroom means that you will be playing an important role as a facilitator. You will be expected to guide, and facilitate, the learning process with a focus on the active use of authentic language and on the development of learners' sense of autonomy.



## 2. THE NEW FRENCH CURRICULUM

As stated in the *French Language/ Common Core Programme (CCP)/ Curriculum for JHS1 (B7) – JHS3 (B9)\**:

“Given the geographical position of Ghana, surrounded, as it is, by French speaking countries, the ability of the Ghanaian to communicate effectively in French will promote, as well as strengthen, socio-economic and political interaction with our neighbours in particular, and indeed with other French-speaking countries, in general.”

With the above in mind, the new French curriculum, as referred to earlier, focuses on a philosophy of teaching and learning that is based on the task-based approach (where speech acts and various communicative contexts are recreated, inside and outside the classroom).

### 2.1 Specific aims for the French subject

At this particular level (Basic 7 – Basic 9), the aim of teaching and learning French is to enable learners to:

- understand and respond to basic spoken and written French
- read and write simple messages and texts in French
- attain the basic linguistic skills for further learning of French in subsequent phases of their education.

It is therefore expected that learners keep building a sense of confidence, empowerment and independence when it comes to communicating, in basic French, in day-to-day life situations.

### 2.2 Content coverage for the French subject: Generic Scope and Sequence

The table below provides a detailed overview of all the content that is covered for the French subject across the complete Common Core Programme/ new curriculum for Basic 7 – Basic 9.

STRAND	SUB-STRAND	Learners should be able to:
1. FAIRE CONNAISSANCE	1. Saluer et prendre congé [Basic 7]	Greet and say farewell in French
	2. Se présenter et présenter quelqu'un [Basic 7]	Introduce themselves to others and introduce one person to another in French
	3. Exprimer ses goûts et ses préférences [Basic 7]	Express likes/ dislikes and preferences in French
	4. Décrire quelqu'un [Basic 7]	Describe someone in French
	5. Parler des professions et des métiers [Basic 8]	Talk about jobs and occupations in French
	6. Parler de sa famille et les liens familiaux [Basic 7]	Talk about family and familial relationships in French
	7. Entrer en contact par téléphone [Basic 8]	Communicate over the phone in French
	8. Inviter et accepter ou refuser une invitation [Basic 8]	Invite and accept or decline an invitation in French

\* NaCCA, Ministry of Education, Republic of Ghana



STRAND	SUB-STRAND	Learners should be able to:
<b>2. L'ENVIRONNEMENT</b>	1. Parler de son lieu d'habitation [Basic 7 and Basic 8]	Talk about a house and its surroundings in French Talk about their town or village in French
	2. Parler de son école [Basic 7]	Talk about the school and its surroundings in French
	3. Parler de son pays [Basic 8]	Talk about their country in French
	4. Parler du temps qu'il fait [Basic 8]	Talk about the weather in French
	<b>5. Parler de la protection de l'environnement</b> [Basic 9]	<b>Talk about environmental protection in French</b>
<b>3. L'ALIMENTATION ET LA SANTÉ</b>	1. Parler des plats [Basic 7]	Talk about food and drink in French
	2. Parler de l'hygiène et de la santé [Basic 7]	Talk about hygiene and health in French
<b>4. LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS</b>	1. Situer les objets, les personnes et les lieux dans l'espace [Basic 7]	Talk about the position of objects, people and places in French
	2. Demander et indiquer l'itinéraire [Basic 7]	Ask for and give directions in French
	3. Demander et donner l'heure [Basic 7]	Ask for and give the time in French
	4. Parler de son agenda [Basic 7]	Talk about a diary and schedules in French
	5. Parler des moyens de transport et des horaires [Basic 8]	Talk about means of transport in French
<b>5. LES ACHATS</b>	1. Compter et faire des calculs [Basic 7]	Talk about numbers and do calculations in French
	2. Parler de la quantité et de la qualité des choses [Basic 8]	Talk about the quantity and quality of things in French
	3. Faire des courses [Basic 8]	Do shopping in French
	4. Faire une réservation [Basic 8]	Make a booking/ reservation in French
	<b>5. Passer une commande</b> [Basic 9]	<b>Order something in French</b>



STRAND	SUB-STRAND	Learners should be able to:
6. LES LOISIRS	1. Parler de l'habillement et de la mode [Basic 8]	Talk about clothing and fashion in French
	2. Parler des sports [Basic 8]	Talk about sport activities in French
	3. Parler des passe-temps [Basic 8]	Talk about pastimes in French
	4. Parler du tourisme [Basic 9]	Talk about tourism in French
7. LES HABITUDES ET LES FAITS DU PASSÉ	1. Parler des événements du passé [Basic 9]	Talk about past events in French
	2. Rapporter un fait [Basic 9]	Report a fact or an event in French
	3. Parler du monde d'hier et de celui d'aujourd'hui [Basic 9]	Talk about the worlds of yesterday and today in French
8. LES PROJETS D'AVENIR	1. Situer un événement dans le futur [Basic 8]	Talk about future events in French
	2. Exprimer les souhaits [Basic 9]	Express wishes in French
9. LES SENTIMENTS ET LES OPINIONS	1. Donner et réagir à des ordres et à des interdictions [Basic 7]	Give and react to orders and prohibitions in French
	2. Demander, donner ou refuser la permission [Basic 7]	Ask for, give or decline permission in French
	3. Exprimer ses sentiments et les justifier [Basic 9]	Express and explain feelings in French
	4. Donner des conseils et des avertissements [Basic 9]	Give advice and warnings in French
	5. Exprimer son opinion et la justifier [Basic 9]	Give opinions in French
10. LES MOYENS DE COMMUNICATION	1. Parler de la presse [Basic 9]	Talk about media (print and electronic) in French
	2. Parler de l'informatique [Basic 9]	Talk about Computer Science in French

### 2.3 Period allocation/ Duration of period for the French subject

- Period allocation (per week): **3 periods**
- Duration of each period: **50 minutes**



### 3. HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM FOR BASIC 9

BASIC 9					
7 Strands (7 Thèmes)	12 Sub-strands (12 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
L'ENVIRONNEMENT	Parler de la protection de l'environnement	<b>B9.2.5.1</b> Comprendre et s'exprimer sur la protection de l'environnement	<b>B9.2.5.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.2.5.1.2</b> Production orale/ Interaction orale <b>B9.2.5.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.2.5.1.4</b> Production écrite/ Interaction écrite	2–13	18–28
LES ACHATS	Passer une commande	<b>B9.5.5.1</b> Comprendre et s'exprimer sur comment passer une commande	<b>B9.5.5.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.5.5.1.2</b> Production orale/ Interaction orale <b>B9.5.5.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.5.5.1.4</b> Production écrite/ Interaction écrite	16–21	30–34
LES LOISIRS	Parler du tourisme	<b>B9.6.4.1</b> Comprendre et s'exprimer sur le tourisme	<b>B9.6.4.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.6.4.1.2</b> Production orale/ Interaction orale <b>B9.6.4.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.6.4.1.4</b> Production écrite/ Interaction écrite	24–31	36–41



BASIC 9					
7 Strands (7 Thèmes)	12 Sub-strands (12 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
LES HABITUDES ET LES FAITS DU PASSÉ	Parler des événements du passé	<b>B9.7.1.1</b> Comprendre et s'exprimer sur les événements du passé	<b>B9.7.1.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.7.1.1.2</b> Production orale/ Interaction orale <b>B9.7.1.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.7.1.1.4</b> Production écrite/ Interaction écrite	34–39	43–49
	Rapporter un fait	<b>B9.7.2.1</b> Comprendre et rapporter un fait ou un événement	<b>B9.7.2.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.7.2.1.2</b> Production orale/ Interaction orale <b>B9.7.2.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.7.2.1.4</b> Production écrite/ Interaction écrite	40–48	50–60
	Parler du monde d'hier et de celui d'aujourd'hui	<b>B9.7.3.1</b> Comprendre et s'exprimer sur le monde d'hier et celui d'aujourd'hui	<b>B9.7.3.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.7.3.1.2</b> Production orale/ Interaction orale <b>B9.7.3.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.7.3.1.4</b> Production écrite/ Interaction écrite	49–55	61–66



# BASIC 9

7 Strands (7 Thèmes)	12 Sub-strands (12 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
LES PROJETS D'AVENIR	Exprimer les souhais	<b>B9.8.2.1</b> Comprendre et exprimer les souhais	<b>B9.8.2.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.8.2.1.2</b> Production orale/ Interaction orale <b>B9.8.2.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.8.2.1.4</b> Production écrite/ Interaction écrite	58–65	68–75
	Exprimer ses sentiments et les justifier	<b>B9.9.3.1</b> Comprendre et exprimer ses sentiments (sa satisfaction, son regret) et les justifier	<b>B9.9.3.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.9.3.1.2</b> Production orale/ Interaction orale <b>B9.9.3.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.9.3.1.4</b> Production écrite/ Interaction écrite	68–80	77–88
	Donner des conseils et des avertissements	<b>B9.9.4.1</b> Comprendre et donner des conseils et des avertissements	<b>B9.9.4.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.9.4.1.2</b> Production orale/ Interaction orale <b>B9.9.4.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.9.4.1.4</b> Production écrite/ Interaction écrite	81–90	89–94



BASIC 9					
7 Strands (7 Thèmes)	12 Sub-strands (12 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
<b>LES SENTIMENTS ET LES OPINIONS</b> <i>(continued)</i>	Exprimer son opinion et la justifier	<b>B9.9.5.1</b> Comprendre et exprimer son opinion (son accord ou son désaccord) et la justifier	<b>B9.9.5.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.9.5.1.2</b> Production orale/ Interaction orale <b>B9.9.5.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.9.5.1.4</b> Production écrite/ Interaction écrite	91–102	95–103
	Parler de la presse	<b>B9.10.1.1</b> Comprendre et s'exprimer sur la presse (écrite et électronique)	<b>B9.10.1.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.10.1.1.2</b> Production orale/ Interaction orale <b>B9.10.1.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.10.1.1.4</b> Production écrite/ Interaction écrite	106–120	105–114
	Parler de l'informatique	<b>B9.10.2.1</b> Comprendre et s'exprimer sur l'informatique	<b>B9.10.2.1.1</b> Réception orale/ Compréhension de l'oral <b>B9.10.2.1.2</b> Production orale/ Interaction orale <b>B9.10.2.1.3</b> Réception écrite/ Compréhension des écrits <b>B9.10.2.1.4</b> Production écrite/ Interaction écrite	121–133	115–123



## 4. STRUCTURE AND SPECIAL FEATURES IN THE FRENCH LEARNER'S BOOK FOR BASIC 9

### 4.1 Structure




- 7 Themes (following the 7 strands of the new French curriculum for Basic 9)
- 12 Units (following the 12 sub-strands – and respective content standards and core competencies – of the new French curriculum for Basic 9)
- Coverage of all the curriculum indicators within each unit (Réception orale/ Compréhension de l'oral; Production orale/ Interaction orale; Réception écrite/ Compréhension des écrits; Production écrite/ Interaction écrite).

### 4.2 Special features

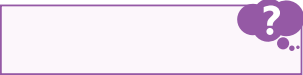




#### SPECIAL FEATURES in the French Learner's Book for Basic 9

##### Aims and Objectives:

- to address the core features, criteria, attitudes, values and skills of the Common Core Programme/ new French curriculum for Basic 9
- to provide a Learner's Book that is user-friendly, easy-to-navigate and a relevant tool for a task-based/ interactive classroom environment
- to help learners deepen their learning through knowledge application, in order to develop critical thinking and problem-solving skills, as well as the ability to explain reasoning and generate creative ideas.

Feature	Description
<b>Commençons!</b>	<ul style="list-style-type: none"> <li>✓ Quick activities to warm-up and get the learners in a relaxed and right mental state.</li> <li>✓ Introduces the content slowly and gradually.</li> <li>✓ Provides an opportunity (wherever relevant and appropriate) to review the required core competencies from previous units.</li> <li>✓ Builds excitement for the new content to be learnt in the unit.</li> <li>✓ Prompts debates and content integration with ICT.</li> <li>✓ Allows for diagnostic assessment.</li> </ul>
<b>Pair work</b>  <b>Group/ class work</b> 	<ul style="list-style-type: none"> <li>✓ Pair, group or class work activities (in addition to individual activities) are presented throughout the book for teamwork, interaction and collaboration.</li> </ul>
<b>A variety of texts</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Note:</b>            Some texts have been made intentionally long. These are meant to prepare learners for a very natural and smooth transition between the JHS and the SHS levels.         </div>	<ul style="list-style-type: none"> <li>✓ Texts (dialogues, songs, poems, simple stories, comic strips, articles, etc) which use language that is appropriate to the level, age, knowledge and background of the learners.</li> <li>✓ Representation of Ghana's diversity.</li> <li>✓ Gender balance and no gender stereotypes.</li> <li>✓ Social inclusiveness.</li> <li>✓ Texts that are diverse, consistent, relevant to the themes and clearly presented to the learners.</li> </ul>
	<b>Note:</b> When you see this icon  in the Learner's Book, remember that there is an audio file available for you/ your learners. Create your teacher account, login and listen to all the tracks here: <a href="https://www.cambridge.org/go/resources/Essential-French-Junior-Secondary">https://www.cambridge.org/go/resources/Essential-French-Junior-Secondary</a>



Feature	Description
<b>Illustrations and Photos</b>	<ul style="list-style-type: none"> <li>✓ A selection of high-quality illustrations and photos that provides 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>✓ Images and photos that reflect a variety of learners (including those with special needs) and that reflect gender balance and social inclusiveness.</li> </ul> <p><b>Note:</b> We suggest that you use the text and images on the theme-opener pages as conversation-starters (and as a quick diagnostic assessment tool) at the beginning of each theme.</p>
<b>Écouter</b> (Réception orale/ Compréhension de l'oral)  <b>Parler</b> (Production orale/ Interaction orale)  <b>Lire</b> (Réception écrite/ Compréhension des écrits)  <b>Écrire</b> (Production écrite/ Interaction écrite)	<ul style="list-style-type: none"> <li>✓ Sections have been carefully written to match all the indicators of the new curriculum.</li> <li>✓ Activities (to be performed inside and outside the classroom) are accurate, current and assist learners in acquiring the four basic communicative skills of listening, speaking, reading and writing.</li> <li>✓ Instructions are consistent and presented simply and clearly.</li> <li>✓ Content is appropriate to the level of the learners, their age and their possibly different backgrounds, unique individual difference and specific learning paces.</li> <li>✓ Representation of Ghana's diversity.</li> <li>✓ Gender balance and no gender stereotypes.</li> <li>✓ Social inclusiveness.</li> <li>✓ Involvement of the school and home communities.</li> </ul>
<b>Feature boxes</b>    	<ul style="list-style-type: none"> <li>✓ Provide further information about a particular section of content.</li> <li>✓ Content integration with ICT.</li> <li>✓ Research activities that encourage innovativeness through creative and critical thinking.</li> <li>✓ Offer learners the opportunity to apply knowledge innovatively to solve everyday problems and to develop a keen interest in their personal development.</li> <li>✓ Emphasis on the three profiles of learning behaviour dimensions: Knowledge and Understanding; Application of Knowledge; Attitudes, Values and Process Skills.</li> <li>✓ Give learners the opportunity to self-assess their knowledge as they progress.</li> <li>✓ Extra activities for multi-ability learning.</li> <li>✓ Use of local materials.</li> <li>✓ Useful reminders and recaps of content learnt previously, for an easy and gradual progression (allowing for regular reviews of the required core competencies).</li> <li>✓ Challenge learners to find answers to their own questions.</li> </ul>
<b>Pronunciation</b> 	<ul style="list-style-type: none"> <li>✓ Information, hints and suggestions to ensure great sound recognition and pronunciation of the French language.</li> <li>✓ A fantastic help and tool that assists learners in building confidence while maximising the effectiveness of their listening and speaking activities.</li> </ul>




Feature	Description
	<p><b>Note:</b> Wherever appropriate, we suggest that you contrast sounds to avoid confusion in recognition.</p> <p>Read and repeat, as many times as necessary, any group of words that you provide as examples, stressing the respective sounds as appropriate.</p> <p>Always provide the opportunity for learners to get their tongues around the sounds (so that they can gain confidence and a better understanding of how the different sounds are produced).</p> <p>When learners do oral production activities, make sure that you check and correct pronunciation. (Find the best and most appropriate time to do this to avoid both breaking the natural flow of communication and causing learners to feel demotivated by over-correction.)</p> <p>We also recommend the use of contemporary technology to record learners' oral practice activities. These recordings can then be played back to the learners to help them improve their own French pronunciation.</p>
<p><b>Le sais-tu?</b></p> <div data-bbox="142 821 467 936"> <p>Le sais-tu?</p> </div>	<ul style="list-style-type: none"> <li>✓ Introduces interesting curiosities or cultural facts.</li> <li>✓ Promotes core competencies in the learners, encouraging them to reflect critically and to develop a sense of cultural identity and global citizenship within themselves.</li> </ul>
<p><b>New/ Challenging words ★ and Phrases or expressions</b></p> <div data-bbox="142 1069 467 1184"> <p>Vocabulaire</p> <p>★</p> </div> <div data-bbox="142 1198 467 1258"> <p>•</p> </div> <p><b>Glossaire</b></p>	<ul style="list-style-type: none"> <li>✓ These build the learners' French vocabulary gradually and give them the confidence to understand, in context, French words and phrases that might be new or a bit more challenging.</li> <li>✓ New vocabulary words are highlighted in the texts with this symbol ★ and defined (in order of appearance) in "Vocabulaire" boxes near the text. Important new phrases (or expressions) are defined in Phrase boxes and marked in blue in the text. All of these new words and phrases/ expressions are also listed (alphabetically and with their meanings clearly explained) in the "Glossaire" section at the end of the Learner's Book.</li> </ul> <p><b>Note:</b> We highly recommend that you encourage your learners to:</p> <ol style="list-style-type: none"> <li>a) <b>try to guess the meaning of the new/ challenging vocabulary (by focusing – initially and before they consult the "Vocabulaire"/ Phrase boxes or the "Glossaire" – on the general context of the sentence/ paragraph/ text where the words/ phrases/ expressions appear).</b> In this way, learners will begin to realise that communication in a foreign language should become, over time and with consistent practice, an instinctive process where words will flow naturally and without the need for constant translation or understanding of every single word.</li> <li>b) <b>check a dictionary, whenever necessary, to look up the meanings of any extra new words.</b> At this level, we recommend that learners use monolingual dictionaries as much as possible. This will allow them to think critically, and challenge themselves, while gradually expanding their French knowledge.</li> <li>c) <b>continue to build their own personal dictionary ("Dictionnaire personnel").</b> This will give them the independent responsibility for organising their new learning and knowledge acquisition in a practical and meaningful way.</li> </ol>



Feature	Description
	<p>For their “Dictionnaire personnel” learners can, for example, list all the words from each “Vocabulaire illustré” sections (whenever these appear within the units), from the “Glossaire” section (at the end of the Learner’s Book) as well as any other words that they may find personally useful to include, for easier memorisation and quick reference. Learners can decide if they prefer to organise their own dictionaries alphabetically or simply by theme or unit.</p> <p>It is important that you check your learners’ personal dictionaries regularly, to both identify any mistakes and ensure that learners know that the project is to be done continuously and should be taken seriously.</p> <p>Depending on the academic strength of your learners, you may also decide to have a “Dictionnaire de classe”. This is a version of the “Dictionnaire personnel” concept, but contributed to by all the learners for permanent display in the classroom.</p>
<b>Observer et apprendre</b>	<ul style="list-style-type: none"> <li>✓ Explains language skills and key elements of grammar in a simple and clear way, in context, with examples and always with the task-based and communicative approaches in mind.</li> <li>✓ Takes into account different learning paces.</li> <li>✓ Prompts problem-solving and subject understanding.</li> <li>✓ Facilitates multi-ability learning.</li> </ul>
<b>Pour s’amuser</b>	<ul style="list-style-type: none"> <li>✓ These provide additional and appropriate content/ activities, inviting your learners to have fun while practising their language and communication skills.</li> </ul>
<b>Pratiquer, Pratiquer, Pratiquer!</b>  <b>Activités finales</b>	<ul style="list-style-type: none"> <li>✓ An opportunity for you to assess your learners.</li> <li>✓ Learners can revise content while reviewing the required core competencies.</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>✓ Takes into account different learning paces.</li> <li>✓ Representation of performance indicators.</li> </ul> <p><b>Note:</b> We suggest that you encourage your learners to self-assess/ check their knowledge and progress regularly. To assist them with this, you may wish to provide your learners with individual copies of the “Monitoring own progress” and “Self-assessment of activity performance” templates (included on pages 135–136, in Section C, of this Facilitator’s Guide).</p>
<b>Tableaux de référence</b>	<ul style="list-style-type: none"> <li>✓ A “help zone” in the Learner’s Book.</li> <li>✓ A list of some key French verbs (conjugated in the moods/ tenses that are addressed at this particular level), for ease of reference throughout the year.</li> </ul>



## 5. SUGGESTED YEARLY SCHEME OF LEARNING (BY TERM) FOR FRENCH BASIC 9

WEEKS 	TERM 1 (12 weeks)	TERM 2 (12 weeks)	TERM 3 (12 weeks)
Sub-Strands			
1 (50 min × 3 periods)	Parler de la protection de l'environnement	Rapporter un fait	Donner des conseils et des avertissements
2 (50 min × 3 periods)			
3 (50 min × 3 periods)			
4 (50 min × 3 periods)	Passer une commande	Parler du monde d'hier et de celui d'aujourd'hui	Exprimer son opinion et la justifier
5 (50 min × 3 periods)			
6 (50 min × 3 periods)			
7 (50 min × 3 periods)	Parler du tourisme	Exprimer les souhaits	Parler de la presse
8 (50 min × 3 periods)			
9 (50 min × 3 periods)			
10 (50 min × 3 periods)	Parler des événements du passé	Exprimer ses sentiments et les justifier	Parler de l'informatique
11 (50 min × 3 periods)			
12 (50 min × 3 periods)			



# SECTION B: STEP-BY-STEP TEACHING GUIDELINES

## Thème 1 L'ENVIRONNEMENT

### UNITÉ 1 Protégeons la planète!



**Suggested teaching time:**

**Seven and a half hours (9 periods of 50 minutes each), over three weeks**

Parler de la protection de l'environnement

#### Introduction

This is the first unit of the Learner's Book and one that is likely to be enjoyed by your learners.

It aims to draw learners' attention to some key environmental issues (pollution, global warming, waste disposal, deforestation, etc.) and to develop in them a sense of responsibility towards our planet.

Being global citizens, it is crucial that learners clearly understand the importance of protecting

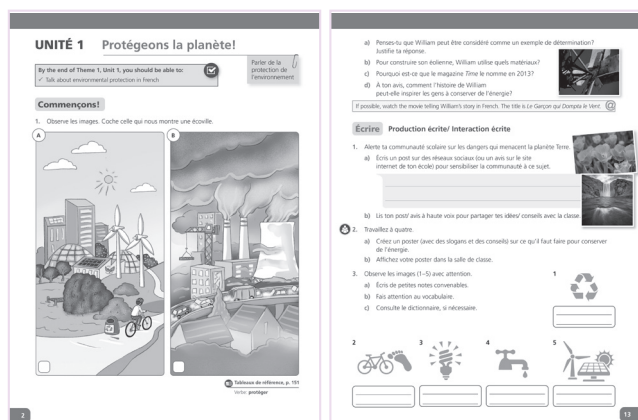
our world environment (including the importance of saving energy), while practising their French language skills.

This unit provides a great opportunity to take learners outside the classroom. There they should be prompted to observe, reflect and share their findings, discussing potential solutions to possible environmental threats in their own communities.



#### RESOURCES

- Learner's Book: pp. 2–13



#### Optional extra materials:

- French flyers and posters from different environmental campaigns
- Local recyclable materials
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



#### KEY WORDS

- |                      |                            |
|----------------------|----------------------------|
| ★ Protection         | ★ (Éco)Geste               |
| ★ Environnement      | ★ Polluant(e)              |
| ★ Écoville           | ★ Biocarburant             |
| ★ Eau potable        | ★ Biomasse                 |
| ★ Gaspiller          | ★ Puissant(e)              |
| ★ Source d'énergie   | ★ Bois                     |
| ★ Ordures            | ★ Forêt                    |
| ★ Poubelle           | ★ Désertification          |
| ★ Trier              | ★ Destruction              |
| ★ Recycler           | ★ Menacé(e)                |
| ★ Conserver          | ★ Nature                   |
| ★ Sensibiliser       | ★ Plage                    |
| ★ Sauvegarder        | ★ Rivière                  |
| ★ Décomposer         | ★ Pluie acide              |
| ★ Déboisement        | ★ Accident nucléaire       |
| ★ Déchet             | ★ Marée noire              |
| ★ Pollution          | ★ Océan                    |
| ★ Planète            | ★ Vélo                     |
| ★ Propre             | ★ Voiture électrique       |
| ★ Défis énergétique  | ★ Transport en commun      |
| ★ Ressource          | ★ Réchauffement climatique |
| ★ (Non-)Renouvelable | ★ Écologique               |
| ★ Épuisable          |                            |
| ★ Inépuisable        |                            |



- ★ Barrage
- ★ Énergie (solaire, éolienne, d'électricité, de biogaz, hydraulique)

In addition to the key words, learners will also be introduced to some key expressions, such as:

- ★ Je suis (très) concerné(e) par ...
- ★ Je me préoccupe de (du/ de la/ de l'/ des) ...

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn about and discuss key environmental issues in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 2 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Highlight the words "protection de l'environnement" and check for good understanding.
- This unit allows for interdisciplinary learning as your class practises French vocabulary using skills and knowledge from their Science class.
- This is a long unit which includes a fair amount of very specific new vocabulary. We therefore suggest that you spend enough time on the different texts and activities presented and that you encourage your learners to keep building their own "Dictionnaire personnel".

## COMMENÇONS!

1. Draw learners' attention to images A and B on page 2 of the Learner's Book.
  - Read the activity instruction aloud to your class, stressing the word "écoville".
  - Ask your learners to tell you briefly what they think an "écoville" is. Depending on the academic strength of your class, they may be able to figure it out by themselves and say: "C'est une ville écologique." Guide, assist and clarify as necessary and appropriate.
  - After observing images A and B, learners to tick the one that shows an eco-city.

## Answers

### 1. Learners to tick image A.

- Invite a volunteer to share his/ her answer aloud, justifying it in English or in his/ her local language. The rest of the class should state whether they agree or disagree.  
**Note:** Depending on the academic level of your class, you may decide to challenge the learners by asking them to justify the answer in French. In that case, you can use this activity as **diagnostic assessment** to see how much vocabulary your learners may already know on the topic. Guide and correct learners as necessary.

### 2. Learners listen to sentences A–H (on page 3 of the Learner's Book) as you read them aloud to the class. They should follow along as you read and tick only those that can be used to describe an eco-city.

- Let learners go through the "Vocabulaire" and Phrase boxes provided on the page before you invite a volunteer to share his/ her answers aloud.
- Guide and correct learners as necessary.

## Answers

### 2. Learners to tick these sentences: **B, F, G** and **H**.

- Draw learners' attention to the "Le sais-tu?" box on page 3 of the Learner's Book and prompt a class debate on the subject. Allow learners to discuss freely and correct them only when really necessary, to avoid breaking the pace of the debate too much. Share the link below with your class to give learners an idea of how international car-free day ("En ville sans ma voiture", also known as "La journée sans voiture") is usually celebrated in the French city of Limoges:  
 – <https://www.youtube.com/watch?v=cBSnkzm6Wnk>
- Point out the Bell box (at the bottom of page 3 of the Learner's Book) to your class. Remind learners about the importance of their own "Dictionnaire personnel" to which they should keep adding new words as they progress in their French studies.



3. Working as a class, learners study the poster (on page 4 of the Learner's Book) and listen attentively as you read its content aloud.

- Prompt learners to use a dictionary, if necessary, and ensure good understanding of the following new key vocabulary:
  - “défis énergétiques”
  - “énergies épuisables”
  - “ressources 100% naturelles, durables et gratuites”.
- Clarify any queries that may arise at this stage.
- This third warm-up activity in the unit aims to create awareness in the learners of the importance of saving energy, as well as reminding them how crucial it is that we use renewable and natural sources of energy. Learners should notice that images A, B and C show three examples of renewable/ natural sources of energy.

4. a)–b) Learners relook at images A, B and C (on page 4 of the Learner's Book) and select the appropriate option to answer each question.

- Read each question and the respective answer options aloud to your class. Then set the activity as homework to allow learners enough time to do research and understand the meaning of the new vocabulary clearly.
- Once back in the classroom, invite two learners each to share an answer aloud.
- Guide and correct learners as appropriate, ensuring that they are clear about the meaning of all the key vocabulary in the activity.



### Answers

4. a) B                      b) A

5. Ask learners to look again at the option ticked for 4a (option B). Then, prompt them to match each type of energy indicated to the correct image on the page (A, B and C).



### Answers

5. **Image A:** L'énergie de biogaz  
**Image B:** L'énergie solaire  
**Image C:** L'énergie éolienne

### Indicator:

- B9.2.5.1.1: *Écouter, comprendre et réagir à un entretien où l'on parle de la protection de l'environnement*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. Learners study images A–D (at the top of page 5 of the Learner's Book) and listen to texts 1–4.

- Learners should notice easily that each image in the activity represents a human activity that destroys/ harms the environment.
- Learners will notice new vocabulary in the Listening activity script. At this stage, however, they only need a general sense of the message carried in each text.
- Let learners listen to texts 1–4 once again and relook at images A–D. This time, they should match each text they hear to the correct image.
- Invite four learners each to share an answer aloud.
- Guide and correct learners as necessary.



### Listening activity script

#### Texte 1

Quand nous sommes chez nous, nous plaçons nos déchets dans la poubelle, n'est-ce pas?

Alors, il faut qu'on fasse la même chose quand on sort. Si on achète quelque chose qui est emballé, où est-ce qu'il faut mettre l'emballage vide? Dans la poubelle aussi, bien sûr.

Soyons des citoyens responsables et coopérons pour une planète plus verte et plus propre.

Ne jetons pas de déchets par terre! Sa place, c'est dans la poubelle!

#### Texte 2

Savez-vous que les forêts sont menacées de disparition?

Quand les forêts sont défrichées par les populations, l'habitat naturel de milliers d'espèces animales et végétales est détruit et cela aboutit souvent à la disparition de ces espèces-là. D'autre part, le sol n'est plus protégé. Il s'appauvrit et il devient difficile à cultiver.

Il faut protéger et sauver les forêts! Elles renferment beaucoup de richesses naturelles et elles sont aussi les poumons de la Terre!



## Listening activity script (continued)

### Texte 3

Il faut arrêter la chasse illégale de la corne du rhinocéros!

Le rhinocéros est fréquemment chassé pour sa corne parce qu'il y a la croyance qu'elle a des vertus thérapeutiques et des pouvoirs magiques. Ces croyances sont totalement infondées, ce qui veut dire qu'il n'existe toutefois aucune validation scientifique de ces vertus ou pouvoirs-là.

Le rhinocéros est menacé et il faut sensibiliser les populations à l'urgence de mettre fin au braconnage de cette espèce sauvage et au commerce illégal de sa corne!

### Texte 4

Attention! Certains aérosols sont dangereux car ils contiennent des CFCs!

Des CFCs (chlorofluorocarbures) sont des composés chimiques extrêmement nocifs pour la planète. Ils dégradent la couche d'ozone qui protège la Terre des rayons UV du soleil.

Si tu achètes des aérosols, assure-toi toujours qu'ils sont écoresponsables!

## Answers

1.	Texte	1	2	3	4
	Image	B	D	C	A

- Draw learners' attention to any specific new, key vocabulary in the texts (1–4) that you may find relevant at this stage. Write those words on the writing board and prompt your class to find their meanings in a dictionary. (This could be set as a homework activity.)
- Correct as appropriate and remind your learners to add the new vocabulary to their "Dictionnaire personnel".
- Draw learners' attention to the heading "Il faut mettre fin à tous les mauvais gestes qui détruisent notre planète!" and read it aloud to your class, stressing the verb form "détruisent".

- Prompt your learners to study (with the help of page 154 in the "Tableaux de référence" section of the Learner's Book) the verb "détruire" (in the present tense, future tense and imperative mood only at this stage).

- Learners study images A–C (at the bottom of page 5 of the Learner's Book) and listen to three dialogues (1–3) in which the advantages of biogas, solar and wind energies, respectively, are discussed. Learners then to match each dialogue to the correct image.

- Learners should already be familiar with the elements included in the models shown in images A (a biogas plant), B (solar panels) and C (a wind turbine). They will have seen these same elements at the beginning of the unit (images A, B and C on page 4 – activity 3 of the "Commençons!" section).

## Listening activity script

### Dialogue 1

**Personne 1:** Regarde mon éolienne! Qu'est-ce que tu en penses?

**Personne 2:** Je l'adore! Elle me fait penser aux avantages de l'énergie éolienne. L'énergie du vent est décarbonée et on peut la trouver presque partout sur la planète. Elle est l'une des plus anciennes formes d'exploitation d'énergie de l'humanité.

**Personne 1:** Oui, et on peut l'utiliser pour produire de l'électricité.

**Personne 2:** Tout à fait! Toutes les énergies renouvelables (comme, par exemple, l'énergie solaire, éolienne, de biogaz et hydraulique) sont très puissantes et importantes car elles sont naturelles, inépuisables et elles nous permettent de produire de l'électricité.

### Dialogue 2

**Personne 1:** Voilà ta maquette d'une usine de production de biogaz! C'est excellent! Peux-tu me parler un peu des avantages de ce type d'énergie?



## Listening activity script (continued)

**Personne 2:** Bien sûr! Le biogaz est un biocarburant précieux. Il peut être utilisé pour produire de l'énergie thermique ou de l'électricité, ou même comme carburant pour les transports. Le biogaz, c'est un type d'énergie renouvelable qui est obtenu grâce à la fermentation des matières organiques dans un environnement sans oxygène. On peut dire que le biogaz est un excellent moyen de revaloriser les déchets. Il a aussi l'avantage d'être plus écologique que le gaz naturel, son équivalent fossile. En fait, le biogaz émet 10 fois moins de CO<sub>2</sub> que le gaz naturel.

**Personne 1:** Merci pour toutes ces informations. Alors, on peut dire que l'énergie de biogaz est naturelle, propre et peu polluante.

**Personne 2:** Absolument!

### Dialogue 3

**Personne 1:** Voici des panneaux solaires photovoltaïques! Ils captent la lumière du soleil et ils permettent de produire de l'électricité.

**Personne 2:** Très bien! L'énergie solaire a beaucoup d'avantages. Elle est renouvelable, naturelle, propre, puissante et importante. Elle est aussi une énergie gratuite et inépuisable.

**Personne 1:** Nous avons des panneaux solaires photovoltaïques à la maison et mes parents disent toujours que ceux-là nous aident à maîtriser davantage les factures d'électricité.

**Personne 2:** Oui, c'est vrai. Les énergies renouvelables sont une bonne façon d'économiser l'énergie. Pour la bien conserver, il est important qu'on baisse la consommation des ressources épuisables et qu'on développe ceux qui sont inépuisables (comme le soleil, par exemple).

- Allow learners to listen to the dialogues again before inviting three volunteers each to share an answer aloud.
- Correct as necessary.

## Answers

2. Dialogue	1	2	3
Image	C	A	B

**Note:** If you feel it would be appropriate, you may decide to explain briefly to your learners, in French, the difference between “biomasse” and “biogaz” as these terms can be confusing. You can say, for example:

“La biomasse est la matière première pour la production du biogaz donc le biogaz est produit à partir de biomasse. La biomasse est une matière solide et le biogaz est un mélange de gaz produit à partir des matières organiques (les déjections animales, les déchets et les restes de nourriture, etc.).”

3. Learners listen to the dialogues (from activity 2) once more and complete the “Vrai/ Faux” table on page 6 of the Learner's Book.

- Invite eight learners (one per question) to share their answers in class, allowing their classmates to correct them when appropriate.
- Guide and correct learners as necessary.

## Answers

3. a) Vrai.  
b) Vrai.  
c) Faux. L'utilisation de l'énergie solaire a beaucoup d'avantages et on peut l'utiliser pour produire de l'électricité.  
d) Vrai.  
e) Faux. L'énergie de biogaz est naturelle, propre et elle est peu polluante aussi.  
f) Faux. Le biogaz est un carburant qui émet 10 fois moins de CO<sub>2</sub> que son équivalent fossile (le gaz naturel).  
g) Faux. Les énergies solaire, éolienne et de biogaz sont aussi puissantes et importantes que l'énergie hydraulique.  
h) Faux. Pour conserver l'énergie, il est important qu'on baisse sa consommation et qu'on développe les ressources inépuisables.

4. Learners study the poster (at the bottom of page 6 of the Learner's Book) and listen to 12 energy-saving tips (more specifically, how to save water and electricity). Learners to match each tip they hear (A–L) to the correct image (1–12) on the poster.



- Remind your class that one of the ways in which we can all help to save the planet is by using water and electricity very wisely, saving both as much as we can.
- Ask learners to read the activity instruction and the text on the poster to themselves. Then read it aloud to them and ensure good understanding, by clarifying any queries that may arise ahead of the listening activity itself.
- Learners listen to the 12 tips (included in the Listening activity script provided below) attentively, paying attention to the new vocabulary and how it is pronounced.



### Listening activity script

- A** Fais sécher ta lessive à l'air!
- B** Passe aux ampoules à LED!
- C** Prends une douche rapide plutôt qu'un bain (s'il fait très chaud, utilise l'eau froide)!
- D** Utilise des piles rechargeables!
- E** En hiver, baisse ton radiateur d'un degré et habille-toi selon la saison!
- F** Éteins toutes les lumières après l'utilisation!
- G** Cuisine avec le biogaz et mets un couvercle sur ta casserole!
- H** Ne laisse pas tes appareils électriques en position veille!
- I** Coupe l'eau qui coule inutilement!
- J** Utilise des lampes qui fonctionnent à l'énergie solaire!
- K** Récupère l'eau de pluie pour arroser tes plantes!
- L** Déplace-toi à pied, à vélo ou prends les transports en commun!

- Allow learners to listen to the 12 tips once more to confirm their answers.
- Invite six learners each to share two answers aloud. The rest of the class should compare the shared answers with their own and say whether they agree or disagree.
- Guide and correct learners as necessary.



### Answers

4.	Conseil	A	B	C	D	E	F	G	H	I	J	K	L
	Image	7	3	5	9	4	1	10	2	11	6	12	8

- Write the 12 tip sentences on the writing board and draw learners' attention to the following words: "ampoule" (light bulb); "plutôt qu'" (rather than); "pile" (battery); "radiateur" (heater); "en position veille" (in standby position); "arroser" (to water). Encourage your learners to check a dictionary, if necessary. Guide and assist as appropriate.
- Check for good understanding of all the other vocabulary in the 12 tip sentences and guide learners as necessary.
- Before moving on to the next set of activities, draw learners' attention back to the two sentences at the bottom of the poster ("Ne gaspille pas de l'énergie et ne la consomme pas inutilement. C'est à nous de la conserver avec nos petits écogestes quotidiens!"). Reiterate the idea that all of us should, as active and responsible citizens, contribute to a cleaner, greener and safer planet. Then take the opportunity to share the following link with your class:
  - <https://www.explorateurs-energie.ch/eco-gestes/quest-ce-quun-eco-geste/>

**Note:** This link provides learners with useful, easy-to-understand, user-friendly information about energy in general and how to save it through good daily practices. The link includes also a memory game that you may decide to allow your learners to play in class.

- 5. a)–d)** Learners listen to a poem on the topic of environmental protection. They then fill in the gaps (on page 7 of the Learner's Book) with the words that they hear (which are all included in the list provided).
- Allow learners enough time to engage with the list of words provided.
  - Learners should fill in the gaps as they hear each word. This is a great sound–word recognition activity which also enables your learners to expand their vocabulary.





## Listening activity script

Il faut être sensible aux problèmes de l'environnement!

Les bonnes actions d'aujourd'hui auront un bon impact demain.

On doit sauver la nature, bien sûr!

Il faut éviter la pollution, la destruction et la désertification.

Allons-y, la jeunesse de nos jours!

Il faut sensibiliser nos communautés.

Créons des posters et plaçons-les sur les murs!

Écrivons des slogans pour la radio ou la télé!

Il faut habiter sur une planète assez belle,

Plaçons les ordures dans la poubelle.

Il faut éliminer les déchets!

Il faut les trier et les recycler!

Protégeons les fleurs rares et les oiseaux sauvages,

Sauvegardons toutes les espèces menacées.

Nettoyons les forêts et les plages,

Balisons les sentiers de randonnée.

Mieux vaut prévenir que guérir!

Préparons maintenant un plus sain avenir.

- Let learners listen to the Listening activity script twice more to confirm that they have filled in the gaps correctly.
  - Correct the activity by reading the poem aloud to your class and pausing when a filling gap is encountered in the verses. Learners to repeat after you as you read.
  - Every time you pause, invite a different learner to provide the answer to the class. The rest of the learners should state if they agree or disagree.
- Note:** For the answers to this activity, kindly refer to the words in purple and underlined in the Listening activity script provided above.
- Once the activity has been corrected, invite your class to read the complete poem after you. Check for good understanding and pronunciation. Correct as necessary and appropriate.

## Indicator:

- B9.2.5.1.2: S'exprimer sur la protection de l'environnement

## PARLER – Production orale/ Interaction orale

1. Working in pairs and taking turns, learners role-play dialogues 1 and 2, on page 8 of the Learner's Book.
    - Walk around the classroom, listening to your learners.
    - Check for good understanding and pronunciation.
    - Invite a pair of learners to present their role play in front of the class.
    - Monitor, guide and assist learners as necessary.
  - Draw learners' attention to the "Vocabulaire", Phrase and Bell boxes (at the bottom of the page) and clarify any queries that your class may have. For homework, we suggest that you ask your learners to prepare two sentences for each of the two expressions listed in the Bell box ("Je suis (très) concerné(e) par ..."; "Je me préoccupe de (du/ de la/ de l'/ des) ...") in order to express their own concerns and worries about environmental matters. Later on in this unit ("Parler", activity 3), learners will have the opportunity to share their sentences aloud in a class debate.
  - Point out the "Pronunciation" box (also at the bottom of page 8 of the Learner's Book) to your class and read the three listed words aloud. Learners to repeat after you. Check their pronunciation and correct them as necessary.
2. a)–d) Working in groups of three, learners should study the two big posters (A and B, at the top of page 9 of the Learner's Book), read their respective slogans and discuss them.
    - Allow the groups enough time for the activity.
    - Point out the Bell box on the page to the class as this includes useful key vocabulary which your learners are expected to begin to use.



- Learners to jot down the group's conclusions in answer to the question in 2b. They will then share these aloud, comparing them with those of the other groups.
- Walk around the classroom, listening to the groups' discussions and assisting where necessary.
- Monitor, guide and correct learners, whenever appropriate, as the different groups share and compare their conclusions.
- The answer to question 2b will vary from group to group. Accept any correct answers. Some possible answers are provided below, as a quick general reference.

**Note:** Depending on the academic level of your class, you may like to take the opportunity to teach the structures “Il faut que/ qu’ [+ present tense of the subjunctive mood]” and “Afin que/ qu’ [+ present tense of the subjunctive mood]” to your learners. The subjunctive mood will be addressed, in detail, later on in this series. However, for the purpose of this activity, feel free (if you find it relevant and appropriate) to introduce your learners to the conjugations of the verb “être” in the present tense of this particular French mood.



## Answers

2. b) – Le message du poster A, c’est le suivant:
- Il faut que l’Humanité soit attentive à ses déchets. Il faut les placer dans la poubelle et il faut aussi les trier et les recycler.
  - Protégeons notre planète afin qu’elle soit toujours verte et propre!
  - Ne polluons pas les bois, les forêts, les rivières et les océans de notre planète!
- Le message du poster B, c’est le suivant:
- Nous, citoyens du monde, avons la responsabilité de protéger la Terre avec nos petits écogestes quotidiens. Il y a des problèmes climatiques très sérieux qui menacent maintenant la planète, mais c’est à nous d’y faire attention et de les arrêter avec urgence!

- Attention! Les gaz nocifs qui polluent la planète provoquent l’effet de serre et ils sont à l’origine du trou dans la couche d’ozone. Résultat: La planète n’est pas protégée des rayons UV du soleil, elle piège de plus en plus de chaleur et elle se réchauffe.

3. a)–c) This activity follows on from the homework exercise suggested earlier (kindly refer to page 24 of this Facilitator’s Guide). In a class debate, learners are to share their own concerns and worries about the world’s environment and to present possible solutions to the issues that threaten our planet.

- Learners are expected to show empathy, respect, commitment and a sense of responsibility as this issue is discussed in class.
- Monitor, guide and assist learners as appropriate and necessary.



- Learners to do some research and find out information about different initiatives that have been introduced, by volunteers around the world, to save the planet. Learners to select the one that appeals to them the most and present it, in French, to the rest of the class.
- Encourage learners to include some photos (if available) to make their oral presentations as visually interesting as possible.

## EXTRA ACTIVITY

- These days, it is almost impossible to talk about environmental protection without referring to the importance of recycling.
- Share the link below with your class. It provides a very clear explanation of the importance of recycling and of the procedures that it involves: – <https://www.youtube.com/watch?v=yPY7e66ELXA> The link suggested above also includes two simple, fun games that it would be nice for your learners to play together, as a class, for consolidation and further practice of the topic.
- As part of your learners’ homework, you may like to suggest that they play the game (also on the topic of recycling) included in this link: – <https://sitetom.syctom-paris.fr/joue-avec-tom/je-suis-champion-du-tri.html>



By sharing the link to the game, encourage your learners to give their friends and family the opportunity to be involved and to learn some French too while having fun.

4. Working in pairs and taking turns, learners role-play the dialogue on page 10 of the Learner's Book.
  - Walk around the classroom, listening to your learners.
  - Check for good understanding and pronunciation.
  - Invite a pair of learners to present their role play in front of the class.
  - Monitor, guide and assist learners as necessary.
5. a)–c) Learners interview different people from their home community to inquire about their good habits when it comes to saving the planet. Learners to share and compare their findings in class.
  - Ensure good use of vocabulary and pronunciation.
  - Monitor, guide and assist learners as necessary.

### EXTRA ACTIVITY

- Following on from the previous activity, encourage your learners to become “observateurs verts”, by looking around their home and school communities and taking notes on what is going well (or not so well) in terms of environmental protection.
- Learners should then write a short and clear report on the matter.
- Correct your learners' reports and invite a few of them to share their texts aloud.
- Allow a quick class discussion, giving learners the opportunity to share ideas and to come up with possible solutions to the common threats that have been identified.

- Learners to do some research to find out more information about renewable and non-renewable energy sources.
- Learners to share their findings in class and to add any new words to their “Dictionnaire personnel”.

### Indicator:

- B9.2.5.1.3: Lire pour comprendre et réagir à un texte simple dans lequel l'on parle de la protection de l'environnement

### LIRE – Réception écrite/ Compréhension des écrits

1. Learners read the text on page 11 of the Learner's Book and answer the questions that follow.
  - Allow learners enough time to read the text to themselves.
  - Invite a few learners each to read a section of the text aloud.
  - Check and correct their pronunciation as necessary.
  - Ask your learners to answer the questions about the text in writing.
  - Invite four volunteers (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct learners as necessary.



### Answers

1. a) Le conseil pratique de la semaine, c'est: “Dites non aux sacs en plastique!”.
- b) Learners' answers will vary. However, they are expected to agree with the “conseil pratique de la semaine” and justify their opinion appropriately. Accept any correct answers.
- c) Learners' answers will vary. Accept any correct answers. A possible answer could be, for example: “Les sacs en plastique, à l'usage unique ou jetable, sont une catastrophe pour les océans et un désastre pour le réchauffement climatique car ils ne se décomposent pas automatiquement. Alors, pour le bien de notre planète, il est de plus en plus important de changer notre mode de consommation. Solution: quand on fait nos courses, utilisons des alternatives écologiques aux sacs en plastique.”.



d) Les alternatives écologiques aux sacs en plastique sont: les sacs à dos, les sacs en tissu, les sacs en papier, des boîtes ou des emballages en carton.

2. a)–b) Learners to find and underline all the verbs in the text (on page 11 of the Learner's Book) that are in the imperative mood. They should then identify the infinitive form of each one.

- Correct the activity by inviting five learners (one per underlined verb) to share their answers aloud.

### Answers

2. a)–b) • dites (Infinitive: dire)  
• stoppez (Infinitive: stopper)  
• utilisez (Infinitive: utiliser)  
• soyez (Infinitive: être)  
• mettez (Infinitive: mettre)

c) Learners to conjugate the verbs that they underlined for Activity 2a in the three forms of the imperative mood (for “tu”, “nous” and “vous”).


- Correct the activity by inviting five different learners (one per underlined verb) to share their answers aloud.

### Answers

2. c) • dis – disons – dites  
• stoppe – stoppons – stoppez  
• utilise – utilisons – utilisez  
• sois – soyons – soyez  
• mets – mettons – mettez

3. Following on from the text that learners read for activity 1 (in which it was mentioned that a plastic bag takes around 450 years to decompose), learners will now learn how long it takes for some other common materials to decompose.

- Learners study the poster at the top of page 12 of the Learner's Book. They should look at the images and read the captions to themselves.
- Allow a quick class discussion on the topic.
- Monitor, guide and assist learners as appropriate.

- 
- Point out the ICT box (on page 12 of the Learner's Book) to your learners and set the suggested activities (to do research and prepare a poster) as homework.
  - Once back in the classroom, correct your learners' work and invite a few of them to present their big, attractive, eye-catching posters to the rest of the class.
  - Monitor and assist learners as appropriate.

4. Start this activity by asking your learners if they have ever heard about William Kamkwamba, “the boy who harnessed the wind”. If you get a positive response, ask learners to share briefly what they know about him.

- Prompt your class to read the text “L'éolienne de William” (on page 12 of the Learner's Book) and answer the questions that follow at the top of the next page.
- Allow learners enough time to read the text to themselves.
- Read the title “L'éolienne de William” to your class and invite eight learners each to read a paragraph of the text aloud. Check and correct their pronunciation as necessary.
- Ask your learners to answer the questions about the text in writing.
- Invite four volunteers (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.
- Monitor, guide and correct learners as necessary.

### Answers

4. a) Your learners' answers will vary. Accept any correct answers and assist your learners as necessary. You might expect learners to begin their answers as follows: “Oui, il peut être considéré comme un exemple de détermination car/ parce que/ parce qu' ...”
- b) Pour construire son éolienne, William utilise des matériaux récupérés et de la ferraille.
- c) Le magazine *Time* le nomme en 2013 car, cette année-là, elle le considère comme l'une des 30 personnes de moins de 30 ans qui changent le monde.



**Note:** The present tense is often used in biographical texts. In addition, learners will be only introduced to past tenses, in French, in Theme 4 of the Learner's Book. As such, the present tense is used in the text and questions about William Kamkwamba (on pages 12 and 13 of the Learner's Book). With all of this in mind, learners are expected to use the present tense too, when appropriate, in their answers to questions 4a–4c on the previous page.

- d) Your learners' answers will vary. Accept any correct ones and assist learners as necessary.

- William Kamkwamba's biography and example are such an inspiration that we suggest you encourage your learners to watch the movie telling his story in French (*Le Garçon qui Dompta le Vent*).
- Play the movie trailer to your learners to pique their interest in watching the entire movie later on, in their own time:  
– <https://www.youtube.com/watch?v=msUcT9cRUrM>

#### Indicator:

- B9.2.5.1.4: *Écrire un texte simple pour parler de la protection de l'environnement*

## ÉCRIRE – Production écrite/ Interaction écrite

- a)–b) Read the activity instruction (on page 13 of the Learner's Book) aloud to your class and ensure good understanding.
  - Learners write a post on social media (or a notice on their school's website) to alert the school community to the current biggest threats to our planet.
  - Allow learners to use a dictionary where necessary.
  - Prompt learners to include their own ideas on the subject as well as some advice to their community members.
  - Correct your learners' work, ensuring that they use a good selection of vocabulary and that their posts/ notices are relevant and appropriate to the topic.
  - Invite a few learners to share their posts/ notices aloud with the rest of the class.

- a)–b) Working in groups of four, learners make a poster on the topic of saving energy.

- Ask your learners to be as informative and creative as possible, making eye-catching posters to help to create awareness of this important environmental issue.
- Learners are expected to include relevant slogans and use some (or all) of the tips they learnt earlier on in the unit about electricity and water conservation.
- Correct your learners' work as appropriate.
- Allow learners to put their posters up on the classroom walls for all to see.

- a)–c) Draw learners' attention to the five green images at the bottom of page 13 of the Learner's Book. Learners to write a simple and appropriate caption for each image.

- Encourage learners to use a dictionary, if necessary.
- Correct your learners' work as necessary, checking for good use of vocabulary. Your learners' captions will vary. Accept any appropriate ones. Some possible captions are provided below.



#### Answers

- a) **Image 1:** Recyclons!

**Image 2:** Déplacez-vous à vélo/ à pied!

**Image 3:** Il faut économiser de l'électricité!

**Image 4:** Coupez l'eau qui coule inutilement!

**Image 5:** Panneaux solaires photovoltaïques:

une solution écologique qui vous aide à maîtriser davantage les factures d'électricité!/  
Vive l'énergie éolienne! Elle est propre, renouvelable et gratuite!

#### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate dialogue 1 and/ or dialogue 2 on page 8 of the Learner's Book.
- Check and correct your learners' work as necessary.
- Allow your learners to rewrite their texts correctly in response to your feedback.



## PRATIQUER, PRATIQUER, PRATIQUER!

1. a) Learners study the illustration (at the top of page 14 of the Learner's Book) and say whether or not the town shown is environmentally friendly ("une ville écoresponsable").  
b)–c) Learners list the different types of energy shown in the illustration. They then explain/ discuss, in terms of energy conservation and environmental protection, whether or not these energy types have a positive impact on society.
  - Your learners' answers may vary slightly. Accept any correct and appropriate ones. Some possible answers are provided below, for reference.
2. Learners write to a penfriend to tell him/ her about the advantages of recycling.
  - Encourage learners to do some research and to use a dictionary where necessary.
  - Correct your learners' letters as appropriate.
  - Invite a few learners to share their letters aloud.
3. Learners imagine that they work at the Department of Energy and go to their school to provide you and their classmates with some advice on the importance of energy conservation.
  - Encourage learners to do some research and to use a dictionary where necessary.
  - Learners then to give an oral presentation, using as much vocabulary learnt in the unit as possible.
  - Check for good use of vocabulary and pronunciation and correct learners as appropriate.



### Answers

1. a) Oui, je pense que la ville de l'image est une ville écoresponsable parce qu' car elle utilise des types d'énergie renouvelables, il y a des espaces verts, son environnement est propre et on ne voit pas de pollution atmosphérique. D'autre part, les gens utilisent leurs vélos ou les transports en commun pour se déplacer.  
b) Les types d'énergie qu'on peut trouver dans l'image sont:
  - l'énergie éolienne
  - l'énergie solaire
  - l'énergie hydraulique
  - l'énergie de biogaz.  
c) Oui, bien sûr. Ces types d'énergie-là ont un impact positif dans la société en ce qui concerne la conservation de l'énergie et la protection de l'environnement parce qu' car elles sont renouvelables, propres et elles sont issues de sources naturelles. On peut les appeler "énergies vertes".
4. Following on from the previous (spoken) activity, this exercise gives learners an opportunity to practise their writing skills on the topic of energy conservation by writing a short, simple post on social media about the advantages of energy conservation.
  - Correct your learners' work as appropriate.
5. Learners to do another oral presentation; this time, about environmental protection in general.
  - This is the final activity in this first unit/ theme of the Learner's Book. As such, we suggest that you encourage your learners to make their presentations rich in vocabulary, including as much detail as possible. This will help to ensure further consolidation of learning and provide an opportunity for learners to self-assess their knowledge.
  - Correct and guide learners as appropriate.



# UNITÉ 1 Je voudrais commander ...



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Passer une commande

## Introduction

In this unit, learners will review and get to know more about how to order something in French.

They will revise what they learnt briefly in Basic 8 and expand their knowledge and vocabulary on the subject. It is therefore a great opportunity to review core competencies that have been addressed previously.

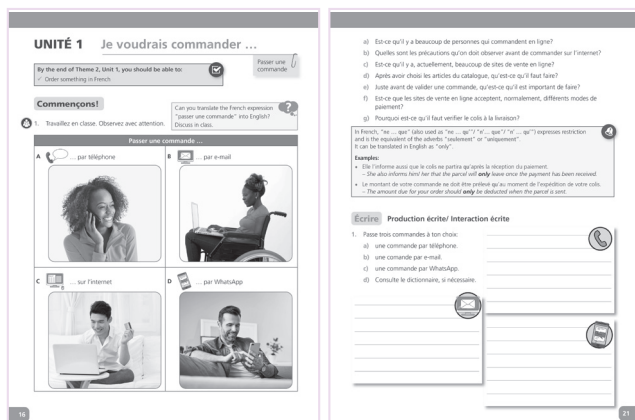
Learners will use the phrase “Je voudrais commander ...” quite often in this unit and will be introduced to the French structure “ne ... que/ qu’”.

This short unit certainly will help learners to build their sense of responsibility and grow their digital literacy.



## RESOURCES

- Learner's Book: pp. 16–21



- ★ Panier
- ★ Compte (client)
- ★ Valider
- ★ Règlement
- ★ Colis
- ★ Carte bancaire
- ★ Carte de débit/ crédit
- ★ Catalogue
- ★ Frais d'envoi
- ★ Article

In addition to the key words, learners will also revise and be introduced to the following key sentences and expressions:

- ★ Je voudrais commander ...
- ★ Passer une commande
- ★ C'est pour livrer ou à emporter?
- ★ Voulez-vous commander quelque chose d'autre?
- ★ Oui, ça sera tout.
- ★ Ça fait combien?
- ★ Ça fait ...
- ★ Vous payez comment?
- ★ Ne ... que/ qu' ...

## Optional extra materials:

- Flyers and catalogues (in print and digital formats)
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- ★ Passer
- ★ Commande
- ★ Code remise
- ★ Code promotionnel
- ★ Gratuit(e)
- ★ Mode de paiement
- ★ Date/ Adresse de livraison
- ★ Cliquer
- ★ Vendeur/ Vendeuse
- ★ Livreur/ Livreuse
- ★ Livrer
- ★ Emporter
- ★ Vente en ligne
- ★ Payer (en espèces)
- ★ Livraison

## GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will practise ordering different types of items in French (via phone calls, emails, WhatsApp or online).
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 16 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.



- Considering the global increase in fraud cases and data leaks, we strongly suggest that you alert your learners to the dangers of online shopping and to the precautions that must be observed in order to do so securely. We also suggest that you encourage your learners to involve their parents, or guardians, should they need to order something via the internet.

## COMMENÇONS!

- Start teaching this unit by bringing your learners' attention to the Question box on page 16 of the Learner's Book. Invite a quick class discussion, ensuring that, by the end of it, learners clearly understand the meaning of the French phrase "passer une commande" (to place an order). This will set the scene for all the activities that follow next in the unit.
- Give learners a few minutes to study the table and images on page 16 of the Learner's Book.
    - Read the statement "Passer une commande ... par téléphone/ par e-mail/ sur l'internet/ par WhatsApp" aloud to your class. Learners to repeat after you as they familiarise themselves with the expressions to be used when indicating the different ways in which an order can be made.
    - Check for good understanding and pronunciation.
  - This activity introduces (and allows learners to revise) quite a few key terms. Therefore, we suggest that you set aside enough time to go through these with your class.
    - Read each of the listed words (at the top of page 17 of the Learner's Book) aloud, slowly and clearly. Learners to repeat each one after you.
    - Learners to match each term from the list (included in the table as "Mots" 1–16) with the correct definition (A–P) provided below the table. Encourage your learners to try to do the activity alone, without the help of a dictionary, if possible. The idea is to get your learners, independently, to think about each word carefully and to work out the meanings with no additional support at this stage.

- Invite sixteen learners (one per key term) to share their answers aloud. The rest of the class should state whether they agree or disagree.
- Monitor, guide and assist learners as necessary.
- Point out the Bell box (at the bottom of page 17 of the Learner's Book) and remind learners to add any new words to their "Dictionnaire personnel".

## Answers

### 2. b)

Mots	Signification
1 le code remise	E the discount code
2 s'inscrire	J to register
3 mode de paiement	N the payment mode
4 la date de livraison	M the delivery date
5 le colis	C the parcel
6 le panier	I the cart
7 les frais d'envoi	P the shipping costs
8 cliquer	K to click
9 le livreur/ la livreuse	O the delivery man/ woman
10 payer en espèces	D to pay in cash
11 la livraison	A the delivery
12 le compte	F the account
13 en ligne	H online
14 valider	G to validate
15 le règlement	B the payment/ the settlement
16 la carte bancaire	L the bank card

### Indicator:

- B9.5.5.1.1: Écouter, comprendre et réagir à une présentation dans laquelle l'on passe une commande*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

- Learners listen to a dialogue between a gentleman and the sales agent of an online clothing shop. Let learners listen to the dialogue twice before they do the "Vrai/ Faux" activity on page 18 of the Learner's Book.



**Note:** Depending on the academic level of your learners, you may allow them to listen to the dialogue a third time, if really necessary.

- This long dialogue provides learners with an excellent opportunity to practise their listening skills even further, while building on their French vocabulary and paying attention to the pronunciation of key words.
- Encourage learners to take notes as they listen to the dialogue, as these will help them to do the related “Vrai/ Faux” activity that follows next.

### Listening activity script

**Agent de vente:** “Boutique en Ligne”, bonjour!

**Monsieur:** Bonjour, Madame! Je voudrais commander quelques articles à partir de votre nouveau catalogue, mais je ne veux pas le faire en ligne. Est-il possible de passer la commande par téléphone, s’il vous plaît?

**Agent de vente:** Bonjour, Monsieur, et merci d’avoir choisi les articles de notre nouveau catalogue. Oui, il n’y a pas de problème. Vous pouvez passer la commande par téléphone et je suis ici pour vous aider.

**Monsieur:** Alors, je voudrais commander un pantalon gris (numéro de référence 123 et en taille L), trois chemises blanches (numéro de référence 765 et aussi en taille L) et deux vestes noires (numéro de référence 543 et en taille XL), s’il vous plaît. Malheureusement, je n’ai pas de code promotionnel, mais j’ai déjà un compte client.

**Agent de vente:** C’est noté, Monsieur. Tous ces articles-là sont disponibles et le total sera 750 cedis. Ce total inclut la TVA et aussi les frais d’envoi. Monsieur, il faut que je vous informe que le colis ne partira qu’après la réception du paiement. Est-ce que vous payez par carte de crédit?

**Monsieur:** Non, je payerai par carte de débit.

### Listening activity script (continued)

**Agent de vente:** D’accord. Alors, donnez-moi votre prénom, nom et numéro de client, s’il vous plaît, et je pourrai finaliser votre commande tout de suite.

**Monsieur:** Je m’appelle Adolfo Armah et mon numéro de client, c’est le 98772.

**Agent de vente:** Alors, votre commande est passée et la date de livraison estimée est le 14 juillet.

**Monsieur:** C’est parfait, Madame. Merci beaucoup et au revoir!

**Agent de vente:** Je vous remercie, encore une fois, d’avoir choisi la “Boutique en Ligne”. Bonne journée, Monsieur!

2. Learners complete the “Vrai/ Faux” table on page 18 of the Learner’s Book, correcting the false statements in writing.

- Invite ten learners (one per statement) to share their answers aloud. Allow the rest of the class to correct their classmates when appropriate.
- Monitor, guide and correct learners as necessary.

### Answers

2. a) Faux. Monsieur Armah passe une commande par téléphone.  
 b) Vrai.  
 c) Faux. Il veut commander des vêtements/ des habits.  
 d) Faux. Monsieur Armah veut acheter un pantalon, trois chemises et deux vestes.  
 e) Faux. Il a un compte client, mais il n’a pas de code promotionnel.  
 f) Faux. La date de livraison estimée est le 14 juillet.  
 g) Vrai.  
 h) Faux. Elle lui explique que le total de la commande inclut la TVA.  
 i) Vrai.  
 j) Faux. Monsieur Armah va payer par carte de débit.



- Draw learners' attention to the "Petit rappel" box (at the bottom of page 18 of the Learner's Book) and ensure good understanding.

**Note:** The French conditional mood will be addressed, in detail, later on in this French series. For now, however, the important thing is for learners to be reminded that "voudrais" is the conditional form of the verb "vouloir", conjugated for "Je".

- Encourage learners to study the verbs "commander", "acheter" and "vouloir" (in the present tense, future tense and imperative mood only at this stage) with the help of pages 145, 150 and 157 in the "Tableaux de référence" section of the Learner's Book.

#### Indicator:

- B9.5.5.1.2: Commander un article/ un produit

### PARLER – Production orale/ Interaction orale

1. a)–b) In pairs and taking turns, learners role-play the dialogue on page 19 of the Learner's Book.
  - Walk around the classroom, listening to your learners.
  - Check for good understanding and pronunciation.
  - Invite a pair of learners to present their role play in front of the class.
  - Monitor, guide and assist learners as necessary.
  - Draw learners' attention to the "Vocabulaire" box on the page, as well as to any extra vocabulary that you may wish to revise or highlight at this stage.
2. a)–b) Working in different pairs, and again taking turns, learners imagine dialogues in which they order different items over the phone (using either the suggestions provided in 2a, on page 19 of the Learner's Book, or any other items that may be suitable for the purpose of this activity).
  - Walk around the classroom, listening to and recording their dialogues (as suggested in the Bell box on the page).
  - Play the recorded role plays back to your learners and allow them to check and correct their own pronunciation.

- Invite some pairs of learners to present their role plays in front of the class.
- Correct and assist learners as appropriate.

- Learners to do some research to find out how people from France, and from Ghana, usually prefer to place an order – via phone, email, online or WhatsApp.
- Set this activity as homework to allow learners enough time to search online and to talk to different people from their own communities, the country in general, and even any friends or family members living in France.
- Invite a class discussion, giving learners the opportunity to share their findings with you and their classmates.

#### Indicator:

- B9.5.5.1.3: Lire, comprendre et réagir à un texte dans lequel l'on passe une commande

### LIRE – Réception écrite/ Compréhension des écrits

1. Learners read the text (on page 20 of the Learner's Book) and answer the questions that follow (at the top of page 21).
  - Allow learners enough time to read the text to themselves.
  - Invite a few learners each to read a section of the text aloud.
  - Check and correct their pronunciation as necessary.
  - Draw learners' attention to the "Vocabulaire" box on the page, as well as to any extra vocabulary that you may wish to revise or highlight at this stage.
  - Tell your learners to answer the questions in writing.
  - Invite seven learners (one per question) to share their answers aloud. The rest of the class should listen attentively and compare their own answers with those that they hear.
  - Guide and correct learners as necessary.
  - Learners' answers may vary. Accept any appropriate and correct ones. Below are some example answers, for reference.



## Answers

1. a) Oui, il y a de plus en plus de gens qui commandent en ligne aujourd'hui.
  - b) Avant de commander sur l'internet, assurons-nous que le site est fiable, que nos informations personnelles y seront enregistrées en toute sécurité et que ces dernières ne seront pas partagées avec des tiers.
  - c) Oui, actuellement, le nombre de sites de vente en ligne se multiplie rapidement.
  - d) Après avoir choisi les articles du catalogue, il faut les ajouter au panier.
  - e) Juste avant de valider une commande, il faut confirmer que tous les détails de la commande sont corrects.
  - f) Oui, la plupart des sites de vente en ligne acceptent différentes options de règlement/paiement.
  - g) Parce qu'il faut s'assurer du bon état du colis.
- Point out the reference to the verb "attendre" (at the bottom of page 20 of the Learner's Book) to your class and encourage your learners to study its conjugations (as part of their homework).
  - Draw learners' attention to the Bell box on page 21 of the Learner's Book and go through it with your class. Ensure good understanding and provide as many extra explanations and examples as necessary.

### Indicator:

- B9.5.5.1.4: *Écrire un texte simple pour passer une commande*

## ÉCRIRE – Production écrite/ Interaction écrite

1. a)–c) Learners write down three different orders – one each via phone (a), email (b) and WhatsApp (c).
  - Check and correct their texts as necessary.
  - Invite three learners (one per order type) to share a text aloud.

## C'est l'heure de la dictée!

- For this unit, we suggest that you dictate all the French key terms from the list provided for the "Commençons!" activity 2a (on page 17 of the Learner's Book).
- As a more challenging activity, and for a longer dictation exercise and practice, we suggest that you dictate the 10 steps listed on page 20 of the Learner's Book.
- Guide and correct learners as appropriate.
- Allow learners to rewrite their dictations correctly in response to your feedback.

### Notes:

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## PRATIQUER, PRATIQUER, PRATIQUER!

1. **a)–d)** Learners to study the images (A and B) and imagine the dialogue between Abena and her mother, as per the instructions of the activity.
    - Learners' dialogues will vary. Accept any correct and appropriate texts.
    - Ensure that learners conjugate the different verbs for "tu" correctly.
    - You may like to refer learners back to the 10 steps listed on page 20 of the Learner's Book, as a quick and generic reference.
    - Check your learners' dialogues and correct them as necessary.
  2. **a)–b)** This is a fun and interactive activity where you get involved and learners have the chance to practise some key vocabulary used in the theme.
    - Learners imagine that they call your pizzeria to make an order via phone.
    - Check for good use of vocabulary and pronunciation. Correct learners as appropriate (without breaking the pace and fluidity of the dialogues too much).
  3. Learners imagine that their favourite clothing shop has a new online catalogue. They write an email to order a few items from the catalogue.
    - Correct your learners' texts as necessary.
    - After you have checked and corrected their work, invite a few learners to share their emails aloud.

## Notes:

[illegible]



# UNITÉ 1 On y voit ...



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Parler du tourisme

## Introduction

In this unit, learners will be talking about tourism in French.

There will be plenty of opportunities for your class to share what they already know about national and international sites while building their cultural knowledge, expanding their French vocabulary and developing a strong sense of identity and global citizenship.

Learners will revise the invariable expression “Il y a” and learn how to use the French pronoun “y”.

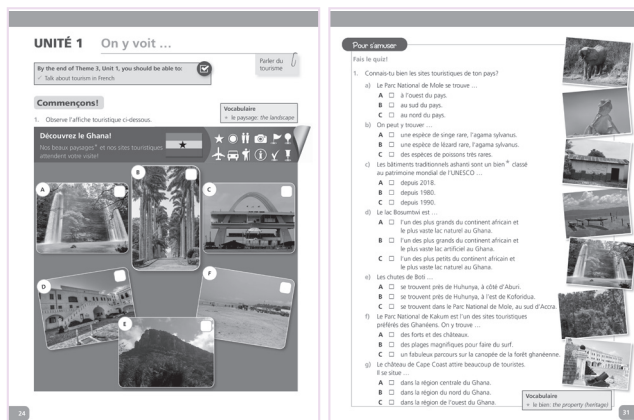
In order to indicate the location of tourist sites precisely, learners will also revise the French prepositions of place.

During this unit, learners should be encouraged to talk to different people from their own communities and to engage in a number of research projects.



## RESOURCES

- Learner's Book: pp. 24–31



## Optional extra materials:

- Flyers
- Posters, flashcards, photos
- Travel brochures
- Newspaper and magazine articles
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- (Faire du) Tourisme
- Touriste
- Visiteur/ Visiteuse
- Habitant
- Site (touristique)
- Office de tourisme
- (Se) Renseigner (sur)
- Guide touristique
- Pays
- Ville
- Village
- Visiter/ Visite
- Paysage
- Chute
- Mont
- Plage
- Place
- Jardin (botanique)
- Affiche/ Dépliant touristique
- Centre/ arrondissement historique
- Norme vestimentaire
- Fort
- Château
- Patrimoine
- Bien (classé)
- Hôtel
- Restaurant
- Magasin
- Transport
- Histoire
- Tradition
- Culture
- Période de pointe
- (Se) Trouver
- Voir
- Faire
- Attirer
- Inciter



In addition to the key words, learners will also revise and be introduced to key sentences and expressions which are very useful for talking about tourist sites in French, such as:

- ★ Où est-ce qu'il/ elle est/ se trouve/ se situe/ est situé(e)?
- ★ Il/ Elle est/ se trouve/ se situe/ est situé(e) ...
- ★ C'est au bord/ en bordure/ à l'est/ à l'ouest/ au sud/ au nord de (du/ de la/ de l'/ des).../ dans la région du nord/ centrale/ de l'ouest ...
- ★ Cela est/ se trouve/ se situe/ est situé dans/ à côté/ en face/ au-dessous/ près de (du/ de la/ de l'/ des) ...
- ★ Qu'est-ce qu'on peut y voir/ trouver/ faire?
- ★ On y voit .../ On y trouve .../ On y fait ...
- ★ On peut y ...
- ★ Il y a .../ Il n'y a pas ...

## GUIDELINES AND SUGGESTIONS

- This is likely to be a topic that most of your learners will enjoy. Build on their excitement by saying that they will be talking and learning more about national and international tourist sites. Tell them that there will be plenty of opportunity for them to share, in French, what they know about tourist sites from within their own country and from different countries around the world.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 24 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Remind learners to continue to add any new terms to their "Dictionnaire personnel".



## COMMENÇONS!

1. Learners study the images (A–F) on page 24 of the Learner's Book and notice the different sites that are represented.
  - a) Learners to consider each image and try to identify each national site pictured.
  - b) Following on from exercise 1a, learners now try to match each image (A–F), on page 24 of the Learner's Book, with the correct caption (1–6) on page 25.

- Read the wording on the flyer aloud to your learners. Then invite six learners (one per image) to share their answers aloud.
- Allow the rest of the learners to correct their peers as appropriate.
- Monitor, guide and assist learners as necessary.
- To keep your class excited about the topic, and willing to share their own knowledge and experience, you may like to hold a brief class discussion, in French, inviting learners to share whether they have already visited any of the national sites pictured on page 24 of the Learner's Book.



## Answers

1. b) 1 – A    2 – C  
          3 – E    4 – B  
          5 – F    6 – D

2. a)–b) Following on from the class discussion (in French) suggested above, invite learners to mention any other tourist sites in Ghana that they can think of quickly. While the discussion is going on, write down, on the writing board, any relevant site names that your learners provide.
  - Assist your learners with any vocabulary that may be new or unfamiliar to them.
  - Monitor, guide and correct as appropriate.
  - Ask learners to copy the final list into their exercise books, for future reference.



- This activity follows on from activities 1 and 2 (on pages 24 and 25 of the Learner's Book) and aims to get your learners to work creatively while feeling proud of their own country's rich and interesting cultural heritage.
- Set aside some time in your next lesson for learners to prepare (working in groups of four) an eye-catching French poster about tourism in Ghana. For this purpose and as homework, ask learners to collect pictures (from local magazines, newspapers or the internet) of the most famous sites and landscapes in Ghana.
- Once you have checked and corrected their posters, display them in the classroom for all to see.



### Indicator:

- B9.6.4.1.1: *Écouter, comprendre et réagir à un dialogue/ un texte audio sur le tourisme*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. Learners listen to a radio show in which two listeners (Ama and Mawusi) are given the opportunity to share what they think about tourism in general. Learners should then tick the correct option to complete each sentence (a–f) on pages 25 and 26 of the Learner's Book.
  - Allow learners to listen to the script twice before ticking the options and then a third time to confirm their answers before sharing them aloud.



### Listening activity script

**Animatrice de radio:** Bonjour à tous les auditeurs et à toutes les auditrices de notre radio!

Aujourd'hui on parle de l'importance du tourisme ainsi que de ses avantages et de ses inconvénients. Alors, quel est votre avis sur ce sujet-là? Je vous lance l'appel d'intervenir par téléphone pour nous donner vos points de vue. Rappelez-nous! On attend vos appels téléphoniques!

**Animatrice de radio:** Et nous avons déjà quelqu'un en ligne ... Allô! C'est de la part de qui?

**Ama:** Bonjour! C'est Ama!

**Animatrice de radio:** Bonjour! Alors, quel est votre avis sur le sujet de notre débat?

**Ama:** Je pense que le tourisme est important, bien sûr, mais il n'est pas crucial du tout! En fait, à mon avis, il y a beaucoup d'inconvénients associés au tourisme comme, par exemple, l'augmentation de la pollution et la perte progressive des traditions et des racines culturelles à cause de sa constante commercialisation.



### Listening activity script (continued)

Le tourisme a aussi des avantages, mais, à mon avis, ceux-là sont moins que les inconvénients.

**Animatrice de radio:** Merci beaucoup pour votre participation. Votre point de vue est noté et il est très intéressant.

**Ama:** Merci et au revoir!

**Animatrice de radio:** Et nous avons déjà une autre personne en ligne ... Allô! Qui est à l'appareil?

**Mawusi:** Bonjour à vous, à tous les auditeurs et à toutes les auditrices de votre émission. Je m'appelle Mawusi et je suis folle de tourisme. Je ne partage pas l'avis d'Ama car je pense que le tourisme a plus d'avantages que d'inconvénients. Je crois que le tourisme est absolument crucial pour l'économie des pays.

Je pense aussi qu'il faut inciter les gens à faire du tourisme dans leurs pays. Ça leur permet de connaître des lieux très intéressants sans le besoin d'aller trop loin.

Le seul inconvénient que je trouve, c'est la perte d'intimité des habitants, surtout dans les petits villages traditionnels. Autrement, il n'y a que beaucoup d'avantages!

**Animatrice de radio:** Merci beaucoup.

C'est aussi un point de vue très intéressant. Au revoir!

**Animatrice de radio:** Et nous avons déjà d'autres personnes en ligne ... Allô! C'est de la part de qui? ...



### Answers

1. a) C                      b) A                      c) B  
         d) A                      e) C                      f) A



- Point out the Bell box (at the top of page 26 of the Learner's Book) and go through it with your learners. Ensure good understanding.
- Then immediately draw your learners' attention to the first Question box on the page. Learners to find examples of the three expressions used to compare nouns in French (from activity 1 of the "Écouter" section, on pages 25 and 26 of the Learner's Book).

#### Answers:

- Ama pense que le tourisme a **plus d'avantages que** d'inconvénients.
- Ama pense que le tourisme a **autant d'avantages que** d'inconvénients.
- Ama pense que le tourisme a **moins d'avantages que** d'inconvénients.
- The second Question box (on page 26 of the Learner's Book) should be used for **diagnostic assessment**. It will show whether your learners remember the three expressions used to compare adjectives in French: "**plus ... que ...**" (comparatif de supériorité); "**aussi ... que**" (comparatif d'égalité) and "**moins ... que**" (comparatif d'infériorité).

**Note:** In Theme 4 of the Learner's Book (on page 51), learners will learn (or simply be reminded, depending on the academic level of your class) that the adjectives "bon", "mauvais" and "petit" have irregular comparative forms.

#### Indicator:

- B9.6.4.1.2: Parler/ discuter des sites touristiques (de l'importance, des avantages et des inconvénients du tourisme)

## PARLER – Production orale/ Interaction orale

1. In groups of six and taking turns, learners read aloud the speech bubbles (A–F) on pages 26 and 27 of the Learner's Book.
  - Walk around the classroom, listening to your learners.
  - Ensure good understanding and pronunciation.
  - Invite two groups to present their dialogues in front of the class.
  - Correct learners as necessary.

- Draw learners' attention to the "Vocabulaire" boxes (on pages 26 and 27 of the Learner's Book) and the "Petit rappel" box (at the top of page 28). Ask learners to indicate any other vocabulary that may be new to them. Remind them to add those new terms to their "Dictionnaire personnel".
- Working through the speech bubbles on pages 26 and 27 of the Learner's Book with your learners, highlight the following sentences: "D'où venez-vous?" (in A); "Je viens du Sénégal." (in B); "Je viens de Côte d'Ivoire." (in C); "Je viens de France." (in D); "Je viens du Canada." (in E) and "Je viens de République Démocratique du Congo." (in F). Then, briefly take the opportunity to revise the correct use of the prepositions "du", "des", "de", "d'" and "de la" when indicating which country (or island) someone comes from. You may choose to write the table below on the writing board, for ease of reference.

Venir ...	Examples
<b>du</b> [for country names that are masculine]	Je viens <b>du</b> Ghana.
<b>des</b> [for country names that are plural]	Tu viens <b>des</b> États-Unis.
<b>de</b> [for country names that are feminine and for the names of some islands]	Il vient <b>de</b> France. Elle vient <b>de</b> Madagascar.
<b>d'</b> [for country names starting with a vowel]	Nous venons <b>d'</b> Algérie.
<b>de la</b> [for the names of certain islands]	Vous venez <b>de la</b> Martinique.

## Observer et apprendre

### How to use the French pronoun "y"

- Set aside enough time in the lesson to go through the "Observer et apprendre" box (on page 28 of the Learner's Book) with your class.
- Go through the explanations and examples, slowly and clearly, to ensure good understanding.
- Provide any extra examples that may be needed and clarify any queries that may arise.



- At this point, take the opportunity to clarify (with the help of the Bell box within the “Observer et apprendre” box) the main difference between the pronouns “y” and “en” as this can sometimes be quite challenging for learners in general.
2. Learners are to imagine that they are tour guides and that their class is a group of tourists.
- a) Learners to choose a tourist site from a country of their choice (other than those already mentioned in “Parler”, activity 1) and do some research.
- Learners should find out about the site’s location, characteristics and/ or particularities, as well as what can be seen/ found/ done on the site, etc.
  - As suggested in the ICT box (on page 28 of the Learner’s Book), encourage your learners to find some pictures of their chosen sites. These could then be used to complement their presentations nicely in the activity (2b) that follows.
  - Draw learners’ attention to the Bell and “Petit rappel” boxes, at the bottom of page 28 of the Learner’s Book, as these will also be useful for activity 2b.
- b) Based on the information gathered for activity 1a, learners (acting as tour guides) are to present their chosen site to the “group of tourists” (i.e. their class) in as much detail as possible.
- Check for the appropriate use of vocabulary and good pronunciation.
  - Monitor, guide and assist learners as necessary, taking care not to interrupt the pace and fluidity of the presentations too much.

### EXTRA ACTIVITY

- Organise some extra role-play activities, giving learners the opportunity for further practice, while consolidating and expanding their vocabulary on the topic of “tourism”.

- For example, you may like to set a scene in which learners go to a tourism office to get information about tour sites, to request the services of a tour guide or simply to get some travel brochures or flyers. For that context, introduce your learners to the following key phrases: “aller à l’office de tourisme” (to go to the tourism office); “renseigner sur” (to give some information about something); “se renseigner sur” (to inquire about something); “avoir le service d’un guide touristique” (to use the services of a tour guide); “recevoir un dépliant touristique” (to receive a tourism leaflet).

### Indicator:

- B9.6.4.1.3: Lire, comprendre et réagir à un texte simple dans lequel des gens parlent du tourisme

### LIRE – Réception écrite/ Compréhension des écrits

1. Learners read the speech bubble texts on page 29 of the Learner’s Book to themselves.
- Ask learners to pay attention to all the vocabulary (including that in the “Vocabulaire” box, at the bottom of the page).
  - Invite three learners each to read one speech bubble aloud. Check their pronunciation and correct them as necessary.
  - Draw learners’ attention to the “Prononciation” box at the bottom of the page. Read it slowly and clearly to your class. Ask learners to repeat after you. Ensure that all the different French sounds, the liaison and the word “tous” are all pronounced correctly. Depending on the academic level of your learners, you may need to provide them with less or more support.
  - Draw your learners’ attention to the verb form “pourraient” in the second speech bubble. Use it as a quick **diagnostic assessment** to check whether your class is able to recognise the grammatical mood in which that verb form is conjugated (conditional).



**Note:** Although the French conditional mood will be only addressed, in detail, later on in this series, by now your learners are expected to have a basic familiarity with its conjugated forms for the verb “pouvoir”.

2. Learners complete the “Vrai/ Faux” table on page 30 of the Learner’s Book, correcting the false statements in writing.

- Invite six learners (one per statement) to share their answers aloud. Allow the rest of the class to correct their classmates as appropriate.
- Monitor, guide and correct learners as necessary.

### Answers

2. a) Vrai.
- b) Faux. Bridget pense que l’idéal est d’y avoir des visiteurs toute l’année.
- c) Faux. Wilma croit que beaucoup de pays du monde ont leurs économies stables grâce au tourisme.
- d) Faux. Wilma considère que tous ces aspects-là sont des risques associés au tourisme, ce qui veut dire, des inconvénients.
- e) Vrai.
- f) Faux. Frank nous dit que s’il y a des normes vestimentaires dans les pays qu’on visite, il faut les respecter et suivre.

### Indicator:

- B9.6.4.1.4: *Écrire à quelqu’un/ Échanger avec quelqu’un sur le tourisme*

## ÉCRIRE – Production écrite/ Interaction écrite

1. Learners to write a letter to the city mayor/ chief of their village to talk about the advantages and disadvantages of tourism in their town/ city/ village.
  - Check and correct your learners’ letters as necessary. Once you have done so, invite three learners to share their texts in class.

## Pour s’amuser

1. Draw learners’ attention to the quiz on page 31 of the Learner’s Book. Build on their excitement for the activity by saying that you would really love to see how much they know about the tourist attractions in Ghana!
  - Allow enough time for learners to do the quiz individually.
  - Invite seven learners (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.

### Answers

1. a) C      b) B      c) B      d) A  
e) B      f) C      g) A

## C’est l’heure de la dictée!

- Dictate a list of key words, using those terms from this theme that you think may have been a bit more challenging to your class.
- Alternatively, for a longer and even more challenging task, you may consider dictating the extracts below (from the Listening activity script on page 38 of this Facilitator’s Guide):

**Ama:** Je pense que le tourisme est important, bien sûr, mais il n’est pas crucial du tout! En fait, à mon avis, il y a beaucoup d’inconvénients associés au tourisme comme, par exemple, l’augmentation de la pollution et la perte progressive des traditions et des racines culturelles à cause de sa constante commercialisation.

**Mawusi:** Je crois que le tourisme est absolument crucial pour l’économie des pays. Je pense aussi qu’il faut inciter les gens à faire du tourisme dans leurs pays. Ça leur permet de connaître des lieux très intéressants sans le besoin d’aller trop loin.

- Check your learners’ work and correct it as necessary.



## PRATIQUER, PRATIQUER, PRATIQUER!

1. Learners study the poster “Découvrez Paris!” (on page 32 of the Learner’s Book) and imagine that they are French tour guides.
  - a) Learners to do research to find information about the three sites pictured on the poster (the Eiffel Tower, the Arc de Triomphe and the Louvre Museum). They should take notes for themselves in their exercise books.
    - Prompt learners to find as much relevant and interesting information as possible.
  - b) Learners to present each of the three tourist sites in class, imagining that their classmates are Ghanaian tourists who are visiting France.
    - Check for good use of vocabulary and pronunciation.
    - Monitor, guide and assist learners as necessary.
2. a)–b) Working in groups of three, learners discuss the importance, advantages and disadvantages of tourism. They then share their opinions and conclusions with the rest of the class.
  - Ensure that all group members participate in the debate and contribute their own opinions and viewpoints.
  - Monitor, guide and assist learners, both as they work in their groups and, later, when they present their opinions and conclusions to their classmates.
3. Learners to write a postcard to a friend to tell him/ her about a tourist site (of their own choice) from Ghana.
  - a) Learners to describe the chosen site in as much detail as possible, indicating where it is located, what can be seen/ found/ done there, etc.
  - b) Encourage your learners to add photos to their work to keep it as appealing and visually interesting as possible.

### Notes:

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## UNITÉ 1 Quand j'étais petit(e) ...

**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Parler des événements  
du passé

## Introduction

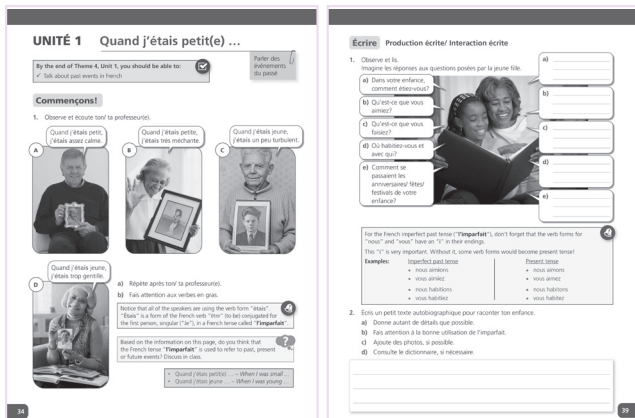
In this first unit of Theme 4, learners will start to talk about past events/ actions in French (without a specific end point in time), using “l'imparfait”. They will learn how to form this verb tense and understand its use.

This is not a very long unit, but it requires the full attention of your learners – and a lot of practice and engagement. This is because it introduces an important language aspect that will enable learners to talk about their own childhood and to inquire about someone else's. Therefore, this unit prompts your learners to share past memories and invites community engagement.



## RESOURCES

- Learner's Book: pp. 34–39



## Optional extra materials:

- Old/ childhood photos
- Old postcards
- Newspaper and magazine articles
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- |              |            |
|--------------|------------|
| ★ Événement  | ★ Raconter |
| ★ Passé      | ★ Petit(e) |
| ★ Biographie | ★ Jeune    |
| ★ Enfance    | ★ Calme    |

- |                |              |
|----------------|--------------|
| ★ Méchant(e)   | ★ Gentil(le) |
| ★ Turbulent(e) |              |

In addition to the key words, learners will also be introduced to the following key questions and sentence starters:

- ★ Quand j'étais petit(e)/ jeune/ ..., j'étais ...
- ★ Pendant mon enfance, ...
- ★ Ton/ Votre enfance, c'était comment?
- ★ Dans ton/ votre enfance, étais-tu/ étiez-vous ...?
- ★ Qu'est-ce que tu aimais/ vous aimiez?
- ★ Qu'est-ce que tu faisais/ vous faisiez?
- ★ Où allais-tu/ alliez-vous souvent?
- ★ Où habitais-tu/ habitiez-vous et avec qui?
- ★ Comment étaient les membres de ta/ votre famille?
- ★ Comment était ta/ votre maison?
- ★ Comment était ton/ votre quartier/ école?
- ★ Comment se passaient les fêtes de ton/ votre enfance?
- ★ Quel est l'endroit que tu aimais/ détestais le plus?/ Quel est l'endroit que vous aimiez/ détestiez le plus?

## GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, they will talk about past events or actions without a specific end point in time (i.e. ongoing events or actions for which the time of completion was not specified or past habits/ things that we used to do).



**Note:** Depending on the academic level of your learners, you may like to add that they will learn about another French tense – used to refer to past events or actions with a specific end point in time – in the next unit (Theme 4, Unit 2).

- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 34 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Read the title of the unit (“Quand j’étais petit(e) ...”) aloud to your class, stressing the form “étais”. Then, immediately draw learners’ attention to the “Commençons!” section that follows. There they will find this sentence starter again, in context.

## **COMMENÇONS!**

1. **a)–b)** Learners to observe all the images (A–D), and the related speech bubbles, on page 34 of the Learner's Book. Following on from the title of the unit, learners should notice, once again, the use of the verbal form “étais” (in bold red).

- Read the four speech bubbles in turn. Learners repeat each one after you.
- Draw learners’ attention to the Bell, Question and Phrase boxes on the page. Clarify any questions that your learners may have at this stage.
- Your learners are expected to clearly understand (from this initial page of the unit) that “l’imparfait” is a tense used in French to talk about past events and that “étais” translates to “was” in English. Allow a quick class discussion, giving learners a chance to consolidate this basic and key content before moving on in the unit.
- As a quick **diagnostic assessment**, ask your learners to indicate the English meaning of each adjective in the speech bubbles. Guide, assist and correct learners as necessary.

### **Answers:**

- **petit(e)** – small
- **calme** – calm
- **méchant(e)** – wicked/ naughty
- **jeune** – young
- **turbulent(e)** – disruptive
- **gentil(le)** – nice/ kind



## **Observer et apprendre**

### **How to form “l’imparfait” (the imperfect past tense) in French**

- This is a very important “Observer et apprendre” box. It will help your class to learn and understand (with the help of clear explanations and simple examples) the three steps that should be taken to form “l’imparfait” of French verbs.
- Go through the explanations and examples provided with the learners and ensure good understanding and consolidation of the content. Clarify further, guide and assist learners as you may find relevant and appropriate.
- Draw learners’ attention to the Bell box (within the “Observer et apprendre” box on page 35 of the Learner's Book). Ensure that learners understand clearly that the verb “être” is an exception to the rule, being the only French verb that has an irregular conjugation in “l’imparfait” tense.

### **Pour s’amuser**

1. The purpose of this “Pour s’amuser” activity is for your learners – together, as a class – to form “l’imparfait” of different French verbs in a fun and interactive way.
  - a) Give your class a few minutes to read through the eight infinitives (“avoir”, “faire”, “habiter”, “aller”, “passer”, “détester”, “porter” and “prendre”). Ensure that learners have a good understanding of the meaning of each verb.
  - b) Go through the example provided for the first verb of the list (“avoir”).
    - Write that example on the writing board and prompt your learners, as a class, to complete the conjugation by giving you the imperfect forms for “Il/ Elle/ On”; “Nous”; “Vous” and “Ils/ Elles” as well.
    - Ensure good understanding.
    - Then invite seven learners to join you at the writing board and, following the example provided, get to “l’imparfait” forms of the seven other verbs listed in 1a. The rest of the class should follow attentively. Allow peer-reviewing as relevant and appropriate.



- c) Once “l’imparfait” forms of each of the eight verbs are written down on the writing board, prompt your class to sing them along to a tune of their choice. Assist and correct as necessary. Ensure good pronunciation.

## **Answers**

1. b) • **avoir** → (présent) Nous **avons** → (imparfait) J’**avais**/ Tu **avais**/ Il/ Elle/ On **avait**/ Nous **avions**/ Vous **aviez**/ Ils/ Elles **avaient**
- **faire** → (présent) Nous **faisons** → (imparfait) Je **faisais**/ Tu **faisais**/ Il/ Elle/ On **faisait**/ Nous **faisions**/ Vous **faisiez**/ Ils/ Elles **faisaient**
- **habiter** → (présent) Nous **habitons** → (imparfait) J’**habitais**/ Tu **habitais**/ Il/ Elle/ On **habitait**/ Nous **habitions**/ Vous **habitez**/ Ils/ Elles **habitaient**
- **aller** → (présent) Nous **allons** → (imparfait) J’**allais**/ Tu **allais**/ Il/ Elle/ On **allait**/ Nous **allions**/ Vous **alliez**/ Ils/ Elles **allaient**
- **passer** → (présent) Nous **passons** → (imparfait) Je **passais**/ Tu **passais**/ Il/ Elle/ On **passait**/ Nous **passions**/ Vous **passiez**/ Ils/ Elles **passaient**
- **détester** → (présent) Nous **détestons** → (imparfait) Je **détestais**/ Tu **détestais**/ Il/ Elle/ On **détestait**/ Nous **détestions**/ Vous **détestiez**/ Ils/ Elles **détestaient**
- **porter** → (présent) Nous **portons** → (imparfait) Je **portais**/ Tu **portais**/ Il/ Elle/ On **portait**/ Nous **portions**/ Vous **portiez**/ Ils/ Elles **portaient**
- **prendre** → (présent) Nous **prenons** → (imparfait) Je **prenais**/ Tu **prenais**/ Il/ Elle/ On **prenait**/ Nous **prenions**/ Vous **preniez**/ Ils/ Elles **prenaient**

## Indicator:

- B9.7.1.1.1: Comprendre et réagir à une conversation/ une présentation où l’on parle des événements du passé

## ÉCOUTER – Réception orale/ Compréhension de l’oral

- 1.–2. Learners listen to a text in which an old lady (Madame Thérèse) talks about her childhood. From the information provided in the Listening activity script, learners should tick the correct option (A–C) to complete each sentence starter (a–g) on page 36 of the Learner’s Book.
- Before listening to the script itself, give learners enough time to familiarise themselves with each sentence starter.
  - Allow learners to listen to the Listening activity script twice so that they can pay attention to the vocabulary (especially to the different verb forms) and confirm their answers.
  - Correct the activity, by inviting seven volunteers (one per sentence) to share their answers aloud. The rest of the learners should say whether they agree or disagree. Monitor and guide learners as appropriate.

## **Listening activity script**

- Marie:** Bonjour, Madame Thérèse!
- Madame Thérèse:** Bonjour, Marie!
- Marie:** Madame Thérèse, avez-vous quelques minutes à dispenser avec moi? Je voudrais vous faire une interview pour un projet scolaire, si possible.
- Madame Thérèse:** Bien sûr! Quelle est la thématique de ton projet et comment est-ce que je peux t’aider à le réussir?
- Marie:** La thématique du projet, c’est “Les personnes de notre communauté: Comment était leur enfance?”. Alors, ça sera super si vous pouvez me raconter des souvenirs de votre enfance.



## Listening activity script (continued)

- Madame Thérèse:** D'accord, Marie. Ça sera un plaisir car j'adore parler de mon enfance! Mais tu le sais? Quand j'étais petite, j'étais un peu turbulente ... Oui, c'est vrai! Cependant, j'étais gentille aussi.
- Marie:** Ah, oui? Je ne le pensais jamais, Madame Thérèse, car vous êtes toujours tellement calme ... Et pendant votre enfance, qu'est-ce que vous aimiez faire?
- Madame Thérèse:** Pendant mon enfance, j'aimais me promener avec mon demi-frère. Nous nous déplaçons à vélo partout. C'était super! Nous nous amusons beaucoup ensemble! Pendant les vacances scolaires, nous allions souvent à la campagne avec notre famille. Oh là, là, quelles bonnes mémoires!
- Marie:** Habitez-vous en France pendant votre enfance?
- Madame Thérèse:** Pendant mon enfance, j'allais souvent en France pour rendre visite à mes grands-parents (leur maison était mon endroit favori!), mais je n'habitais pas là-bas. J'habitais en Suisse avec ma mère, mon beau-père et mon demi-frère.
- Marie:** Quelles étaient vos activités favorites pendant le week-end?
- Madame Thérèse:** Il y avait beaucoup d'activités qui m'intéressaient, mais celles que je préférais, c'étaient faire du vélo et regarder la télé.
- Marie:** Et les fêtes de votre enfance, Madame Thérèse, comment étaient-elles?
- Madame Thérèse:** Les fêtes de mon enfance ... ah, quelles bonnes mémoires aussi! Elles se passaient toujours avec beaucoup d'animation et en famille. J'ai des photos de quelques-unes de ces fêtes-là. Veux-tu les regarder?

## Listening activity script (continued)

- Marie:** Oui, Madame Thérèse. Merci beaucoup.
- Madame Thérèse:** De rien. Comme je le disais, j'adore partager des mémoires de mon enfance!

## Answers

1. a) C  
b) B  
c) A  
d) C  
e) A  
f) A  
g) B
3. This is a great homework activity which allows learners to identify verbs conjugated in "l'imparfait" and to practise their complete conjugations in that tense.
  - As part of their homework, as suggested above, ask learners to make a list of all the verbs conjugated in "l'imparfait" in the sentences of activity 1 (on page 36 of the Learner's Book). Learners to then write down (in their exercise books) the complete conjugations of the verbs in "l'imparfait" for all the grammatical persons.
  - Back in the classroom, invite a few volunteers to share the verbal forms that they have identified with the rest of the class. Ask them also to provide the relevant infinitive forms, for ease of reference. Write these on the writing board and invite different learners to conjugate (orally) each of those verbs, in "l'imparfait", for all the grammatical persons.
  - Monitor, guide and correct learners as appropriate.

## Answers

3.
  - **était/ étaient** (infinitive: être) – J'étais; Tu étais; Il/ Elle/ On était; Nous étions; Vous étiez; Ils/ Elles étaient
  - **aimait** (infinitive: aimer) – J'aimais; Tu aimais; Il/ Elle/ On aimait; Nous aimions; Vous aimiez; Ils/ Elles aimaient



- **allait** (infinitive: *aller*) – J’allais; Tu allais; Il/ Elle/ On allait; Nous allions; Vous alliez; Ils/ Elles allaient
- **habitait** (infinitive: *habiter*) – J’habitais; Tu habitais; Il/ Elle/ On habitait; Nous habitions; Vous habitiez; Ils/ Elles habitaient
- **passaient** (infinitive: *passer*) – Je passais; Tu passais; Il/ Elle/ On passait; Nous passions; Vous passiez; Ils/ Elles passaient

#### Indicator:

- B9.7.1.1.2: Parler des événements du passé

### PARLER – Production orale/ Interaction orale

1. Working in groups of three and taking turns, learners look at the images (A–C), on page 37 of the Learner’s Book, and read the related speech bubbles aloud.
  - Learners should notice the forms “dansais”, “chantais”, “dessinais”, “adorais”, “faisiez”, “faisais”, “préférais”, “visitais”, “écoutais”, “jouais”, “était” and understand that these are all conjugated in “l’imparfait”.
  - Walk around the classroom, listening to your learners.
  - Ensure good pronunciation.
  - Invite two groups to present their dialogues in front of the class.
  - Clarify, guide and correct learners as necessary.
2. Following on from the previous activity, learners should now say what each person (Ama, Kofi and Elvis) used to do during their childhood. This activity aims to prompt learners to start using the imperfect past tense, gradually and in context, in their oral communication. From here, they should feel increasingly confident in using this tense, autonomously and automatically, when they speak French.
  - Invite three learners (one per person) to provide their answers aloud.

- As an extra challenge, and for further consolidation, invite those same learners to write down their answers on the writing board. This will ensure that learners use the correct ending (“-ait”) for the third person, singular, of “l’imparfait”.
- Ensure good pronunciation and sentence construction. Correct learners as appropriate.



#### Answers

2. • Elle/ Ama dansait, elle chantait et elle dessinait beaucoup.  
• Il/ Kofi faisait du sport, mais il préférait lire des bandes dessinées. Il/Kofi visitait la bibliothèque souvent.  
• Il/ Elvis écoutait de la musique et il jouait au football avec ses amis.
3. a)–i) In this final activity of the “Parler” section (at the bottom of page 37 of the Learner’s Book), learners are given the opportunity to express themselves, by talking about their own childhood while answering the questions.
  - Invite nine volunteers (one per question) to share their answers aloud.  
**Note:** Be sensitive to the fact that some learners may have had traumatic experiences during their childhood. Tell your learners that it is absolutely fine for them to say only what they feel comfortable sharing. Should there be many learners with critical past events in their lives, you may like to adapt this activity by asking them to imagine and talk about their ideal childhood.
  - Correct learners as necessary and appropriate.
- Point out the in-text cross reference to the “Tableaux de référence” section (at the bottom of page 37) and encourage your learners to study the conjugations (in “l’imparfait”) of the six verbs indicated.

### EXTRA ACTIVITY

- Ask your learners to do research (by talking to senior people in their communities, looking at old postcards, reading old articles from local newspapers and magazines, etc.) to find information about the past of their village/ town/ city (including daily activities, special events and celebrations, remarkable people, etc.).



- This activity should bring out a sense of belonging in the learners while getting them to realise how important it is to keep past memories alive. Past memories allow us to better understand our roots and ancestors as well as building a more meaningful present (and future to come).
- Organise a class debate in which learners are given the chance to share their findings.
- Monitor, guide and correct learners as necessary.
- Encourage your learners to continue to do similar research projects, in order to learn and gather interesting facts and stories about the past of some other places (from France, for example).

#### Indicator:

- B9.7.1.1.3: Lire, comprendre et réagir à un texte dans lequel l'on parle des événements du passé

### LIRE – Réception écrite/ Compréhension des écrits

1. Allow learners enough time to read the biography of Stromae (on page 38 of the Learner's Book) to themselves.
  - Invite six learners each to read a paragraph of the text aloud. Check their pronunciation and correct them as necessary.
  - You may like to take the opportunity to remind your learners that biographical texts often use the present tense. They will find a few examples of this in the biography of Stromae.
2. Working as a class, learners should identify, in the biography that they have just read, all the verbs that are conjugated in "l'imparfait".
  - Write down the verb forms on the writing board, as learners provide the correct answers. Ensure good pronunciation.
  - a) Ask learners to indicate the infinitive of each of those verb forms. Write these down on the writing board too, for ease of reference.
  - b) Select a suitable tune of your choice and prompt your learners to conjugate each verb indicated, in the imperfect past tense, for all the grammatical persons.
    - Ensure good understanding and correct learners as necessary.

#### Answers

- 2.–2. a) • *était/ étaient* (infinitive: *être*)  
 • *écoutait* (infinitive: *écouter*)  
 • *jouait* (infinitive: *jouer*)  
 • *avait* (infinitive: *avoir*)  
 • *disaient* (infinitive: *dire*)  
 • *se concentrait* (infinitive: *se concentrer*)
- b) Please refer learners, if necessary, to the "Tableaux de référence" section of the Learner's Book (pages 144, 145, 151, 152 and 155) for guidance on the conjugation of the six verbs identified in activity 2.

3. Learners answer the questions (a–f), on page 38 of the Learner's Book, about Stromae's biography.
- Learners should first answer each question, individually, in writing.
  - Then, ask for six volunteers (one per question) to share their answers aloud. The rest of the learners should listen attentively and state whether they agree or disagree.
  - Monitor, assist and correct learners as necessary. Your learners' sentence answers may vary slightly. Accept any correct ones.
  - Before learners do the activity (or as they provide their answers aloud), point out the "Petit rappel" box on the page. Ensure that learners clearly understand the use of "Si" when giving a positive reply to a negative question (as seen in the answers to c and e). If really necessary, provide further examples.
  - Before learners answer question 3f, we suggest that you play two of Stromae's greatest hits to your class:
    - <https://www.youtube.com/watch?v=VHoT4N43jK8>
    - [https://www.youtube.com/watch?v=oiKj0Z\\_Xnjc](https://www.youtube.com/watch?v=oiKj0Z_Xnjc)
 These songs should help learners to form an opinion on why Stromae's music seems to be enjoyed by so many people around the world.

#### Answers

3. a) Non, Stromae/ il est chanteur (et compositeur) belge d'origine rwandaise./ Non, Stromae, c'est un chanteur belge d'origine rwandaise.



- b) Non, son père (le père de Stromae) était rwandais.
- c) Si, à l'âge de 11 ans, Stromae/ il s'intéressait beaucoup à la musique. À cette âge-là, il s'inscrit à l'Académie Musicale de Jette où il prend des cours de solfège et de batterie.
- d) Stromae/ il ne se concentrait pas à l'école parce que/ car sa concentration était toujours vers la musique, sa vraie passion.
- e) Si, pendant son enfance, Stromae/ il écoutait de la musique congolaise parce que/ car sa famille la jouait souvent quand il y avait des fêtes familiales.
- f) Learners to provide their own opinion.  
A possible answer would be:  
La musique de Stromae est aimée par le monde entier car elle est originale, distinctive, creative, diversifiée et parce qu'elle a une sonorité dansante.

### Indicator:

- *B9.7.1.1.4: Écrire sur des événements du passé*

## ÉCRIRE – Production écrite/ Interaction écrite

1. Learners look at the image and read the five questions in the speech bubbles (at the top left of page 39 of the Learner's Book).
  - Encourage learners to be creative in their replies and to use as many verbs in "l'imparfait" as possible.
  - Your learners' answers will vary. Accept any correct ones.

## EXTRA ACTIVITY

- Invite two learners, taking turns, to role-play a dialogue with you in which you play the role of the little girl in activity 1 and they answer each of your questions (a–e, using the text that they prepared earlier).
- Correct learners as necessary and appropriate.

- Before moving on to the last activity of the “Écrire” section of this unit, point out the Bell box on the page. This draws learners’ attention to an important point to remember regarding the ending for “nous”, in “l’imparfait”. Ensure good understanding.

2. a)–d) Learners should write a short autobiography, including as much detail as possible and using “l’imparfait” in their sentences.

- Encourage learners to use a dictionary, if necessary.
- Correct learners as appropriate.
- Allow your learners to rewrite their texts correctly in response to your feedback.

## C'est l'heure de la dictée!

- For this unit, we suggest that you prepare a very short, generic biography of yourself (using the imperfect past tense and providing more/ less detail as you may find relevant, appropriate and necessary). This would be a nice way for your learners to get to know you a bit better.
- Check and correct your learners' dictations as necessary.

### Notes:

[illegible]



# UNITÉ 2 Qu'est-ce qui s'est passé?



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Rapporter un fait



## Introduction

In this second unit of Theme 4, learners will continue to talk about past events/ actions in French; this time, using “le passé composé” (the simple past tense/ the present perfect tense).

By the end of the unit, learners should be clear about the difference between the use of “l'imparfait” (which was introduced in the previous unit) and “le passé composé”. They will learn that forming “le passé composé” requires an auxiliary verb (“être” or “avoir”, depending on the main verb of the sentence).

This unit introduces the learners to some useful words and expressions which are commonly used to report or describe past facts or events in French.

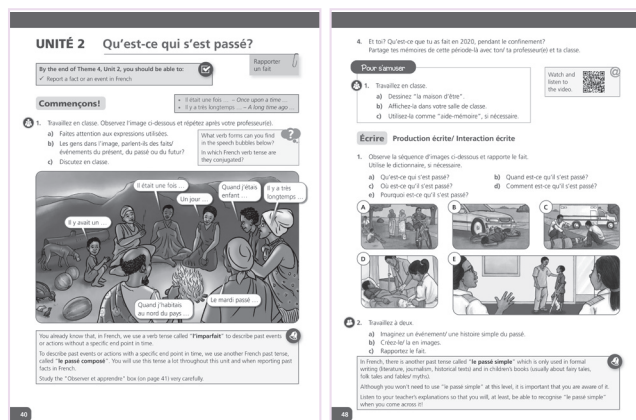
It is very important to remind learners that success in French (in this unit as in any other) comes not from memorising grammatical concepts or vocabulary but rather from understanding these in context. This includes a lot of meaningful, interactive practice, where research and critical thinking are always encouraged.

By the end of this unit, learners are expected to be able to understand not only how to talk about past facts and events in French but also how to report these clearly (using appropriate vocabulary and conjugating “le passé composé” quickly and correctly).



## RESOURCES

- Learner's Book: pp. 40–48



## Optional extra materials:

- Photos showing past facts/ events or referring to past actions
- Newspaper and magazine articles
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- ★ Être
- ★ Avoir
- ★ Arriver
- ★ Monter (Remonter)
- ★ Entrer (Rentrer)
- ★ Rester
- ★ Sortir (Ressortir)
- ★ Descendre (Redescendre)
- ★ Tomber (Retomber)
- ★ Partir (Repartir)
- ★ Aller
- ★ Passer (Repasser)
- ★ Retourner
- ★ Venir (Devenir/ Parvenir/ Revenir)
- ★ Naître
- ★ Mourir
- ★ Se passer
- ★ Raconter
- ★ Hier
- ★ Avant-hier
- ★ Semaine dernière/ passée
- ★ Année dernière/ passée
- ★ Mois dernier/ passé
- ★ Événement
- ★ Passé



In addition to the key words, learners will also be introduced to some key sentences and expressions, such as:

- ★ Il était une fois ...
- ★ Il y a très longtemps ...
- ★ Qu'est-ce qui s'est passé? (Que s'est-il passé?)
- ★ Quand est-ce qu'il s'est passé?  
(Quand s'est-il passé?)
- ★ Où est-ce qu'il s'est passé? (Où s'est-il passé?)
- ★ Comment est-ce qu'il s'est passé?  
(Comment s'est-il passé?)
- ★ Pourquoi est-ce qu'il s'est passé?  
(Pourquoi s'est-il passé?)
- ★ D'abord ...                      ★ Ensuite ...
- ★ Tout d'abord ...                ★ Alors ...
- ★ Au début ...                    ★ Quand ...
- ★ Et puis?                         ★ Pendant ...
- ★ Et alors?                        ★ Finalement ...
- ★ Et finalement?                ★ Enfin ...
- ★ Puis ...                         ★ À la fin ...

## GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, they will continue to talk about past events or actions. This time, however, they will use a verb tense called “le passé composé” which is used to refer to past events or actions with a specific end point in time.
- Tell your learners that, during this unit, they will also have the opportunity to report past facts and events as a French journalist would do. This should build a sense of autonomy and responsibility within them.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 40 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

## COMMENÇONS!

1. a)–c) Learners study the illustration and speech bubbles on page 40 of the Learner's Book.
  - Read the seven speech bubbles in turn (clockwise, from left to right) to your class. Learners to repeat each one after you.
  - Learners should pay attention to the expressions used in the speech bubbles and

together, in a quick class discussion, come to the conclusion that all of the expressions refer to past events or actions in French.

- Point out the Phrase box at the top of page 40 of the Learner's Book. Depending on the academic level of your class, you may choose to do this just before, during or immediately after the class discussion.
- Draw learners' attention to the Question box on the page and read the two questions aloud. Use this as a quick **diagnostic assessment** to confirm that your learners are still able to identify verb forms conjugated in “l'imparfait”. This is a simple but very important activity as it will help learners to make a gradual transition from using the imperfect past tense to using the simple past tense/ the present perfect tense in French.

### Answers:

- Verb forms used in the speech bubbles: **avait; était; étais, habitais.**
- These four verb forms are all conjugated in “l'imparfait” (imperfect past tense).
- Before moving on to the next page, do a quick recap and contextualisation, by pointing out the Bell box (at the bottom of page 40 of the Learner's Book) to your learners. Go through it with them and ensure good understanding. Thereafter, prompt your learners to study the content of the “Observer et apprendre” box (on page 41 of the Learner's Book) very carefully.

## Observer et apprendre

### How to form “le passé composé” (the simple past tense/ the present perfect tense) in French

- This is a very important “Observer et apprendre” box. It will help your class to learn and understand (with the help of clear explanations and simple examples) how to form “le passé composé” of French verbs.
- Go through the explanations and examples provided with your learners, slowly and clearly, to ensure good understanding and consolidation of the content. Clarify further, guiding and assisting learners as you may find relevant and appropriate.



- It is crucial that all learners clearly understand the following key aspects of forming “le passé composé”:

1 The structure:

present tense of the auxiliary verb “être” or “avoir” (knowing which verbs require the use of “être”) + past participle of the main verb

- 2 The correct past participle of the main verb
- 3 For verbs that use “être” as their auxiliary, the fact that the past participle of the main verb will need to agree in gender and number with the subject of the sentence (This applies to all non-pronominal verbs and sometimes, depending on the context, to pronominal verbs.)

**Note:** Later on in this French series, learners will have the opportunity to study, in great detail, cases where the past participle of a pronominal verb does not need to agree (in gender and number) with the subject of the sentence. For now, however, the focus should be on those cases that do require agreement. For more information on this topic, you may like to consult the following publications: *Grammaire Vivante du Français* (Larousse, pp. 130–132) and *Larousse de l’Orthographe* (Larousse, pp. 42–44).

- 4 For verbs that use “avoir” as their auxiliary, the fact that the past participle of the main verb will need to agree (in gender and number) with a direct object of the sentence placed before the verb
- 5 The placement of the different elements in negative sentences. (Draw learners’ attention to the Bell box, at the bottom of page 41 of the Learner’s Book, for examples of negative sentences in “le passé composé”.)
- Provide as much information and clarification, and as many examples, as you may find relevant and necessary.

**Note:** Learners will have the opportunity to practise all of this content extensively, meaningfully and in-context throughout the different activities that follow. However, it is really crucial that the content of this “Observer et apprendre” box is well understood since it offers an important foundation and useful tool at this initial stage of the unit.

- Take some time to explain to your learners that French regular verbs with infinitive forms ending in “-er” and “-ir” make their past participles ending in “é” and “i”, respectively. Further explain that, to get to the past participle of French regular verbs, we simply drop their infinitive endings (“-er” and “-ir”) and then add “é” and “i”, respectively, to their stem/ radical. Provide some examples, such as:
  - **Entrer** – Past participle: **Entré**
  - **Finir** – Past participle: **Fin**i
- Tell your class that most irregular verbs have irregular past participles.
- Draw your learners’ attention to the “Tableaux de référence” section of the Learner’s Book (pages 142–157) and give them enough time to study the past participle of different French verbs. Clarify as necessary.

- To help your learners to consolidate even further the explanations provided in the “Observer et apprendre” box, play the following videos from YouTube:
- <https://www.youtube.com/watch?v=dDFpU4N-eck>
  - <https://www.youtube.com/watch?v=-Y0RMRGDH6U>
  - <https://www.youtube.com/watch?v=jwvaw6WcQCg>
- The first link provides a very clear, general explanation of how to form “le passé composé”.
  - The second link focuses specifically on “la maison d’être” (an easy, visual way to remember which specific verbs require “être” as their auxiliary for “le passé composé”).
  - The third link is a nice song on the topic that learners can sing along together, as a class. This should get them in the right mood to carry on and get ready for all the activities that follow in the unit.



### Indicator:

- B9.7.2.1.1: *Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle l'on rapporte un fait, un événement*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. Learners study illustrations A–F (at the top of page 42 of the Learner's Book) and listen to a few short texts (1–6) in which six people tell us how bad their respective days were yesterday. Learners should then match each text they hear to the correct illustration.
  - Read the sentence “Quelle mauvaise journée qu'ils ont passée hier!” (from the activity instruction) aloud and prompt your learners to listen very attentively to the Listening activity script.



### Listening activity script

#### Texte 1

Bonjour, je suis Monsieur Mensah. Voulez-vous savoir ce qui s'est passé hier?

Alors, hier, je suis allé au restaurant “La Poêle d'Or”. J'adore ce restaurant-là. Mais hier, malheureusement, j'y ai eu une très mauvaise expérience.

C'était terrible!

Alors, quand je suis arrivé au restaurant, le serveur m'a dit qu'il y avait une soupe d'arachide gratuite ce soir-là car c'était “La journée nationale de la soupe”. “C'est super car la soupe d'arachide est, en fait, ma soupe préférée!” – j'ai pensé.

Le serveur a apporté la soupe et elle sentait très bon! J'étais tout prêt à la goûter quand je me suis aperçu qu'il y avait quelque chose dans la soupe ... Quoi? Une mouche! Oui, c'est vrai, il y avait une mouche dans la soupe d'arachide!

Ça m'a mis en colère! J'ai appelé le serveur et je lui ai dit que cela était totalement inacceptable!

J'ai refusé de payer la boisson que j'ai prise pendant que j'attendais la soupe et je suis sorti immédiatement du restaurant.



### Listening activity script (continued)

#### Texte 2

Hier, c'était mon anniversaire. Toute ma famille est venue chez moi pour célébrer, manger et danser!

Au début de l'après-midi, j'ai entrepris les derniers préparatifs pour ma fête d'anniversaire et à quatre heures et demie elle a commencé avec beaucoup de musique et d'animation.

Tout allait bien jusqu'à ce moment-là qui a dérangé tout le monde. Qu'est-ce qui s'est passé? Alors, le chien de David a décidé de prendre un pain qui était sur la table. Il a été tellement vite que personne n'a eu la chance de l'arrêter. C'était terrible!

La fête a continué, mais pas avec la même ambiance.

Il y avait des porcelaines cassées partout, ma jolie robe était pleine de taches et quelques gâteaux sont même tombés par terre. Ma fête d'anniversaire n'a pas été du tout comme je la voulais ... À partir de ce moment-là qui a dérangé mes invités et moi, je suis devenue très triste.

#### Texte 3

Salut, mes amis! Je suis Sibidoo et je vais vous raconter ce qui s'est passé hier quand j'étais en train d'aller chez mes grands-parents. J'y vais toujours à vélo car mes grands-parents habitent très près de moi. Il n'y a eu jamais de problème car je fais du vélo fréquemment. Hier, cependant, quand j'étais déjà en route, j'ai perdu le contrôle de mon vélo et je suis tombé par terre ... Aie! Je me suis écorché le genou! Résultat: je n'ai pas pu continuer à faire de la bicyclette. Je suis retourné chez moi, j'ai mis un pansement sur mon genou blessé et je suis reparti chez mes grands-parents, très lentement, à pied! Aie! Mon genou me faisait très mal!

#### Texte 4

Hier, mon frère et moi, nous avons joué au football en dehors de notre maison.

Nous jouions heureusement et tout allait bien. Nous nous amusions beaucoup!

Le savez-vous? J'ai toujours rêvé de devenir joueur de football dans l'avenir. Alors hier, pendant notre match, j'ai essayé de frapper le ballon plus fort que d'habitude ... Hélas! Qu'est-ce qui s'est passé? Le ballon s'est coincé dans les branches d'un arbre très haut.



## Listening activity script (continued)

Mon frère et moi, nous sommes petits et l'arbre était très, très haut. On a passé tout l'après-midi à essayer de récupérer le ballon ... en vain!

Nous n'avons plus eu la possibilité de jouer!

Nos parents, et aussi nos voisins, ont essayé de récupérer le ballon, mais ils n'ont pas réussi à le récupérer non plus. Quelle désillusion!

### Texte 5

Hier, c'était le pire jour de ma vie! En ce moment, je pleure, pleure, pleure et je me sens tellement coupable par ce qui s'est passé hier!

Ma petite-fille (Amina), son chien (Tintin) et moi, nous sommes allés au parc et c'était super. Le soleil brillait et nous étions très heureux.

En retournant à la maison, Tintin a commencé à courir, subitement, sur la voie de circulation urbaine. Il y avait beaucoup de voitures et c'était très dangereux!

Ma petite-fille l'a suivi car elle était toute inquiétée par la sécurité de son chien.

Tintin a réussi à traverser la route, mais Amina a été renversée sur cette voie de circulation urbaine-là.

La police et l'ambulance sont venues sur place et ma petite-fille a été emmenée à l'hôpital. Une opération d'urgence a été nécessaire. J'espère qu'elle sera récupérée très bientôt. Je pleure, pleure, pleure!

### Texte 6

Je m'appelle Ali et je suis comptable. Je suis toujours très occupé pendant la semaine.

Hier, c'était samedi et il faisait chaud. J'ai décidé de me promener un peu avant le déjeuner pour "recharger les batteries". Malheureusement, il y avait une peau de banane sur la route ... J'ai glissé sur cette peau-là et je suis tombé par terre. Conséquence?

Alors, j'ai cassé mon bras droit et je suis allé à l'hôpital où j'ai passé toute la journée.

Enfin, à cause d'une peau de banane, mon samedi a été ruiné!

- Allow learners to listen to the Listening activity script once more before inviting six volunteers (one per illustration) to share their answers aloud.
- Correct learners as necessary.

## Answers

1. Rapport	1	2	3	4	5	6
Image	D	F	A	C	B	E

- Learners listen to the Listening activity script a third time and complete the "Vrai/ Faux" table (on page 42 of the Learner's Book), correcting the false statements orally.
  - Invite six different learners (one per statement) to share their answers aloud. The rest of the learners should listen attentively and state whether they agree or disagree with the answers being provided. Allow peer-reviewing as appropriate.
  - Monitor, guide and correct learners as necessary.

## Answers

- Faux. Sibidoo n'a pas eu besoin d'aller à l'hôpital. Il a mis un pansement sur son genou blessé lui-même.
  - Faux. Le chien d'Amina (Tintin) a réussi à traverser la route en toute sécurité, mais Amina, malheureusement, a été renversée.
  - Vrai.
  - Vrai.
  - Faux. Monsieur est tombé, mais il n'a pas cassé ses deux bras et sa jambe droite. Il a seulement cassé son bras droit.
  - Faux. Le chien de Kofi a dérangé tout le monde, mais la fête a continué malgré les préjudices causés par l'incident.



- On the writing board, write any words from the Listening activity script that you may like to clarify to your learners.
- Write down the following sentences (from the Listening activity script, texts 4 and 6) on the writing board: “On a passé tout l’après-midi à essayer de récupérer le ballon ... en vain ...”; “(...) je suis allé à l’hôpital où j’ai passé toute la journée.” Then, draw learners’ attention to the “passé composé” of the verb “passer”. Learners should notice that, in these two specific sentences, the auxiliary “avoir” was used since the verb “passer” is followed by a direct object. Provide additional examples, if necessary, and clarify any queries that your class may have.

3. a)–c) Tell learners that they will listen to a dialogue in which someone (Marie) receives some bad news by telephone.

- Give learners a few minutes to study the images and speech bubbles at the top of page 43 of the Learner’s Book.
- Learners should listen attentively, paying attention to the questions raised and the answers provided in the Listening activity script.

### Listening activity script

*Ring, ring, ring ...*

**Marie:** Allô! Ici le bureau de l’avocat Charles Kudjauw. Est-ce que je peux vous aider?

**Madame Kudjauw:** Bonjour, Marie! C’est Madame Kudjauw! Charles ne sera pas là aujourd’hui. Il est à l’hôpital.

**Marie:** Oh non! Qu’est-ce qui s’est passé?

**Madame Kudjauw:** Il a eu un accident de la route, Marie. Il est plongé dans un coma profond car il est blessé à la tête. Malheureusement, son état de santé est sérieux.

**Marie:** Je suis désolée, Madame Kudjauw! Quand est-ce qu’il s’est passé? Où est-ce qu’il s’est passé? Comment s’est-il passé?

### Listening activity script (continued)

**Madame Kudjauw:** Ça s’est passé très tôt ce matin, quand il allait au bureau. L’accident de la route a eu lieu à un rond-point qui est situé à cinq kilomètres de notre maison. C’était une collision en chaîne. Alors, un véhicule a heurté celui de mon mari. Ensuite, la voiture de mon mari a été projetée sur le véhicule qui circulait devant lui.

**Marie:** C’est terrible! Mais pourquoi s’est-il passé?

**Madame Kudjauw:** Selon des témoins, il s’agissait d’un conducteur qui a perdu le contrôle de sa voiture. Il y a des rumeurs qui disent que ce conducteur-là était alcoolisé et qu’il conduisait à 180 km/h. D’autre part, il paraît que la ceinture de sécurité de mon mari n’était pas bien bouclée.

**Marie:** Oh non! C’est terrible!

**Madame Kudjauw:** Alors, Marie, merci d’avance de vous occuper de l’agenda de mon mari pendant son absence. Je vous appellerai demain pour vous informer de son état de santé.

**Marie:** Il n’y a pas de quoi. Je vous remercie de m’avoir informée et n’hésitez pas à me contacter si vous avez besoin d’aide.

**Madame Kudjauw:** Merci. Au revoir!

- Allow learners to listen to the dialogue once more, while taking notes for themselves.
- Point out the Phrase box on page 43 of the Learner’s Book to your learners. Ensure good understanding and prompt them to answer each question – in the speech bubbles on the page – in writing (using their own words as much as possible).
- Allow learners to listen to the Listening activity script one last time to confirm their answers.



- Invite five volunteers (one per speech bubble) to share their answers aloud.
- Correct learners as appropriate and necessary.



### Answers

3. b) – Qu'est-ce qui s'est passé?
- Monsieur Kudjawu a eu un accident de la route et, à cause de cela, il est blessé à la tête.
  - Quand est-ce qu'il s'est passé?
  - Il s'est passé très tôt ce matin quand Monsieur Kudjawu allait à son bureau.
  - Où est-ce qu'il s'est passé?
  - Il s'est passé à un rond-point qui est situé à cinq kilomètres de sa maison.
  - Comment s'est-il passé?
  - C'était une collision en chaîne. Alors, un véhicule a heurté la voiture de Monsieur Kudjawu. Ensuite, sa voiture a été projetée sur le véhicule qui circulait devant lui.
  - Pourquoi s'est-il passé?
  - Selon des témoins, il s'agissait d'un conducteur qui perdu le contrôle de sa voiture. Il y a des rumeurs qui disent que ce conducteur-là était alcoolisé et qu'il conduisait à 180 km/h. D'autre part, il paraît que la ceinture de sécurité de Monsieur Kudjawu n'était pas bien bouclée.



### Observer et apprendre

#### More useful French questions and expressions for the topic of reporting past facts or events

- Go through the “Observer et apprendre” box on page 43 of the Learner's Book with your learners. Ensure good understanding.
- Draw learners' attention to the Bell box inside the “Observer et apprendre” one. Your class should already be familiar with the listed words. Do a quick **diagnostic assessment** by

inviting five learners (one per term) to indicate the English meaning of each term. The rest of the learners should state whether they agree or disagree. Monitor, clarify and assist learners as necessary.

#### Answers:

- Hier – yesterday
- Avant-hier – the day before yesterday
- La semaine dernière/ passée – last week
- L'année dernière/ passée – last year
- Le mois dernier/ passé – last month

#### Indicator:

- B9.7.2.1.2: *Rapporter un fait/ un événement ou échanger avec quelqu'un sur un fait du passé*

### PARLER – Production orale/ Interaction orale

1. a)–b) Working in groups of four and taking turns, learners look at the images (A–D), on page 44 of the Learner's Book, and read the related speech bubbles aloud.
- Learners should pay attention to the vocabulary and notice that most of the verb forms used in the texts are in “le passé composé”.
  - Walk around the classroom, listening to your learners.
  - Ensure good pronunciation.
  - Invite three groups to present their dialogues in front of the class.
  - Clarify, guide and correct learners as necessary.

#### EXTRA ACTIVITY

- As a quick extra consolidation and **diagnostic assessment**, ask your learners (as a class and taking turns) to indicate (speech bubble by speech bubble) which verb forms are in “le passé composé”, mentioning the auxiliary verb (“être” or “avoir”) that has been used in each case.
- Then ask learners to state the infinitive form of each verb.



## Answers:

### A

- **se sont mariés** (Auxiliary verb: **être**);  
Infinitive: **se marier**
- **a été** (Auxiliary verb: **avoir**);  
Infinitive: **être**
- **sont venus** (Auxiliary verb: **être**);  
Infinitive: **venir**
- **me suis amusée** (Auxiliary verb: **être**);  
Infinitive: **s'amuser**

### B

- **est né** (Auxiliary verb: **être**);  
Infinitive: **naître**
- **suis allé** (Auxiliary verb: **être**);  
Infinitive: **aller**
- **suis arrivé** (Auxiliary verb: **être**);  
Infinitive: **arriver**
- **ai donné** (Auxiliary verb: **avoir**);  
Infinitive: **donner**
- **ai chanté** (Auxiliary verb: **avoir**);  
Infinitive: **chanter**

### C

- **ont fait** (Auxiliary verb: **avoir**);  
Infinitive: **faire**
- **ai goûté** (Auxiliary verb: **avoir**);  
Infinitive: **goûter**
- **ai reçu** (Auxiliary verb: **avoir**);  
Infinitive: **recevoir**

### D

- **a rendu visite** (Auxiliary verb: **avoir**);  
Infinitive: **rendre visite**
- **ont organisé** (Auxiliary verb: **avoir**);  
Infinitive: **organiser**
- **ai adoré** (Auxiliary verb: **avoir**);  
Infinitive: **adorer**
- **ai revisité** (Auxiliary verb: **avoir**);  
Infinitive: **revisiter**
- **ont aimé** (Auxiliary verb: **avoir**);  
Infinitive: **aimer**

2. In the previous activity, learners were given the chance to talk about past events in French (based on scripts provided for them in the form of speech bubbles). In this activity, learners will continue to talk about past events but, this time, in an autonomous, creative way as they talk about those that are taken from their own lives and experiences.

- Each learner should think about a past event from their lives that they really enjoyed and share it aloud with the rest of the class.
- Check for good use of vocabulary and pronunciation.
- Ensure that learners have made use of “le passé composé” correctly in their sentences.
- Guide, assist and correct learners as necessary.

3. a)–b) Working in pairs and taking turns, learners role-play the dialogue on page 45 of the Learner's Book. The purpose of this activity is for learners to become familiar with reporting facts or events in French, using “le passé composé” and some of the expressions referred to in the “Observer et apprendre” box on page 43 of the Learner's Book.

- Walk around the classroom, listening to the dialogues and ensuring that learners understand well and pronounce the words correctly.
- Invite a few pairs of learners to share their role plays in front of the class.
- Monitor, guide and correct learners as appropriate.
- Point out the Question box at the bottom of page 45 of the Learner's Book. Depending on the academic level of your class, your learners may find more or fewer new words in the text. Regardless, prompt them to look up their meanings and add the new vocabulary to their “Dictionnaire personnel”, for future reference.

- c) Still in their pairs, learners think about other past facts or events (from their home or school communities, for example) on which they can report in the form of dialogues.
- Walk around the classroom, ensuring that learners are preparing their dialogues as expected.
  - Encourage learners to use a dictionary, if necessary, so that their dialogues can be as rich in vocabulary and detail as possible.
  - Invite four pairs of learners each to present one of their dialogues in front of the class.



- Monitor, guide and correct learners, both as they prepare/ practise their scripts in their groups and, later on, as they present their dialogues to the rest of the class.

#### Indicator:

- B9.7.2.1.3: Lire, comprendre et réagir à un texte sur un événement passé

### LIRE – Réception écrite/ Compréhension des écrits

1. Allow learners enough time to read the text “Le confinement de l’année 2020” on pages 46 and 47 of the Learner’s Book.
  - Invite 12 learners each to read a paragraph of the text aloud. It is a long text yet one in which the theme is current and taken from real-life experiences. Ensure good understanding and clarify as appropriate.
  - Check your learners’ pronunciation and correct them as necessary.
  - Draw learners’ attention to the “Vocabulaire” boxes, as well as to the first Bell box, on pages 46 and 47 of the Learner’s Book. Clarify any queries that your learners may raise.
  - Point out the Question box on page 47 of the Learner’s Book to your learners. Give them a few minutes to engage with the question in the box and to find the requested examples in the text. Then invite a volunteer to share his/ her answers aloud.

#### Answers:

- “Quelle pandémie qui a vraiment affecté tout le monde!”, j’ai pensé à ce moment-là. [meaning: *at that point*]
- “En ce moment, je pense: Le confinement a été une période assez étrange ...”. [meaning: *at the moment*]

2. a)–d) Learners answer the questions (a–d), individually and in their exercise books, about the text that they have just read.
  - Draw learners’ attention to the second Bell box on page 47 of the Learner’s Book. Ensure good understanding.

- Invite four learners (one per question) to share their answers aloud.



#### Answers

2. a) L’année 2020 a été très différente au niveau mondial car elle a marqué le début de la pandémie Covid-19, causée par le coronavirus.  
 b) Non, pas du tout. Le confinement n’a pas été une période facile pour Louis. Sa femme et lui, ils ont été en télétravail et leurs enfants ont fait l’école à la maison. Selon lui, concilier tout ça n’a pas été facile.  
 D’autre part, pendant le confinement de l’année 2020, il n’est sorti de la maison que pour faire des courses essentielles, il a subi quelques sentiments de peur, de frustration et de désespoir et il a même cassé sa jambe.  
 c) Louis dit qu’ “un jour quelque espoir est arrivé” parce que, finalement, des vaccins contre le coronavirus ont été créés, et autorisés, en un temps record.  
 d) Louis pense que la période du confinement nous a appris à valoriser les petites choses de la vie et, aussi, à apprécier plus notre santé.
3. a)–b) This is a great exercise to consolidate the use of the auxiliary verbs “être” or “avoir” when forming the French “passé composé”. It could be quite challenging for learners to identify the correct auxiliary to use. With practice though, this should become an easier, quicker and almost automatic process.
  - Learners complete the table at the bottom of page 47 of the Learner’s Book.
  - Copy the template of the table provided onto the writing board. Invite different learners to share their answers with the rest of the class, by writing them down in the appropriate columns of the table that you have just drawn. Allow peer-reviewing, assisting and correcting learners as you may find necessary and appropriate.



## Answers

3. a)–b)

Passé composé avec l’auxiliaire “être”	Infinitif	Passé composé avec l’auxiliaire “avoir”	Infinitif
est entré(e)	Entrer	a été/ avons été/ ont été	Être
suis sorti	Sortir	a marqué	Marquer
est né	Naître	a eu	Avoir
est venue	Venir	a changé	Changer
est mort	Mourir	ai fait/ ont fait	Faire
suis tombé	Tomber	ai trouvé	Trouver
suis allé	Aller	ai monté	Monter
suis passé	Passer	ai descendu	Descendre
suis retourné	Retourner	ai dit	Dire
me suis reposé	Se reposer	ai cassé	Casser
est arrivé	Arriver	a affecté	Affecter
me suis fait	Se faire	ai pensé	Penser
		a appris	Apprendre

**Note:** The activity above can be set as homework to allow learners enough time to complete it slowly, properly and in their own time.

- Draw your learners’ attention to the verbs “monter” and “descendre” in the text “Le confinement de l’année 2020” (on pages 46 and 47 of the Learner’s Book). Learners should remember that both of these verbs are included in “la maison d’être”. In the text, however, these verbs use the auxiliary “avoir” (rather than “être”) when conjugated in “le passé composé”. Ask your learners to explain why. Guide and assist your class as necessary, ensuring that they are all very clear that, in this case, “avoir” is used rather than “être” because there is a direct object (“les escaliers”) after the two main verbs.
4. The Covid-19 pandemic has affected everybody around the world. The urgent need for lockdowns and related restrictions, as measures to try to stop the spread of the coronavirus, changed people’s daily routines in so many ways. In this activity, learners are to share their own experiences of the 2020 lockdown period.
- Encourage your learners to share their different experiences during that time.

What did they do? Did they enjoy online classes? Did they learn any new hobbies? Did they help a lot at home? Did they become more creative and aware of the importance of ecology and health issues?

- Invite a few learners to share their answers aloud.
- Ensure good pronunciation and the appropriate use of vocabulary and verb tenses.
- Assist and correct learners as necessary.

- Following on from the previous activity, play dialogue 4 from the following YouTube video:

– <https://www.youtube.com/watch?v=3-QXopIapCQ>

- In this dialogue, two women talk about what they did during the lockdown. This is, therefore, a good way in which learners can continue to practise “le passé composé” in context.

**Note:** You may also like to play dialogues 1, 2 and 3 from the YouTube video suggested above. These dialogues will help learners to further practise the use of “le passé composé”, in context and in a meaningful way.



## Pour s'amuser

1. a)–c) During this unit, learners were introduced to the concept of “la maison d’être”. (This concept gives a useful, visual way in which to remember those verbs that require the use of “être”, as their auxiliary, when forming “le passé composé”). Since learners will be using this past tense form quite often throughout their French studies going forward, we suggest that they draw their own “maison d’être”, as a class, and put it up on the classroom wall afterwards, for reference.
  - You may like to refer your class back to the “Observer et apprendre” box, on page 41 of the Learner’s Book, and replay the second YouTube video suggested in the ICT box of page 52 of this Facilitator’s Guide.
  - Guide, assist and correct learners as necessary.

### Indicator:

- B9.7.2.1.4: *Écrire un texte simple sur un événement passé*

## ÉCRIRE – Production écrite/ Interaction écrite

1. a)–e) Learners study the sequence of illustrations (A–E) provided on page 48 of the Learner’s Book. Based on what they see in the images, learners are to report what seems to have happened, by answering the questions (a–e) in writing.
  - This is a great homework activity to allow learners enough time to be as descriptive and creative as possible.
  - Encourage learners to use a dictionary, if necessary.
  - Learners’ answers will vary. Accept any correct ones.
  - Correct your learners’ work. After you have provided your feedback, invite two volunteers to share their reports/ answers aloud.

2. a)–c) Working in pairs, learners imagine a simple fact/ event from the past. Learners should then recreate it through a sequence of images and write it in a simple text.
  - Suggest that your learners use the previous activity as a guideline/ reference for what is expected from them.
  - Check your learners’ work and correct it as necessary.
  - Ensure that the sequence of images reflects what is described in the text itself.
  - Invite two pairs to present their work in front of the class.

## EXTRA ACTIVITY

- Ask your learners to collect old news from local or international newspapers and to report those facts/ events using “le passé composé”.
- Encourage your learners to collect news items that are at least 20 years old and very interesting from a cultural or historical viewpoint. (For example, they might look for news about a well-known local/ francophone monument or an annual celebration.)
- Point out the Bell box, at the bottom of page 48 of the Learner’s Book, to your learners.
- It is important that learners are aware of the French “passé simple” as they may encounter this in literary, journalistic or historical texts. Depending on the academic strength of your class, you may like to provide more or less information about this tense (and a few examples) at this stage.

## C’est l’heure de la dictée!

- For this unit, we suggest that you dictate texts 3 and/ or 6 from the Listening activity script provided on pages 53–54 of this Facilitator’s Guide.
- Check and correct your learners’ dictations as necessary.
- Allow learners to rewrite their texts correctly in response to your feedback.



## UNITÉ 3 Qu'est-ce qu'on faisait, avant?



**Suggested teaching time:**

**Seven and a half hours (9 periods of 50 minutes each), over three weeks**

Parler du monde  
d'hier et de celui  
d'aujourd'hui

### Introduction

In this last unit of Theme 4, learners will discuss the world of yesterday and that of today: What did we use to do in the past that we no longer do these days? What has changed over the years?

Throughout this unit, learners will be comparing (past versus present) objects, activities and events and will therefore recap the comparative forms of adjectives in French.

Learners will use mainly the present and the imperfect ("l'imparfait") tenses in this unit and they will also be introduced to the superlative form of adjectives.

This unit invites a lot of community engagement, research and even interdisciplinary learning.

All in all, learners are expected to understand (while practising their French skills) that the present only exists because of the past. As such, these time periods should be seen as equally important to the history of humanity.



### RESOURCES

- Learner's Book: pp. 49–55

UNITÉ 3 Qu'est-ce qu'on faisait, avant?

By the end of Theme 4, Unit 3, you should be able to:

- 1. Observe avec attention et réfléchir.
- 2. Percevoir d'autres changements d'autrefois et d'aujourd'hui.

**Commençons!**

**Vocabulaire**

**Petit rappel**

**Écrire**

**Production écrite/ Interaction écrite**

**Vocabulaire**

### Optional extra materials:

- Photos showing past objects, activities or events
- Vintage objects
- Newspaper and magazine articles
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



### KEY WORDS

- ★ Avant
- ★ Hier
- ★ Invention
- ★ Autrefois
- ★ Aujourd'hui
- ★ Monde
- ★ Changement

In addition to the key words, learners will also be introduced to some key sentences and expressions, such as:

- ★ La vie il y a ... ans était ...
- ★ Le monde il y a ... ans était...
- ★ Rien n'a changé/ Tout a changé en ... ans!
- ★ Moins ... que ...
- ★ Aussi ... que ...
- ★ Plus ... que ...
- ★ Le/ La/ Les moins ...
- ★ Le/ La/ Les plus ...
- ★ Avant/ Autrefois, on ... [+ imparfait]
- ★ Aujourd'hui, on ... [+ présent]

### GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, they will be talking about the past versus the present (objects, activities, events).
- Tell your learners that they will also be encouraged to do research, involve their communities and practise some of the knowledge that they may have acquired in their Social Studies classes.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 49 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.



## COMMENÇONS!

1. Learners study the eight images on page 49 of the Learner's Book and reflect on the changes that have taken place between the past ("Avant/ Autrefois") and the present ("Aujourd'hui").
  - Draw learners' attention to the words "Avant", "Autrefois" and "Aujourd'hui" and ensure good understanding.
  - Read the title of the unit aloud ("Qu'est-ce qu'on faisait, avant?"), stressing the verb form "faisait". As a quick **diagnostic assessment**, ask your learners to tell you the tense in which that verb is conjugated and to state its infinitive form.  
(**Answer:** "Faisait" is conjugated in "l'imparfait" (third person, singular). Its infinitive is "Faire".)
2. Give learners a few minutes to think, individually, about other changes that have taken place between the past and the present.
  - Tell them to jot down their thoughts in their exercise books. Also remind them (as indicated in the "Petit rappel" box at the bottom of page 49 of the Learner's Book) that, in French, we use "l'imparfait" when talking about things that "used to be".
  - Later on in this unit, learners will come back to their notes and have the opportunity to share these aloud.

### Indicator:

- B9.7.3.1.1: *Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle des gens s'expriment sur le monde d'hier et celui d'aujourd'hui*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. Learners listen to a text in which a young woman (Lariba) talks about the past versus the present. At this stage, learners should pay special attention to the vocabulary, the verb tenses used as well as to the pronunciation and the general context of the text.

## Listening activity script

Bonjour à tous et à toutes! Je m'appelle Lariba et je suis passionnée de tout ce qui concerne le passé.

J'adore apprendre sur le monde d'hier donc je lis beaucoup sur cela pendant mon temps libre. Je peux même dire qu'apprendre et lire sur le passé, c'est mon passe-temps préféré!

Je parle souvent du monde d'hier avec mon grand-père. Il est retraité maintenant, mais il était historien. Il a beaucoup de choses très intéressantes à raconter et je l'écoute toujours très attentivement!

Quand j'étais petite, je voulais devenir journaliste. Cependant, aujourd'hui, grâce à ma passion pour l'Histoire, j'étudie à l'université pour devenir archéologue.

Je pense que la vie il y a 100 ans (et même il y a 20 ans!) était très différente de celle de nos jours. Beaucoup a changé, bien sûr! C'est incroyable!

Je crois que les plus grands changements d'autrefois et d'aujourd'hui sont les distractions, les loisirs, les types de famille et le rôle des femmes dans la société.

Je ne pense pas que le monde il y a 100 ans était plus intéressant que celui d'aujourd'hui, mais je crois qu'il était, sans doute, plus sain et plus propre.

Selon moi, les meilleures inventions de tous les temps étaient la radio, l'appareil photo et l'internet. J'adore écouter la radio, prendre des photos et je ne peux pas imaginer la vie sans l'internet. Vive le monde d'hier et celui d'aujourd'hui aussi! Ils sont connectés et très importants tous les deux!

2. Learners listen to the Listening activity script, once again, and complete the "Vrai/ Faux" table on page 50 of the Learner's Book.
  - Before listening to the Listening activity script again, give learners a few minutes to read through the statements in the table (a–h) to themselves.
  - Invite eight volunteers (one per statement) to share their answers aloud, correcting the false statements. The rest of the learners should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct learners as necessary and appropriate.



## Answers

2. a) Vrai.
- b) Faux. Selon Lariba, les meilleures inventions de tous les temps étaient la radio, l'appareil photo et l'internet.
- c) Faux. Lariba parle souvent du monde d'hier avec son grand-père.
- d) Faux. Quand Lariba était petite, elle voulait devenir journaliste. Cependant, aujourd'hui, elle étudie à l'université pour devenir archéologue.
- e) Vrai.
- f) Faux. Elle pense que la vie il y a 100 ans (et même il y a 20 ans!) était très différente de celle de nos jours.
- g) Faux. Lariba pense que l'internet était l'une des meilleures inventions de tous les temps. En fait, elle ne peut pas imaginer la vie sans l'internet.
- h) Faux. Lariba pense que le monde il y a 100 ans était plus sain et propre que celui d'aujourd'hui, mais elle ne pense pas qu'il était plus intéressant que celui-là.
- Bring the Bell box (at the bottom of the page) to learners' attention and ensure good understanding.

- Even though a lot has changed over the years, it is also interesting to see that a few things (some objects, fashion trends and music styles, for example) tend to come back or never disappear completely. On this topic, we suggest that you play the following audio to your learners which mentions that audio cassettes seem to be seeing the light again:  
– <https://www.radiofrance.fr/francemusique/podcasts/musique-connecteelapres-le-vinyle-le-grand-retour-de-la-cassette-audio-6764269>
- If you have enough time available in the lesson, prompt a quick class discussion giving learners a chance to mention any other things from the past that still seem to be enjoyed, or in trend, nowadays.

- Ask learners to give their full attention to page 51 of the Learner's Book. Go through the "Petit rappel" box with your class and ensure that learners still clearly understand the comparative forms of adjectives in French. Recap as much as necessary and clarify any queries that may arise. Ask your learners to find an example of a comparative form of an adjective in the "Vrai/ Faux" table on page 50. (**Answer:** h) Lariba pense que le monde il y a 100 ans était **plus intéressant, sain et propre que** celui d'aujourd'hui.)
- Let your learners know that, in addition to the comparative forms, French adjectives (like those in English) also have a superlative form. Then immediately draw their attention to the "Observer et apprendre" box on page 51 of the Learner's Book.

## Observer et apprendre

### How to use the superlative form of French adjectives

- Take some time to go through this box (as well as the Bell box at the bottom of the page) in detail with your class.
- Provide as many extra examples as you may find relevant and necessary.
- Ensure good understanding and clarify any queries that your class may have.
- Point out the Question box (at the bottom of page 51 of the Learner's Book) to your class. Give learners a couple of minutes to go through the "Vrai/ Faux" table (on page 50) once again to look for examples of adjectives with irregular superlatives.

#### Answers:

- b) Selon Lariba, **les meilleures** inventions de tous les temps ...;
- g) Lariba croit que **la pire** invention de tous les temps ...



### Indicator:

- B9.7.3.1.2: Échanger des informations sur le monde d'hier et celui d'aujourd'hui

## PARLER – Production orale/ Interaction orale

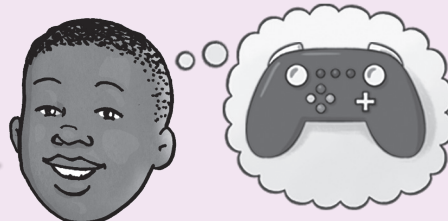
1. a)–c) Working in pairs and taking turns, learners study the images and role-play the dialogues on pages 52 and 53 of the Learner's Book.



### Answers

1. b) A – 4

Aujourd'hui, ...  
on joue aux jeux vidéo sur l'ordinateur.



B – 3

Les soirées d'aujourd'hui ...  
sont très différentes de  
celles-là. On passe beaucoup  
de temps devant la télé.



C – 2

Autrefois, dans la Préhistoire, ...  
les gens habitaient dans des  
cavernes et ils s'habillaient avec  
des peaux d'animaux.



D – 1

Autrefois, ...  
les garçons n'aidaient pas à la maison.



- As they act out the dialogues (A–D), learners should complete the blank spaces with the correct sentences (1–4) from the list provided in 1b.
- Walk around the classroom, ensuring that learners are using the correct sentences. Guide them as necessary.
- Invite four pairs of learners each to present a dialogue in front of the class.
- Ensure good pronunciation and assist learners as appropriate.



2. a)–b) Learners go back to page 49 of the Learner's Book and pay careful attention, once again, to the eight images in exercise 1.

- Prompt a quick class discussion, giving learners the opportunity to indicate the changes that the different images reflect. Ask learners to start their sentences with "Avant/ Autrefois" and "Aujourd'hui".
- Encourage learners to use a dictionary (when necessary) and to practise the use of the comparative forms of adjectives (wherever relevant and appropriate).
- Your learners' answers may vary. Accept any correct ones. Some possible answers are provided below, for reference.



## Answers

### 2. b) For the telephone images:

**Avant/ Autrefois ...** les téléphones n'étaient pas portables. Ils étaient fixes et ils n'étaient utilisés que pour faire et recevoir des appels téléphoniques.

**Aujourd'hui ...** il y a des téléphones portables qui fonctionnent comme des ordinateurs. Ils sont équipés de beaucoup de fonctionnalités qui nous permettent, par exemple, d'accéder à l'internet, de prendre des photos et de faire des vidéos, de consulter et d'envoyer des e-mails, de télécharger des applications diverses, etc.

#### For the car images:

**Avant/ Autrefois ...** les voitures n'étaient pas aussi rapides que celles d'aujourd'hui et leur design était très différent.

**Aujourd'hui ...** les voitures ont un design moderne, elles sont très rapides et elles sont équipées de plusieurs fonctionnalités supplémentaires.

#### For the typewriter/ computer images:

**Avant/ Autrefois ...** les gens utilisaient des machines à écrire pour écrire des textes, des lettres, des documents, etc.

**Aujourd'hui ...** les gens utilisent des ordinateurs pour écrire des textes, des lettres, des documents, etc.

#### For the television images:

**Avant/ Autrefois ...** les télévisions étaient très lourdes et l'image était en noir et blanc. Elles n'étaient pas interactives.

**Aujourd'hui ...** les télévisions sont plus légères que celles d'autrefois, leur interface peut être personnalisée, elles sont interactives et elles permettent l'affichage des appareils mobiles.

- c) Learners go back to the notes that they jotted down for "Commençons!" activity 2 (on page 49 of the Learner's Book).
  - Prompt a class discussion, giving learners the opportunity to share their thoughts aloud.
  - Monitor, guide and correct learners as necessary.

3. a)–c) Learners interview people from their communities to inquire about how things were there 20 years ago.

- Learners should use the questions provided (a–b) as a guideline for the kind of information that they are expected to gather during their interviews.
- Invite a few learners to present their findings in class.
- Correct learners as relevant and appropriate.

4. Do your learners think that the world in the past was better or worse than it is today? Organise a class debate, giving learners the chance to present their opinions on the subject.

- Encourage learners to justify their opinions in as much detail as possible.
- Ensure good pronunciation and the correct use of "l'imparfait"/ the present tense.
- Monitor, guide and correct learners as necessary and appropriate.



### Indicator:

- B9.7.3.1.3: Lire, comprendre et réagir à un texte simple dans lequel des gens s'expriment sur le monde d'hier et celui d'aujourd'hui

## LIRE – Réception écrite/ Compréhension des écrits

1. Allow learners enough time to study the images (A–F) and read the related speech bubbles on page 54 of the Learner's Book. Learners should then answer, individually and in writing, the questions that follow at the top of page 55 of the Learner's Book.
  - Invite six learners each to read a speech bubble aloud. Check their pronunciation and correct as appropriate.
  - Invite four volunteers (one per question) to share their answers aloud. The rest of the learners should state whether they agree or disagree. Allow peer-reviewing.
  - Monitor, guide and assist learners wherever relevant and necessary.



### Answers

1. a) Les supports vintage utilisés avant pour écouter de la musique étaient les disques vinyles et les cassettes audio.  
b) Non, aujourd'hui, on n'utilise pas habituellement ces supports vintage-là.  
**Note:** Following on from the audio that learners listened to earlier in the unit (kindly refer to the ICT box, on page 63 of this Facilitator's Guide), you may expect them to say that even though these vintage media are not often seen today, they are still used by some people.  
c) Avant, on utilisait, fréquemment, ces deux types de communication écrite: les lettres et les cartes postales.  
d) Avant l'invention des téléphones portables, on prenait des photos avec des appareils photos qui utilisaient des pellicules photographiques.

### Indicator:

- B9.7.3.1.4: Exprimer/ échanger avec quelqu'un à l'écrit ce qui se passait autrefois et ce qui se passe aujourd'hui

## ÉCRIRE – Production écrite/ Interaction écrite

1. a)–b) This is a great activity to consolidate and build on the vocabulary that learners have practised throughout the unit. Following the prompts listed under the activity instruction, learners should prepare a list of changes that have taken place from the world of the past to that of today.
  - Encourage learners to use a dictionary when necessary.
  - Allow learners to share their lists aloud and compare them with their classmates'.
  - Monitor, guide and correct learners as necessary.
2. a)–b) Learners to do some research and write an email to their penfriend to tell him/ her about the world 100 years ago.
  - Encourage learners to be as descriptive as possible while keeping their texts short, relevant and very interesting.
  - Correct your learners' texts as necessary.

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate the text in the speech bubbles of "Parler", activity 1 (on pages 52 and 53 of the Learner's Book).  
**Note:** For your own reference, you may find it helpful to revisit the answers to activity 1 on page 64 of this Facilitator's Guide.
- Check and correct your learners' dictations as necessary.
- Allow learners to rewrite their texts correctly in response to your feedback.



## PRATIQUER, PRATIQUER, PRATIQUER!

1. **a)–e)** Learners interview people from their communities, inquiring about the interviewees' childhoods.
  - Learners should use the questions provided (a–e) as a guideline for the kind of information that they are expected to gather during their interviews.
  - Invite a few learners to present their findings in class.
  - Correct learners as relevant and appropriate.
2. **a)–b)** Learners imagine that they are journalists and write a text to report a past fact/ event of their choice.
  - Check your learners' work and correct as necessary.
  - Allow learners to rewrite their texts correctly in response to your feedback.
  - Invite a few volunteers to present their texts aloud. Check their pronunciation and correct as appropriate.
3. Learners to write a short article about the changes in the role of women in society, from the past to the present.
  - Check and correct your learners' texts as necessary.
  - Ensure good use of vocabulary and the correct use of "l'imparfait" and the present tense.
  - Invite a few volunteers to present their texts aloud. Check their pronunciation and correct as appropriate.
4. **a)–b)** This is a great final activity for the theme which allows learners to discover more about the past of their own country while encouraging them to make use of relevant local materials (magazines, newspapers, photos, etc.).
  - Learners should prepare a comparative table, summarising events that took place in Ghana in the past and those that take place in the country today.
  - Encourage learners to add photos to their work, if possible, to make it more appealing and interesting.

- Invite a few learners to present their tables (and photos) in class. Ensure good pronunciation.
- Check, guide and correct learners as necessary.

## Notes:

[illegible]



# UNITÉ 1 Meilleurs vœux!



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Exprimer les souhaits

## Introduction

In this unit, the emphasis is on understanding and expressing wishes.

Learners will build on what they have already learnt on the topic, expanding their vocabulary and knowledge. It is very important to keep checking their understanding of any new words or expressions as well as ensuring that each learner's "Dictionnaire personnel" is kept up to date.

The verbs "vouloir", "souhaiter" and "espérer" will be used often throughout this unit, as possible ways in which to express wishes for the future in French.

In their activities and interactions, learners will also use these three particular adjectives: "heureux/ heureuse", "joyeux/ joyeuse" and "bon(ne)".

This is a practical unit which offers many opportunities for your learners, as good and responsible community members/ citizens, to express themselves while showing politeness, respect and care towards others.



## RESOURCES

- Learner's Book: pp. 58–65



## Optional extra materials:

- Greeting cards
- Flyers
- Posters, flashcards, photos
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- |                |                     |
|----------------|---------------------|
| ★ Meilleur(e)  | ★ Route             |
| ★ Vœu          | ★ Vacances          |
| ★ Fête         | ★ Nuit              |
| ★ Anniversaire | ★ Séjour            |
| ★ Année        | ★ Guérison          |
| ★ Appétit      | ★ Chance            |
| ★ Vol          | ★ Joyeux/ Joyeuse   |
| ★ Noël         | ★ Heureux/ Heureuse |
| ★ Diwali       | ★ Bon(ne)           |
| ★ Pâques       | ★ Souhaiter         |
| ★ Aïd El-Fitr  | ★ Vouloir           |
| ★ Santé        | ★ Espérer           |
| ★ Soirée       | ★ Félicitations     |
| ★ Journée      |                     |

In addition to the key words, learners will also revise and be introduced to key sentences and expressions which are very useful for expressing wishes in French, such as:

- |                        |                    |
|------------------------|--------------------|
| ★ Joyeux Diwali!       | ★ Bon vol!         |
| ★ Joyeux Noël!         | ★ Bonne journée!   |
| ★ Joyeuses Pâques!     | ★ Bonne route!     |
| ★ Joyeux anniversaire! | ★ Bonnes vacances! |
| ★ Bonne Année!         | ★ Bonne soirée!    |
| ★ Bon appétit!         |                    |



- ★ Bonne Fête de l'Aïd El-Fitr!
- ★ Bonne nuit!
- ★ Bon séjour!
- ★ Bonne guérison!
- ★ Amuse-toi/ Amusez-vous bien!
- ★ Repose-toi/ Reposez-vous bien!
- ★ Santé!/ À ta/ votre santé!/ À la tienne/ vôtre!
- ★ Meilleurs vœux!
- ★ Félicitations!
- ★ Je te/ vous souhaite ...
- ★ Je veux/ souhaite ...
- ★ J'espère (que) ...
- ★ À toi/ vous aussi/ de même/ également!
- ★ Bonne fête!
- ★ Bon voyage!
- ★ Bonne chance!

## GUIDELINES AND SUGGESTIONS

- This is likely to be a topic that most of your learners will enjoy. Build on their excitement by saying that they will be learning more about how to express wishes in French. Explain that there will be many practical and fun exercises in this unit, giving them the opportunity to practise, in French, their language and social skills (as polite and responsible citizens who also have their own future wishes).
- Start teaching this unit by prompting your learners to study the theme-opener (on page 57 of the Learner's Book). Give them a couple of minutes to look at the different images on the page. As a quick **diagnostic assessment**, ask your class if they can name the six occasions that are represented on the page.

**Answer:**

L'Aïd El-Fitr	L'anniversaire
Noël	Le Réveillon de Fin d'Année
L'anniversaire (de mariage)	Le Diwali

- You may choose to ask learners to provide a very brief description of each occasion shown.
- Then ask your learners to turn to page 58 of the Learner's Book. Give them a couple of minutes to engage and familiarise themselves with the top section of the page, especially with the Objectives box where learners can find what they can expect to achieve by the end of the unit.

## COMMENÇONS!

- Learners study all the images (A–F) on page 58 of the Learner's Book and notice the different occasions that are represented. This activity can also be used as a quick, extra **diagnostic assessment** to confirm how much learners remember, in French, on the topic of celebrations and the related key vocabulary.
  - Read the expressions (1–6, in the word boxes at the bottom of page 58) to your class. Learners to repeat each one after you.
    - Check learners' pronunciation and correct them as necessary.
    - Draw learners' attention to the "Prononciation" box on the page. Check for good pronunciation and understanding.
  - Learners to write the number of the correct expression (1–6) in the speech bubble of the matching image (A–F).

## Answers

- A – 2 Bonne Fête des Mères, Maman!
  - B – 6 Bonne Fête de l'Aïd El-Fitr!
  - C – 5 Joyeux Anniversaire!
  - D – 1 Joyeux Diwali!
  - E – 4 Joyeux Noël!
  - F – 3 Bonne Année!

- Invite six learners (one per image) to share their answers, reading the appropriate speech bubble aloud.
- Guide and correct learners as necessary.

### Indicator:

- B9.8.2.1.1: Écouter, comprendre et réagir à une conversation dans laquelle l'on exprime des souhaits*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

- Before learners listen to the dialogues (A–H), allow them to go through the 24 expressions listed in activity 1 on page 59 of the Learner's Book. This will quickly enable them to self-assess their knowledge and understanding of the vocabulary while getting ready to hear it in context.



1. Learners listen to the dialogues (A–H) and tick (on page 59 of the Learner's Book) the particular expression that they hear in each one.

### Listening activity script

#### Dialogue A

**Maman:** À table, les enfants!

**Enfants:** Ça sent bon, Maman! Oh là, là! C'est ratatouille, notre plat préféré!

**Maman:** Alors, asseyez/ assoyez-vous et bon appétit!

#### Dialogue B

**Kavina:** Bonjour, Kavisha! Comment vas-tu? Moi, je suis très heureuse car j'adore célébrer notre "fête des lumières"!

**Kavisha:** Moi aussi, Kavina. C'est la fête religieuse la plus importante de notre culture hindoue. Je te souhaite un joyeux Diwali!

**Kavina:** Merci, Kavisha. Je te souhaite aussi un joyeux Diwali!

#### Dialogue C

**Monsieur Abraham:** Aujourd'hui, c'est un jour férié car on célèbre l'une des plus grandes célébrations du calendrier musulman.

**Ilham:** Cette célébration annuelle a lieu à la fin du Ramadan et elle marque la rupture du jeûne, n'est-ce pas Monsieur Abraham?

**Monsieur Abraham:** Oui, c'est ça, Ilham.

**Ilham:** Je vous souhaite un joyeux Aïd El-Fitr, Monsieur Abraham!

**Monsieur Abraham:** Bonne Fête de l'Aïd El-Fitr, Ilham!

#### Dialogue D

**Kofi:** Ama, j'ai vraiment aimé la fête de réveillon que tu as organisée hier chez toi. Merci beaucoup.

**Ama:** De rien, Kofi. Et aujourd'hui c'est le 1<sup>er</sup> janvier, le Jour du Nouvel An. Voilà!

**Kofi:** Bonne Année, Ama!

**Ama:** Bonne Année, Kofi!

#### Dialogue E

**Joanne:** Au revoir, Mamie! Alors, on part maintenant. Toutes les valises sont déjà dans la voiture. Merci de garder notre chien pendant nos vacances! On vous appellera aussitôt qu'on arrivera à l'hôtel où on se logera.

### Listening activity script (continued)

**Mamie:** D'accord et il n'y a pas de quoi, ma fille. Ce sera un plaisir de garder le chiot. Amusez-vous bien, prenez beaucoup de photos et bonne route!

**Joanne:** Merci, Mamie.

#### Dialogue F

**David:** Allô! Qui est à l'appareil?

**Suzette:** Bonjour, David! C'est Suzette! Comment vas-tu? J'ai entendu parler que tu as eu une intervention chirurgicale la semaine dernière?

**David:** Oui, c'est vrai, Suzette. Malheureusement, j'ai eu un accident de la route et, à cause de cela, une intervention chirurgicale a été nécessaire. Maintenant, je suis en convalescence.

**Suzette:** Oh, David! Je suis désolée d'entendre cela. Bonne guérison! Je te visiterai la semaine prochaine, d'accord?

**David:** D'accord, Suzette, et merci beaucoup.

#### Dialogue G

**Baaba:** J'ai sommeil. Il est trop tard et il faut que je me couche... À demain, Maman!

**Mère:** À demain, Baaba! Bonne nuit! Dors bien!

**Baaba:** Merci, Maman.

#### Dialogue H

**Adrienne:** Ludovic, regarde! Mon correspondant français m'a envoyé cette belle carte de vœux!

**Ludovic:** C'est très gentil de sa part. Qu'est-ce qu'elle dit, la carte que tu as reçue?

**Adrienne:** Elle dit "Meilleurs vœux!". Il faut que je lui écrive tout de suite pour le remercier de sa carte de vœux et lui envoyer mes souhaits aussi.

### Answers

1. **Dialogue A** – ✓ Bon appétit!

**Dialogue B** – ✓ Je te souhaite un joyeux Diwali!

**Dialogue C** – ✓ Je vous souhaite un joyeux Aïd El-Fitr!

**Dialogue D** – ✓ Bonne Année!

**Dialogue E** – ✓ Bonne route!

**Dialogue F** – ✓ Bonne guérison!

**Dialogue G** – ✓ Bonne nuit!

**Dialogue H** – ✓ Meilleurs vœux!



- Some of the vocabulary in the dialogues may be new to your learners. If necessary (and if you find it appropriate at this stage), write down the new words on the writing board and clarify as necessary.
- Draw learners' attention to the Bell box (on page 59 of the Learner's Book) and the "Petit rappel" box (at the top of page 60) and clarify any queries that your class may have.
- Point out the Question box (on page 59 of the Learner's Book) and invite a class discussion as suggested. Monitor and guide your learners as appropriate and remind them to add any new vocabulary to their "Dictionnaire personnel" afterwards.

#### Answers:

- A**
- Joyeux anniversaire! – *Happy birthday!*
  - Bon appétit! – *Enjoy your meal!*
  - Bon vol! – *Enjoy your flight!*
- B**
- Je vous souhaite un joyeux Noël!  
– *I wish you a merry Christmas!*
  - Je te souhaite un heureux anniversaire!  
– *I wish you a happy birthday!*
  - Je te souhaite un joyeux Diwali!  
– *I wish you a happy Diwali!*
- C**
- Joyeuses Pâques! – *Happy Easter!*
  - Bon voyage! – *Have a good trip!*
  - Je vous souhaite un joyeux Aïd El-Fitr!  
– *I wish you a happy Aïd El-Fitr!*
- D**
- Bonne Année! – *Happy New Year!*
  - À ta santé! – *Cheers!! To your good health!*
- Note:** Explain that, when toasting in French, there are different options that can be used for "Cheers!": "Santé!" (generic option); "À ta santé!" / "À la tienne!" (when toasting with a friend or someone they know well); "À votre santé!" / "À la vôtre!" (when toasting with someone that they do not know well or with a group of people). Depending on the academic strength of your class, you may like to tell your learners that "la tienne" and "la vôtre" are possessive pronouns, replacing in these examples the word "santé". Your class will learn about these specific French pronouns in Theme 7 (on page 132 of the Learner's Book).
- Bonne soirée! – *Have a nice evening!*

- E**
- Bonne journée! – *Have a nice day!*
  - Bonne route! – *Have a good trip/ journey!*
- Note:** Explain that this expression is used specifically in the context of road trips/ car journeys.
- Bonnes vacances! – *Happy holidays!*
- F**
- Bon séjour! – *Enjoy your stay!*
  - Bonne guérison! – *Get well soon!*
  - Bonne fête! – *Happy celebration!*
- Note:** Explain that this expression is used for "Happy Birthday!" in Québec. Also take the opportunity to remind learners that this particular expression (as they have already seen at the beginning of the unit) is often followed by "de/ d'/ des" + [the name of the celebration day]. Draw their attention back to the expression "Bonne Fête des Mères, Maman!" used in "Commençons!", activity 1 (on page 58 of the Learner's Book).
- G**
- Amuse-toi bien! – *Have lots of fun!*
  - Repose-toi bien! – *Have a good rest! / Rest well!*
  - Bonne nuit! – *Good night!*
- H**
- Meilleurs vœux! – *Season's Greetings!*
- Note:** Explain that the literal translation of this phrase is "Best wishes" but, in this particular context or when used on a greeting card, it would simply mean "Season's Greetings!".
- Bonne chance! – *Good luck!*
  - Félicitations! – *Congratulations!*

#### EXTRA ACTIVITY

- Point out the two images on page 59 of the Learner's Book to your learners. Then ask them to say quickly which expression (from dialogues A–H on the page) would be appropriate for each image.

#### Answers:

- Top image: *Bonnes vacances!*
- Bottom image: *Joyeuses Pâques!*



### Indicator:

- B9.8.2.1.2: *Exprimer des souhaits*

## PARLER – Production orale/ Interaction orale

1. **a)–b)** In pairs, taking turns and paying attention to their pronunciation, learners role-play the dialogues on page 60 of the Learner's Book.
  - Walk around the classroom, listening to the learners' dialogues.
  - Ensure good understanding and pronunciation.
  - Invite five pairs of learners (one per scene) to role-play the scenes (A–E) in front of the class.
  - Highlight the expressions “À toi aussi!”, “À vous de même, oncle Elvis!” and “À toi également!” and then draw learners' attention to the Bell box at the bottom of the page. Ensure good understanding.
2. **a)–c)** Working in different pairs, learners study the images (A–G) on page 61 of the Learner's Book and imagine an appropriate wish for each context. Learners to then share their answers in class.
  - Allow the pairs of learners enough time for this activity.
  - Their answers may vary slightly. Accept any correct and appropriate ones. Some possible answers are provided below.



### Answers

2. **b)** **A** – Bonne route!/ Je vous souhaite une bonne route!  
**B** – Santé!/ À votre santé!/ À la vôtre!  
**C** – Bonne guérison!/ Je te souhaite une bonne guérison!  
**D** – Bonne nuit!/ Dors bien!  
**E** – Félicitations!  
**F** – Bon voyage!/ Je vous souhaite un bon voyage!  
**G** – Bon appétit!



## Observer et apprendre

### How to express a wish for the future in French

- So far in this unit, learners have been expressing their wishes to others. At this stage, they will learn and understand the sentence structures and verbs that can be used to express their own wishes for the future.
  - Allow learners enough time to study the “Observer et apprendre” box on page 61 of the Learner's Book.
  - Once learners have studied the content of this box by themselves, go through it with them, as a class.
  - Ensure that learners understand the use of the French verbs “vouloir” and “souhaiter” + infinitive when expressing their own wishes for the future and provide further examples, if necessary.
  - Take the opportunity to revise the conjugation, in the present tense, of the French verbs “souhaiter” and “vouloir”, by prompting learners to refer to pages 143 and 157 (in the “Tableaux de référence” section of the Learner's Book).
3. Building on what they have just learnt in the “Observer et apprendre” box, this activity gives learners the opportunity to put their new knowledge into practice, in context.
    - Learners to share with you and their classmates what they would like to do/ become in the future.
    - Check for appropriate sentence structures, the correct use of verbs and good pronunciation.
    - Assist and correct learners as necessary.
  4. **a)–b)** Allow learners to interview you to inquire about your future wishes.
    - Learners are expected to ask you the following French questions:  
“Qu'est-ce que vous voulez/ souhaitez faire dans l'avenir?”
    - Guide, assist and correct learners as appropriate.



### Indicator:

- B9.8.2.1.3: Lire, comprendre et réagir à des souhaits

## LIRE – Réception écrite/ Compréhension des écrits

1. Learners to read the text on page 62 of the Learner's Book to themselves and answer the questions that follow (on page 63).
  - The text is intentionally long. Allow learners enough time for the activity.
  - Invite different learners each to read a section of the text aloud. Check their pronunciation and correct where necessary.
  - We suggest that you ask learners to write down their answers to the questions before inviting eight of them (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree with their classmates' sentences.
  - Correct and assist learners as necessary.
  - Your learners' sentence structures may vary slightly. Accept any correct answers. Some example answers are provided below.



### Answers

1. a) Cette année, Lariba va célébrer Noël à Paris, en France.  
b) Elle considère magnifique l'illumination des quartiers parisiens et la décoration des magasins.  
c) Non, pas du tout. Elle célébrera Noël et la veille du Nouvel An avec sa famille française.  
d) Ce soir-là, elle mangera un repas délicieux! Elle mangera des huîtres, de la dinde et de la bûche de Noël.  
e) Le 6 janvier est un jour férié en France car c'est l'Épiphanie/ la Fête des Rois.  
f) À la fin du mois de janvier, Lariba veut organiser une petite soirée chez elle.  
g) Elle souhaite de bonnes fêtes à sa cousine Azindoo qui habite au Ghana.  
h) Le souhait de sa cousine Sylvie est d'aller au Ghana l'année prochaine, pendant la célébration de Homowo.

- Go through the Bell box (at the bottom of page 63 of the Learner's Book) with your class. Work through the box slowly and clearly to ensure good understanding. Provide any further examples, as necessary, and clarify any questions that may arise.
- Before learners begin activity 2 that follows next, encourage them to study the conjugation of the verb "espérer" (in the present tense, future tense and imperative mood only at this stage) with the help of the "Tableaux de référence" section (on page 151 of the Learner's Book).

2. Learners to underline all the sentences in the text, on page 62 of the Learner's Book, that are used to express wishes.
  - This activity can be set as homework to allow learners enough time to identify each sentence and to reflect on it in their own time. By now, learners should be well aware of the use of the key verbs "vouloir", "souhaiter" and "espérer" when expressing wishes in French.
  - Once back in class, invite a few learners to share their answers aloud.
  - Assist, guide and correct learners as necessary.



### Answers

2.
  - J'espère que tout va bien là-bas au Ghana.
  - Je souhaitais avoir la chance de venir en France ...
  - Je souhaite devenir boulangère-pâtissière dans l'avenir.
  - J'espère faire mes études pour cette carrière-là dans ce pays.
  - J'espère que nos petites cousines aimeront les cadeaux que j'ai pour elles!
  - J'espère bien!
  - Je veux organiser une petite soirée ...
  - J'espère que tu pourras venir!
  - Je te souhaite un Joyeux Noël et une Bonne Année!
  - J'espère que tu auras de joyeuses fêtes!
  - Notre cousine française, Sylvie, souhaite aller au Ghana l'année prochaine.
  - Elle espère être là pendant la célébration de Homowo.



3. This is a great activity for learners to self-assess their knowledge, in context, and to do a quick revision of the conjugation of French verbs in “le futur simple” tense.
- Learners to identify and list all the verb forms conjugated in “le futur simple” tense in the text on page 62 of the Learner’s Book.
- a) Once learners have listed all the verbs in “le futur simple” tense, they should provide the infinitive form of each one.

### Answers

3. a) • **mangera** (infinitive: **manger**)  
• **aura/ auras** (infinitive: **avoir**)

- **nous réveillerons** (infinitive: **se réveiller**)
- **aimeront** (infinitive: **aimer**)
- **célébrera** (infinitive: **célébrer**)
- **retournerai** (infinitive: **retourner**)
- **raconterai** (infinitive: **raconter**)
- **pourras** (infinitive: **pouvoir**)
- **sera** (infinitive: **être**)

- b) To give learners the opportunity for further self-assessment of their knowledge, revision and practice, prompt them to conjugate, as a class, each of the listed “futur simple” verbs for all the French subject personal pronouns. Monitor, guide and assist learners as necessary.

### Answers

3. b)

Le Futur Simple des verbes:					
	Manger	Avoir	Se réveiller	Aimer	Célébrer
<b>Je/ J’</b>	mangerai	aurai	me réveillerai	aimerai	célébrerai
<b>Tu</b>	mangeras	auras	te réveilleras	aimeras	célébreras
<b>Il/ Elle/ On</b>	mangera	aura	se réveillera	aimera	célébrera
<b>Nous</b>	mangerons	aurons	nous réveillerons	aimerons	célébrerons
<b>Vous</b>	mangerez	aurez	vous réveillerez	aimerez	célébrerez
<b>Ils/ Elles</b>	mangeront	auront	se réveilleront	aimeront	célébreront

Le Futur Simple des verbes:				
	Retourner	Raconter	Pouvoir	Être
<b>Je</b>	retournerai	raconterai	pourrai	serai
<b>Tu</b>	retourneras	raconteras	pourras	seras
<b>Il/ Elle/ On</b>	retournera	racontera	pourra	sera
<b>Nous</b>	retournerons	raconterons	pourrons	serons
<b>Vous</b>	retournerez	raconterez	pourrez	serez
<b>Ils/ Elles</b>	retourneront	raconteront	pourront	seront

4. Invite seven learners each to read a section of the poem (on page 64 of the Learner’s Book) aloud.
- a) Learners to pay attention to the vocabulary and to their own pronunciation.
- b) As a class, learners are to notice and make a list of all the sentences that are used in the poem to express wishes.

- As your learners provide the correct answers, write those sentences down on the writing board.
- Ensure good understanding and pronunciation. Monitor and correct learners as appropriate.



### Answers:

4. b) – Je vous souhaite une Bonne Année!  
– J’espère que vous irez au défilé!  
– Bonne Fête des Mères!  
– Bonne Fête des Pères!  
– J’espère suivre cet événement, en direct, sur la télé.  
– Joyeux Noël, mes amis!  
– Bonnes vacances, Ama et Kofi!
- As suggested in the Bell box (at the bottom of page 64 of the Learner’s Book), let your learners sing the poem on the page to a tune of their choice. Allow them to clap their hands and to use musical instruments too, in order to make the activity as much fun and interactive as possible. Record their singing and play it back to your class afterwards. Ensure that all happily participate. Monitor, guide and correct your learners whenever relevant and appropriate.

### Indicator:

- B9.8.2.1.4: *Écrire et envoyer des souhaits*

## ÉCRIRE – Production écrite/ Interaction écrite

1. Learners to look at the greeting cards (A–F), on page 65 of the Learner’s Book, and to write a suitable message for each one.
  - Learners’ messages may vary slightly. Accept any appropriate and correct answers. Some acceptable answers are provided below.
  - Correct their greeting cards as necessary.



### Answers

1. A – Joyeux Anniversaire!/ Bonne Fête!  
Je te/ vous souhaite un joyeux/ heureux anniversaire!/ Amuse-toi/ Amusez-vous bien!  
B – Bonne Fête de l’Aïd El-Fitr!/ Je te/ vous souhaite un joyeux Aïd El-Fitr!  
C – Bonne Fête de Diwali!/ Je te/ vous souhaite un joyeux Diwali!  
D – Joyeux Noël!/ Je te/ vous souhaite un joyeux Noël!/ Meilleurs vœux!

- E – Joyeuses Pâques!/ Je te/ vous souhaite de joyeuses Pâques!  
F – Bonne Année!/ Je te/ vous souhaite une Bonne Année!

## EXTRA ACTIVITY

- With your help and assistance, learners are to plan and organise a “Francophone Day” at school.
  - Agree on a suitable date for the event.
  - Learners are to prepare invitation cards for their school and home communities.
  - The aim is for everyone to participate and enjoy themselves, while learning something about the French language and francophone culture in general.
  - Monitor, guide and correct as necessary and appropriate.
2. Learners to write four WhatsApp messages to their friends and family members to:
    - a) tell them about their own wishes for the future.
    - b) send them their best wishes for different occasions (to be decided by the learners).
      - Correct learners’ work as appropriate.
      - Once you have checked and corrected their texts, invite four learners each to share one of their messages with the rest of the class.

## C’est l’heure de la dictée!

- Dictate the 24 expressions, listed on page 59 of the Learner’s Book, to your learners.
- Check your learners’ work and correct it as necessary.
- Allow learners to rewrite the expressions correctly once you have checked them.



## PRATIQUER, PRATIQUER, PRATIQUER!

1. Learners to do research to find out what is celebrated in France every year.
  - Learners are expected to find information on the following French annual celebrations:
    - La Fête de la Musique
    - La Fête de Saint-Sylvestre (Le Réveillon du Nouvel An)
    - La Fête des Mères
    - La Fête des Pères
    - L'Épiphanie/ La Fête des Rois
    - La Fête Nationale
    - Le Jour de l'An
    - Le Jour de Pâques
    - Le Mardi Gras
    - Noël.
  - Add any other interesting information that you may find relevant and useful for your class.
- a) Learners to write four postcards to their French penfriends, each one expressing a wish for a different celebration (from their list created for 1 above).
  - Encourage learners to use a variety of adjectives and expressions (as appropriate) when expressing their wishes.
  - Correct your learners' work as necessary. Their answers will vary. Accept any correct ones. Some example answers are included below, for reference.

### Answers

1. a) – C'est la Fête de la Musique! Amuse-toi bien!
  - Bonne Fête de Saint-Sylvestre!
  - Bonne Fête des Mères/ des Pères!
  - Je te souhaite une joyeuse Fête des Rois!
  - Je te souhaite une heureuse Fête Nationale!
  - Bonne Année!/ J'espère que tu auras une Bonne Année!
  - Joyeuses Pâques!
  - J'espère que tu mangeras beaucoup de crêpes à Mardi Gras!
  - Meilleurs vœux! Je te souhaite un joyeux Noël!

- b) After you have checked and corrected their work, invite a few learners to share their postcards in class.
2. Learners to write an appropriate wish for each card (A–C) in the activity.
  - Learners' answers will vary. Accept any correct ones. Some example answers are included below, for reference.

### Answers

2. A – Joyeux anniversaire! Je te souhaite un joyeux anniversaire!  
B – Bonne Fête des Mères! Maman, j'espère que tu auras une Bonne Fête des Mères!  
C – Félicitations pour l'arrivée de votre petit bébé! Mes sincères félicitations aux heureux parents!
3. Learners to interview different people from their home or school communities to find out about their wishes for the future.  
a)–b) Learners to prepare a table to summarise their findings. Give learners the opportunity to present these in class.
  - Ensure that learners use the French verbs “souhaiter”, “vouloir” and “espérer” appropriately.
  - Monitor, guide and correct learners as necessary.
4. Once again, learners will use the French verbs “souhaiter”, “vouloir” and “espérer”; this time, to express their own wishes in a brief letter to a family member.
  - Check for good use of vocabulary and correct your learners' letters as necessary.



## UNITÉ 1 Pourquoi tu es si content(e) ainsi?

**Suggested teaching time:****Seven and a half hours (9 periods of 50 minutes each), over three weeks**Exprimer ses  
sentiments et les justifier

## Introduction

This first unit of Theme 6 focuses on teaching learners to understand and know how to express and explain feelings (of satisfaction and regret) in French.

Learners will be introduced to a fair amount of new vocabulary which they will practise in context, in a learner-centred environment and through meaningful activities.

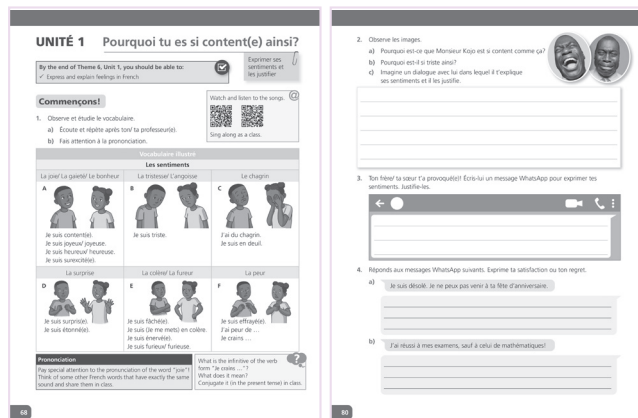
While expressing their feelings, learners will have the chance to revise the key French verbs “être” and “avoir”, learn the verb “craindre” and use various expressions starting with “C’est [+ adjective] ...”.

There is also an enjoyable activity in the “Pour s’amuser” section of the unit which will demonstrate to the learners that music and painting are two powerful ways in which to express feelings or emotions.



## RESOURCES

- Learner’s Book: pp. 68–80



## Optional extra materials:

- Posters, flashcards, photos
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- |             |             |
|-------------|-------------|
| ★ Sentiment | ★ Bonheur   |
| ★ Émotion   | ★ Tristesse |
| ★ Joie      | ★ Angoisse  |
| ★ Gaïeté    | ★ Chagrin   |

- |                            |                       |
|----------------------------|-----------------------|
| ★ Surprise                 | ★ Joyeux/ Joyeuse     |
| ★ Colère                   | ★ Heureux/ Heureuse   |
| ★ Fureur                   | ★ Surexcité(e)        |
| ★ Peur                     | ★ Deuil               |
| ★ Choc                     | ★ Surpris(e)          |
| ★ Panique                  | ★ Étonné(e)           |
| ★ Fatigue                  | ★ Fâché(e)            |
| ★ Ennui                    | ★ Énérvé(e)           |
| ★ Inquiétude               | ★ Furieux/ Furieuse   |
| ★ Embarrasement            | ★ Effrayé(e)          |
| ★ Nervosité                | ★ Choqué(e)           |
| ★ Amour                    | ★ Fatigué(e)          |
| ★ Honte                    | ★ Inquiet/ Inquiète   |
| ★ Curiosité                | ★ Gêné(e)             |
| ★ Mélancolie               | ★ Nerveux/ Nerveuse   |
| ★ Jalousie                 | ★ Amoureux/ Amoureuse |
| ★ (Mauvaise/ Bonne) Humeur | ★ Curieux/ Curieuse   |
| ★ Solidarité               | ★ Pensif/ Pensive     |
| ★ Terreur                  | ★ Jaloux/ Jalouse     |
| ★ Fragilité                | ★ Ainsi               |
| ★ Satisfaction             | ★ Comme ça            |
| ★ Regret                   | ★ Être                |
| ★ Sérénité                 | ★ Avoir               |
| ★ Indifférence             | ★ Craindre            |
| ★ Content(e)               | ★ Regretter           |
| ★ Triste                   |                       |



In addition to the key words, learners will also be introduced to some key sentences and expressions, such as:

- ★ Je suis content(e).
- ★ Je suis joyeux/ joyeuse.
- ★ Je suis heureux/ heureuse.
- ★ Je suis surexcité(e).
- ★ Je suis triste.
- ★ J'ai du chagrin.
- ★ Je suis en deuil.
- ★ Je suis surpris(e).
- ★ Je suis étonné(e).
- ★ Je suis fâché(e).
- ★ Je suis (Je me mets) en colère.
- ★ Je suis énervé(e).
- ★ Je suis furieux/ furieuse.
- ★ Je suis effrayé(e).
- ★ J'ai peur de ...
- ★ Je crains ...
- ★ Je suis choqué(e).
- ★ Je suis en panique.
- ★ Je suis fatigué(e).
- ★ Je m'ennuie.
- ★ Je suis inquiet/ inquiète.
- ★ Je suis gêné(e).
- ★ Je suis nerveux/ nerveuse.
- ★ Je suis amoureux/ amoureuse.
- ★ J'ai honte de ...
- ★ Je suis curieux/ curieuse.
- ★ Je suis pensif/ pensive.
- ★ Je suis jaloux/ jalouse de ...
- ★ Je suis de mauvaise/ bonne humeur.
- ★ C'est superbe/ super/ génial/ magnifique/ merveilleux/ dommage/ fantastique/ bête/ excellent/ triste/ terrible/ chic/ charmant/ parfait/ formidable/ sensationnel/ chouette/ cool/ terrifiant!
- ★ Ce n'est pas mal!
- ★ Bravo!
- ★ Hélas!
- ★ Je pense que c'est mieux/ moins bien que ...
- ★ Je pense que c'est pire que ...
- ★ À mon grand regret, ...
- ★ Je regrette ...
- ★ Malheureusement, ...
- ★ J'en ai marre!
- ★ J'en ai par-dessus la tête de ...!
- ★ Je suis aux anges!

## GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, they will learn how to express and explain feelings in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 68 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Draw learners' attention to the title of the unit ("Pourquoi tu es si content(e) ainsi?"), explain its meaning and tell learners that they will come back to this expression (and learn many more) during this unit.
- Before you go through the "Vocabulaire illustré" box (on pages 68 and 69 of the Learner's Book) with your class, invite your learners, as a quick **diagnostic assessment**, to share any French words (particularly adjectives) used to express different feelings. Learners need to be able to use a large number of French adjectives in this unit and a quick diagnostic assessment, at this stage, will give you a good idea of how much time you may need to spend building learners' basic, key vocabulary on the topic. Learners' answers will vary depending on the academic strength of your class. Accept any correct words/ adjectives and write them down on the writing board. Your learners are expected to mention, at least, the adjectives "content(e)" and "triste".
- It is important to remind learners that it is healthy to express our feelings (for example, to cry when we feel very sad or to show anger when we see or experience injustice). During the Covid-19 global pandemic, many young people (specifically teenagers) have been mentally and emotionally affected by lockdown and quarantine rules and regulations. In this context especially, it is vital to explain to learners the importance of respectfully expressing feelings and emotions. Encourage learners to talk through these (when necessary) with someone they trust and who may be able to give them some useful guidance and advice.



## COMMENÇONS!

- Learners look at the images and read the headings and sentences in the “Vocabulaire illustré” box (on pages 68 and 69 of the Learner’s Book) to themselves. Allow learners enough time to engage with the content.  
**a)–b)** Go through the “Vocabulaire illustré” box with your learners, reading all the headings and sentences aloud to your class. Learners to repeat after you. Check their pronunciation and correct as necessary.

- Play the following songs from YouTube:  
– <https://www.youtube.com/watch?v=jvB6ZAlorug>  
– [https://www.youtube.com/watch?v=77ubN-KwM\\_Q](https://www.youtube.com/watch?v=77ubN-KwM_Q)
- Ask learners to listen carefully and to pay particular attention to the vocabulary used to describe the different feelings or emotions.
- Replay the videos as many times as you may feel necessary and prompt learners to sing along as a class.
- In addition to helping to consolidate key vocabulary in a fun way, right from the beginning of the unit, these videos will also serve to remind learners that it is healthy to express and talk through our feelings.
- Encourage your learners to play the links again, in their own time, and to sing along with family and friends.

- Draw learners’ attention to the “Prononciation” box at the bottom of page 68 of the Learner’s Book. Read the word “joie” aloud to your class. Learners to repeat after you. Correct their pronunciation as necessary. Learners should then think of some other words with the same French sound ([wa]) and share them aloud. (**Answers:** Some acceptable answers could be, for example: “trois”; “moi”; “bois”; “loi”; “voix”).
- Point out the Question box (also at the bottom of page 68 of the Learner’s Book). For homework, ask learners to find out the infinitive (and its meaning) of the conjugated form “Je crains”. Once back in class, invite a learner to share the answer aloud. (**Answer:** craindre – *to be afraid of; to fear*)

- Refer learners to the “Tableaux de référence” section of the Learner’s Book (p. 154) and prompt them to conjugate this French verb (“craindre”), as a class, in the present tense. Monitor, guide and correct your learners’ pronunciation as necessary.
- Prompt learners to look at the images and speech bubbles at the bottom of page 69 of the Learner’s Book. Ask the question “Aujourd’hui, est-ce que vous êtes de mauvaise ou de bonne humeur?” and invite two volunteers each to read a speech bubble aloud, ensuring good pronunciation. Then, ask the following question to a different learner: “Et toi? Aujourd’hui, est-ce que tu es de mauvaise ou de bonne humeur?”. (**Answer:** The learner is expected to use one of the speech bubbles on the page: “Je suis de mauvaise humeur.” or “Je suis de bonne humeur.”.)
- Before moving on to the “Écouter” section of the unit, point out the Question box at the bottom of page 69 of the Learner’s Book. In a class discussion, prompt learners to translate, into English, each of the sentences in the “Vocabulaire illustré” box (on pages 68 and 69 of the Learner’s Book) and the speech bubbles that they have just read. Remind your learners to add any new vocabulary (both now and throughout the unit) to their “Dictionnaire personnel”.

### Answers:

**A** Je suis content(e)./ Je suis joyeux/ joyeuse./  
Je suis heureux/ heureuse. – *I am happy.*  
Je suis surexcité(e). – *I am excited.*

**B** Je suis triste. – *I am sad.*

**C** J’ai du chagrin. – *I am very upset/ sad.*  
Je suis en deuil. – *I am in mourning.*

**D** Je suis surpris(e). – *I am surprised.*  
Je suis étonné(e). – *I am astonished.*

**E** Je suis fâché(e). – *I am angry/ cross.*

**Note:** Explain that when we want to express that we are angry/ cross with someone (using the adjective “fâché(e)”, we can say: “Je suis fâché(e) contre [+ person we are angry/ cross with]”. For example:

“Je suis fâché(e) contre mon frère.”  
– *I am angry/ cross with my brother.*



Je suis (Je me mets) en colère.

– *I am angry.*

Je suis énervé(e). – *I am angry/ irritated/ annoyed.*

Je suis furieux/ furieuse. – *I am furious.*

**F** Je suis effrayé(e). – *I am scared/ frightened.*

J'ai peur de ... – *I am afraid of...*

Je crains ... – *I am afraid of.../ I fear...*

**G** Je suis choqué(e). – *I am shocked.*

**H** Je suis en panique. – *I am panicking.*

**I** Je suis fatigué(e). – *I am tired.*

**J** Je m'ennuie. – *I am bored.*

**Note:** Take the opportunity to explain that the French verb “s'ennuyer (de)” can also be used to express that we miss something or someone. For example:

“Je m'ennuie de ma maison et de mes amis au Ghana.” – *I miss my home and friends in Ghana.*

**K** Je suis inquiet/ inquiète. – *I am anxious/ worried.*

**L** Je suis gêné(e). – *I am embarrassed.*

**M** Je suis nerveux/ nerveuse. – *I am nervous.*

**N** Je suis amoureux/ amoureuse. – *I am in love.*

**O** J'ai honte de ... – *I am ashamed of...*

**P** Je suis curieux/ curieuse. – *I am curious.*

**Q** Je suis pensif/ pensive. – *I am pensive.*

**R** Je suis jaloux/ jalouse de ... – *I am jealous of...*

**Speech bubble (left):** Je suis de mauvaise humeur.  
– *I am in a bad mood.*

**Speech bubble (right):** Je suis de bonne humeur.  
– *I am in a good mood.*

#### Indicator:

- B9.9.3.1.1: Comprendre et réagir à une conversation/ une présentation dans laquelle des gens expriment leurs sentiments et les justifient

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. This very simple listening activity gives learners an opportunity to practise their sound–word recognition skills, while consolidating vocabulary.

- Read the question at the top of page 70 of the Learner's Book (“Vous êtes content ... ou triste?”) aloud to your class.
- Explain to your learners that they will now listen to two texts (A and B) in which a young man answers the question, indicating the feelings he expresses to show either happiness or sadness.
- To set up the context for the activity, read the two speech bubbles (“Je suis content, alors j'exprime les sentiments de ...”/ “Je suis triste, alors j'exprime les sentiments de/ d' ...”) aloud to your class and allow learners some time to familiarise themselves with all the listed words (for A and B) on the page.

**a)** Learners listen to texts A and B and tick the words that they hear to complete the speech bubbles.

**b)–c)** Allow learners to listen to the texts again, by reading it aloud, slowly and very clearly, to your class. Learners should repeat after you (paying attention to the pronunciation) while confirming that they have ticked the correct words.

### Listening activity script

#### Texte A

Bonjour à tous et à toutes! Vous savez la nouvelle?  
Mon premier fils est déjà né! C'est super, n'est-ce pas?

Je suis content, alors j'exprime les sentiments de joie, de gaieté et de bonheur.

Je vous enverrai quelques photos du bébé un peu plus tard! Je le promets!

En fait, je peux même dire que je suis plus que content ... Je suis surexcité!

#### Texte B

Aujourd'hui, je ne suis pas content du tout ...  
Ma famille au Ghana ne pourra pas venir en France bientôt à cause de la pandémie de Covid-19. Leur vol a été annulé.

Je suis triste, alors j'exprime les sentiments de mélancolie, de tristesse, de colère et d'angoisse.

Enfin, il faut être patient car cette pandémie-là est, malheureusement, totalement indépendante de notre volonté. Je suis vraiment désolé!



- Invite two learners each to share an answer aloud. Then, ask them to come to the writing board to write down the complete speech bubbles (one for A and the other for B).
- Monitor, guide and correct learners as necessary.

### Answers

- ☒ gaieté  
☒ joie  
☒ bonheur
  - ☒ angoisse  
☒ mélancolie  
☒ tristesse  
☒ colère
- Take some time to go through the unticked words with your class. Encourage learners to use a dictionary, if necessary, and ensure good understanding.
- Learners listen to the Listening activity script again. This time, their attention should be turned to the reason for each of the two expressed feelings. Learners to then answer the questions (a–b) at the bottom of page 70 of the Learner’s Book.

    - Invite two volunteers (one per question) to share their answers aloud. The rest of the learners should state whether they agree or disagree. Allow peer-reviewing.
    - Monitor, assist and correct learners as necessary and appropriate.

### Answers

- A:** Il est content parce que/ car son premier fils est déjà né.
  - B:** Il est triste parce que/ car, à cause de la pandémie de Covid-19, sa famille au Ghana ne pourra pas aller en France bientôt.
- Depending on the academic strength of your learners, you may choose to highlight some of the vocabulary included in the Listening activity scripts (A and B), such as:
    - the stem-changing verb “envoyer” and its irregular stem in the “futur simple” tense

- the French expression “indépendant(e) de notre volonté” (used to indicate that something is beyond our control).

### Pour s’amuser

- As mentioned earlier, it is vital for learners to understand the importance of expressing feelings/ emotions, by acknowledging them and then letting them go appropriately. “Stuck” emotions could become toxic and even lead to health issues later on.
  - Let learners know, in French, that we do not necessarily need to rely only on words to express feelings and emotions. Music and painting, for example, are two very successful non-verbal forms of expression. This is very important to note, especially since some learners (owing to a disability, shyness, or simply because they have a natural talent for music/ painting) may find art, in general, to be the best tool for self-expression.
- Learners listen to songs A–D attentively and match each one to the appropriate feeling/ emotion indicated in the table provided (at the top of page 71 of the Learner’s Book).

- The link below suggests different songs for each of the following feelings/ emotions: “la joie”; “la tristesse”; “la peur” and “la colère”:

– <https://dessinemoiunehistoire.net/musique-emotions-maternelle-cycle-1/>

- From the suggestions provided in the link above, choose one song for each feeling/ emotion that you believe would both appeal most to your learners and be easiest for them to associate with the expressed feeling/ emotion. Then, play the selected songs in the following order:
  - Chanson A:** The song that expresses fear (“la peur”).
  - Chanson B:** The song that expresses happiness (“la joie”).
  - Chanson C:** The song that expresses sadness (“la tristesse”).
  - Chanson D:** The song that expresses anger (“la colère”).



- Replay each song once more so that learners can confirm that they have matched each song to the correct feeling/ emotion.
- Invite four learners (one per song) to share their answers aloud.
- Correct learners as necessary.

### Answers

1. b)

Sentiment	Chanson
La joie	<b>B</b>
La tristesse	<b>C</b>
La peur	<b>A</b>
La colère	<b>D</b>

- Share the link with your learners so that they can play all the songs, in their own time, and continue to reflect on the importance of music for the topic under study.
- Encourage your learners to think about other songs that could be associated with different feelings/ emotions.

**c)–d)** Show a copy (printed or digital) of the paintings (A–D) indicated in 1d (on page 71 of the Learner’s Book). Learners should notice that each painting represents a different feeling/ emotion.

- Learners to think about the feeling/ emotion best expressed by each painting and complete the table provided in the activity.
- Invite four volunteers (one per painting) to share their answers aloud. The rest of the learners should state whether they agree or disagree. Depending on the academic strength of your learners, you may choose to hold a quick class discussion in which learners are given the opportunity to justify their choices by referring to specific elements within each painting.

### Answers

1. c)–d)

Peinture	Sentiment
<b>A</b> <i>Le Cri</i> (peintre: Edvard Munch)	<b>La peur</b> Also accept: <b>La panique</b>
<b>B</b> <i>Le Baiser</i> (peintre: Gustav Klimt)	<b>L’amour</b>
<b>C</b> <i>La Mélancolie</i> (peintre: Edvard Munch)	<b>La mélancolie</b> Also accept: <b>La tristesse;</b> <b>L’angoisse</b>
<b>D</b> <i>La Femme Qui Pleure</i> (peintre: Pablo Picasso)	<b>La tristesse</b> Also accept: <b>Le chagrin</b>

- Learners do some research and find some other paintings that could be used to illustrate feelings/ emotions.
- We suggest that, in addition to searching for international art, you encourage your learners to search primarily for paintings by local artists.

**2. a)–d)** Read each of the six speech bubbles (at the bottom of page 71 of the Learner’s Book) aloud to your class. Learners to repeat after you. Check their pronunciation and correct as necessary.

- Explain to your learners that all six expressions can be used to express feelings/ emotions. Draw their attention to each adjective in the sentences (“superbe”; “super”; “génial”; “dommage”; “magnifique” and “merveilleux”).
- Ask your learners to find the odd one out and to justify their choice, by ticking the appropriate answer (in d).
- Depending on the academic level of your class, you may prefer to set this activity as homework to allow learners more time to engage with each expression and to check their meanings in a dictionary, if necessary.



- Correct the activity, by inviting a learner to share his/ her answers aloud. Correct, guide and assist as appropriate.

### Answers

2. c) L'intrus est: "**C'est dommage!**"

d) ☒ Parce qu'il n'exprime pas la satisfaction. Il exprime le regret.

**Note:** The French words "satisfaction" and "regret" should not be considered new or challenging to your learners due to the similarity to their English equivalents. However, do bring the pronunciation of both words to your learners' attention as they differ between the two languages.

3. Learners listen to a text in which six people (A–F) express their satisfaction/ regret (and give the reason for their feelings/ emotions) after listening to the weather conditions expected for the following day.

### Listening activity script

#### Présentatrice

**de télévision:** Bonsoir à tous les téléspectateurs et à toutes les téléspectatrices!  
Bienvenue à la chaîne télévisée "La Météo Ghanéenne" où l'on vous donne toutes les prévisions météorologiques, toujours actualisées, pour notre pays.  
Regardons la carte et voyons quel temps fera-t-il demain!  
Alors, demain, c'est dimanche et il fera mauvais. Il pleuvra beaucoup toute la journée et dans presque toutes les régions du pays. Le soir, il y aura même de l'orage et des éclairs.  
N'oubliez pas votre parapluie et conduisez doucement! Si possible, restez à la maison.

**Personne A:** C'est magnifique! J'adore rester à la maison quand il fait mauvais comme ça. D'ailleurs, j'adore la pluie!

**Personne B:** C'est terrible! Demain, c'est dimanche et je voudrais faire un pique-nique avec ma famille. Je m'ennuierai à la maison ...

### Listening activity script (continued)

**Personne C:** C'est dommage! Demain, je fêterai mon anniversaire et j'avais hâte de le célébrer à la plage avec mes amis ...

**Personne D:** Oh non! C'est triste! Je déteste la pluie et je suis toujours en panique quand il y a du tonnerre.

**Personne E:** C'est super! Je resterai à la maison, je regarderai beaucoup de films à la télé, je jouerai avec ma petite sœur et je lirai des magazines.

**Personne F:** Quoi? Hélas! Demain, je vais participer à une compétition sportive en plein air, mais ces conditions climatiques-là ne m'aideront pas du tout à réussir à toutes les épreuves.

a) Learners should be able to understand the context of the text and therefore be able to answer the question in the activity quickly. To confirm and ensure their understanding, ask a learner to share his/ her answer aloud. Allow peer-reviewing, if you find it appropriate. Assist, guide and correct learners as necessary.

### Answers

3. a) Les gens qui parlent (A–F) expriment leurs sentiments (leur satisfaction ou leur regret) sur le temps qu'il fera demain.

b) Let learners listen to the Listening activity script once more, paying special attention to whether each speaker expresses satisfaction or regret. Learners should then tick the correct column for each person in the activity (A–F).

### Answers

3. b)	Personne	Satisfaction 😊	Regret ☹️
	A	✓	
	B		✓
	C		✓
	D		✓
	E	✓	
	F		✓



4. a)–b) Give learners a few minutes to engage and familiarise themselves with all the French expressions listed in 4b (on page 72 of the Learner's Book). Tell them that they will listen to the Listening activity script from question 3 (on page 83 of this Facilitator's Guide) once more.

- This time, tell your learners to pay special attention to the expressions that each person (A–F) uses to express their feelings/emotions.
- Learners are to tick all the expressions that they hear on the list provided in the activity.
- This is another great sound–word recognition exercise that allows learners to keep building on their vocabulary.
- Invite six learners (one per ticked expression) to share their answers aloud. Correct and assist learners as necessary and appropriate.

### Answers

4. b) B ☒ C'est super!

D ☒ C'est magnifique!

F ☒ C'est dommage!

J ☒ C'est triste!

K ☒ C'est terrible!

V ☒ Hélas!

- Go through all the expressions listed in 4b (on page 72 of the Learner's Book). Read them aloud, one by one. Learners to repeat each one after you. Check their pronunciation and correct as appropriate.
- Point out the Question box on the page and ask learners to give the English meaning of each expression listed in 4b. Allow learners to use a dictionary, if necessary, and prompt a quick class discussion. Remind learners to add the expressions to their "Dictionnaire personnel" and to keep practising them. Monitor, guide and assist learners as appropriate.
- Some of the expressions may have more than one translation. Accept any correct answers. Some guidance is provided below, for reference.

#### Answers:

A C'est superbe! – *That is superb!*

B C'est super! – *That is great!*

C C'est genial! – *That is awesome!*

D C'est magnifique! – *That is wonderful!*

E C'est merveilleux! – *That is marvellous!*

F C'est dommage! – *That is a shame!*

G C'est fantastique! – *That is fantastic!*

H C'est bête! – *That is stupid/ silly!*

I C'est excellent! – *That is excellent!*

J C'est triste! – *That is sad!*

K C'est terrible! – *That is terrible!*

L Ce n'est pas mal! – *That is not bad!*

M C'est chic! – *That is stylish!*

N C'est charmant! – *That is charming!*

O C'est parfait! – *That is perfect!*

P C'est formidable! – *That is terrific!*

Q C'est sensationnel! – *That is sensational!*

R C'est chouette! – *That is nice!*

S C'est cool! – *That is cool!*

T C'est terrifiant! – *That is terrifying!*

U Bravo! – *Bravo!*

V Hélas! – *Alas!*

- Draw learners' attention to the Bell box (just under the Question box) and ensure good understanding. Clarify further as necessary. **Note:** Clarify to your class that, when expressing feelings/ emotions about past events, we change "C'est .../ Ce n'est pas ..." to "C'était .../ Ce n'était pas ...". In the same way, when expressing feelings/ emotions about future events, we change "C'est .../ Ce n'est pas ..." to "Ce sera .../ Ce ne sera pas ...".
- Draw learners' attention to the "Le sais-tu?" box (at the bottom of page 72 of the Learner's Book). It is important for learners to become familiar with these abbreviated expressions too since they are commonly used in informal and oral speech.

#### Indicator:

- B9.9.3.1.2: *Exprimer ses sentiments et dire pourquoi*

### PARLER – Production orale/ Interaction orale

1. Working in groups of four and taking turns, learners role-play the dialogues (A–D) on page 73 of the Learner's Book.
  - Walk around the classroom, listening to your learners.



- Ensure good understanding and pronunciation.
- Invite two groups to present their dialogues in front of the class.
- Correct learners as necessary.
- Learners should notice the use of “ainsi” and “comme ça” in the dialogues. Draw their attention to the Bell box at the bottom of page 73 of the Learner’s Book and clarify further, if necessary.
- Point out the “Vocabulaire” and Phrase boxes (on the bottom right corner of the same page) and ensure good understanding.

- 2. a)–b)** Working in groups of six and taking turns, learners should now role-play the spoken text on page 74 of the Learner’s Book.
- Walk around the classroom, listening to your learners.
  - Ensure good understanding and pronunciation.
  - Invite two groups to present their dialogues in front of the class.
  - Correct learners as necessary.
- Draw learners’ attention to the Bell box at the top of page 75 of the Learner’s Book. By now (being part of a learner-centred classroom where communication and interaction play a crucial role), learners should be familiar with the French expressions “Qu’est-ce que tu penses/ vous pensez de ...”. Tell them that, later on in the theme, they will learn much more useful vocabulary to express opinions in French. For now, though, it is important that learners understand the expressions listed in the Bell box as they are likely to use them often while on the topic of expressing feelings and emotions in French.
  - Following on from the content of the Bell box, we suggest that you take the opportunity to introduce a few more useful expressions for the topic under study, such as, for example: “Je pense que c’est mieux/ moins bien que ...”; “Je pense que c’est pire que ...”; “À mon grand regret ...”; “Je regrette ...”. Provide learners with as many examples as you may find useful and relevant at this stage.

- 3.** This activity will give your learners an opportunity to practise their speaking skills while becoming more familiar with the fair number of expressions that they have already learnt in the unit. Learners are to work in pairs and to take turns.

- a)** Learners inform each other about the five different events/ situations listed in activity 3a (at the top of page 75 of the Learner’s Book). Ensure good understanding and clarify as you may find necessary and appropriate.

- b)–c)** After being informed about the events/ situations referred to in 3a, learners should express their satisfaction or regret (explaining the reason for their feelings/ emotions), using as much of the vocabulary already learnt in the unit as possible.
- Walk around the classroom, listening to your learners. Ensure good understanding and pronunciation.
  - Invite two groups to present their dialogues in front of the class.
  - Correct learners as necessary.

- 4. a)–b)** Through a class debate, learners say what they feel about the changes that have been taking place in our world (comparing yesterday’s world to today’s) and explain why they feel as they do.
- In addition to being a great opportunity for learners to practise the topic under study, this activity may be also used for **diagnostic assessment** as learners will be expected not only to use the present tense of different verbs but also to revise and use the French tense “l’imparfait”.
  - Monitor, guide and correct learners as necessary and appropriate.
  - In preparation for the class debate itself, you may like to ask your learners to go through Theme 4, Units 1 and 3 (on pages 34 to 39 and 49 to 55, respectively, of the Learner’s Book) for homework. This will allow them to revise the use of “l’imparfait” and do a quick recap of the French vocabulary related to “le monde d’hier”.
  - Ensure that all the learners have the opportunity to participate and express themselves.



5. a)–b) Think of a few events/ situations to share with your class. The “news” you share should be sufficiently meaningful to prompt your class to react with satisfaction or regret.

- Once they hear the “news” that you share, learners should show their satisfaction or regret and explain the reason for their feelings/ emotions. Remind them to pay attention to their vocabulary and pronunciation.
- Ensure that all the learners participate and express themselves.

6. a)–b) Working in groups of three and taking turns, learners think of some news to share/ announce to the rest of the group. Their classmates should then react to the news, in French, showing their satisfaction or regret and explaining the reason for such feelings/ emotions.

- Monitor, guide and assist learners as necessary, ensuring good use of vocabulary and pronunciation.

7. a)–b) Learners to think about an important past or future event/ situation in their lives and express their feelings/ emotions towards it, explaining the reason(s) for such feelings/ emotions in French.

- Monitor, guide and assist learners as necessary, ensuring good use of vocabulary and pronunciation.

**Note:** Be sensitive to the fact that learners may have had traumatic past experiences or be anxious about future events in their personal lives. We strongly suggest that you, for the purpose of this activity, prompt your class to refer only to events/ situations that are not too private or which would not bring up extremely bad memories or a lot of anxiety.

- Learners do some research about the feelings that are commonly expressed by French and Ghanaian people, in general. They then discuss and compare their findings in class.
- Monitor, guide and assist learners, providing as much extra information as you may find relevant and necessary.

### Indicator:

- B9.9.3.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on exprime ses sentiments et les justifie

## LIRE – Réception écrite/ Compréhension des écrits

1. Learners read a text (on page 76 of the Learner's Book) in which someone (Akosua) acknowledges and shares the feelings/ emotions that she experienced during the course of the day.

- Learners should pay careful attention to the vocabulary used and answer the questions (a–e) that follow at the top of page 77 of the Learner's Book.

**Note:** This activity provides a great opportunity to revise the “passé composé” (covered in Theme 4 of the Learner's Book) and review the required core competencies for that topic.

Guide and assist your learners as you may feel appropriate and necessary, considering their academic level/ strength.

- Read the title of the text (“Quelle journée d'émotions, Akosua!”) to your class and invite six learners each to read a section of the text aloud. Check their pronunciation and correct as necessary.
- Invite five learners (one per question) to share their answers aloud. Correct as necessary. Your learners' sentence answers may vary slightly. Accept any correct ones. Some possible answers are provided below.

### Answers

- a) En début de journée aujourd'hui, Akosua était très contente parce que/ car c'est son anniversaire.
- b) Quand sa cousine lui a dit qu'il y aura des nouvelles très bientôt, Akosua a exprimé la curiosité.
- c) Non, pas du tout. Cet après-midi, Akosua n'a pas eu des sentiments de bonheur. Elle s'est ennuyée au bureau (car les réunions d'aujourd'hui n'étaient pas intéressantes). Un peu plus tard, elle était fâchée parce que/ car son sac à main a été volé au marché, ce qui l'a mise en colère.



- d) En début de soirée, Akosua était heureuse parce qu’/ car elle pensait à sa fête d’anniversaire ce samedi et au gâteau qu’elle va faire pour cette fête-là.
- e) Non, malheureusement, elle n’est pas restée aussi joyeuse toute la soirée parce que/ car, quand le téléphone a sonné, elle a reçu une triste nouvelle: sa grand-mère est morte.

2. This is a useful activity which allows learners to self-check their general comprehension of the

text (“Quelle journée d’émotions, Akosua!”) that they have just read.

a)–b) Based on the information that learners gathered from the text, they should put the photos of Akosua (A–F) in chronological order. They should then explain what feelings/ emotions each photo expresses and why.

### Answers

2. a) A; F; C; E; D; B  
b)

Photo	Sentiment	Motif
A	La joie/ La gaieté/ Le bonheur	C’est son anniversaire.
F	La curiosité	Sa cousine lui a dit qu’il y aura des nouvelles très bientôt.
C	L’ennui	Les réunions au bureau n’étaient pas intéressantes du tout.
E	La colère/ La fureur	Son sac à main a été volé au marché.
D	La joie/ La gaieté/ Le bonheur	C’est sa fête d’anniversaire ce samedi.
B	La tristesse/ L’angoisse/ Le chagrin	Sa grand-mère est morte.

3. Learners read texts A and B (and the “Réponse” to each one), on pages 77 and 78 of the Learner’s Book, to themselves. Learners should be able to understand the general context of the texts and notice that while in text A there is an expression of satisfaction, dissatisfaction is expressed in text B.

- Bring learners’ attention to the “Vocabulaire”, Phrase and Bell boxes at the bottom of page 78 of the Learner’s Book. Clarify as necessary.
- Point out the Question box (at the bottom of page 78 of the Learner’s Book) to your class and prompt learners to find an example of each of the meanings indicated in the texts (“Commentaires” A and B and the respective “Réponses”) that they have just read. Invite a volunteer to share his/ her answers aloud.

#### Answers:

- **to regret** – “Je regrette d’avoir choisi votre hôtel pour mes vacances.”
- **to miss** – “... j’ai regretté, chaque jour, l’hôtel où j’ai passé mes vacances l’année dernière.”
- **to be sorry** – “Je regrette de savoir que vous n’avez pas passé un bon séjour parmi nous.”

4. Learners complete the “Vrai/ Faux” table (about texts A and B, on pages 77 and 78 of the Learner’s Book) and correct the false statements.

- We suggest you ask your learners to correct the false statements in writing before you invite ten volunteers (one per statement) to share their answers aloud.
- Guide, assist and correct learners as necessary and appropriate.

### Answers

4. a) Faux. Madame Julie Martin exprime sa satisfaction parce qu’/ car elle a adoré son séjour à l’hôtel “Chez Nous”.
- b) Faux. Le directeur de l’hôtel exprime sa satisfaction/ son contentement dans son message de réponse à Madame Julie.
- c) Vrai.
- d) Faux. Le séjour de l’hôte anonyme à l’hôtel “Chez Nous” a été terrible.
- e) Faux. L’hôte anonyme regrette le choix d’hôtel et il/ elle n’y veut pas retourner dans l’avenir.
- f) Faux. L’hôte anonyme dit que son séjour à l’hôtel “Chez Moi” était pire que faire du camping.



- g) Vrai.
- h) Faux. Malheureusement, la connexion wi-fi de l'hôtel ne marche pas très bien/ toujours.
- i) Vrai.
- j) Faux. Avant de terminer son message, le directeur de l'hôtel exprime, encore une fois, son regret.

### Indicator:

- *B9.9.3.1.4: Écrire pour exprimer ses sentiments et les justifier*

## ÉCRIRE – Production écrite/ Interaction écrite

1. **a)–b)** Learners to write a few social media posts to express their different feelings throughout the day.
  - Learners to use as much of the vocabulary learnt in the unit as possible.
  - Ask learners to add relevant emoticons to their posts in order to make them more visual and expressive.
  - Check and correct your learners' messages as necessary.
2. **a)–c)** Learners study the two images of the same gentleman (at the top right corner of page 80 of the Learner's Book) and notice that he is quite happy in one of the images but very sad in the other.
  - Read questions a and b aloud to your class, stressing the words "comme ça" and "ainsi". Ensure good understanding.
  - Learners should then imagine a dialogue between themselves and the gentleman in the images in which he acknowledges his feelings/ emotions and justifies them.
  - Check your learners' dialogues and correct them as necessary. Allow learners to rewrite their texts correctly in response to your feedback.
  - Invite a few learners to share their dialogues with a partner and to role-play them in front of the class. Check their pronunciation and correct as relevant and appropriate.

3. Learners imagine that their brother/ sister has upset them. They then write him/ her a message via WhatsApp to express their feelings, justifying these nicely and clearly.
- Encourage learners to add some emoticons to their WhatsApp messages.
- Note:** You may like to share the link that follows with your learners. It provides an explanation, in French, of each emoticon available on WhatsApp:
- <https://www.significationsmileys.fr/liste-smileys-humains-whatsapp>
- Check and correct your learners' messages as necessary.
4. a)–b) Learners to be creative and think about suitable messages that could be sent to express satisfaction/ regret in response to the two messages provided at the bottom of page 80 of the Learner's Book.
- Check and correct your learners' messages as necessary.

## C'est l'heure de la dictée!

- For this unit, we suggest that you dictate all the expressions listed in the “Vocabulaire illustré” on pages 68 and 69 of the Learner’s Book.
- Guide and correct learners as appropriate.
- Allow your learners to rewrite their dictations correctly after you have checked them.

## Notes:

[illegible]



## UNITÉ 2 Attention!



**Suggested teaching time:**

**Seven and a half hours (9 periods of 50 minutes each), over three weeks**

Donner des conseils  
et des avertissements

### Introduction

The focus of this unit is on giving advice and warnings in French.

Learners will have the opportunity to practise different sentence structures that are frequently used when asking for/ giving advice as well as when giving a warning in French.

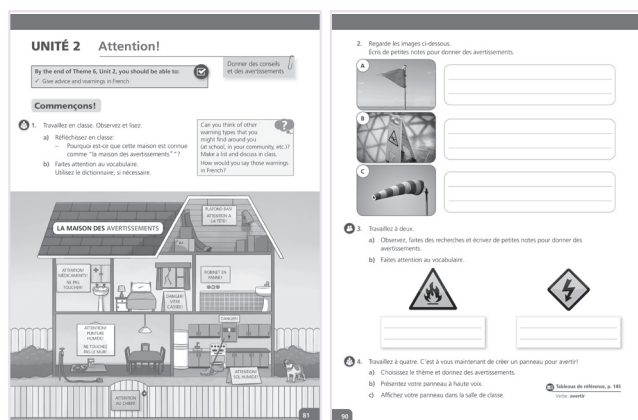
In addition, learners will revise the imperative mood and be introduced to the French first conditional (“Si” + present + present/ “Si” + present + future/ “Si” + present + imperative).

The activities presented in this unit are from real-life situations. This will enable learners to study the content more easily, with greater clarity and always in context.



### RESOURCES

- Learner's Book: pp. 81–90



### Optional extra materials:

- Warning signs/ Flyers
- Posters, flashcards, photos
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



### KEY WORDS

- |                 |           |
|-----------------|-----------|
| ★ Conseil       | ★ Faire   |
| ★ Conseiller    | ★ Pouvoir |
| ★ Avertissement | ★ D'abord |
| ★ Avertir       | ★ Ensuite |
| ★ Panneau       | ★ Puis    |
| ★ Attention     | ★ Enfin   |
| ★ Devoir        |           |

In addition to the key words, learners will also be introduced to some key sentences and expressions that are very useful when asking for/ giving advice and giving warnings in French, such as:

- ★ Qu'est-ce que tu (me) conseilles/ vous (me) conseillez ...?
- ★ Est-ce que tu pourrais/ vous pourriez ...?
- ★ Comment faire pour ...?
- ★ Qu'est-ce que je dois faire ...?
- ★ Je te/ vous conseille (de) ...
- ★ Tu peux/ Vous pouvez ...
- ★ Il faut ...
- ★ Tu dois/ Vous devez ...
- ★ Pour ... d'abord/ ensuite/ puis/ enfin ...
- ★ Si ...

### GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, the focus will be on giving advice and warnings in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 81 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Highlight the words “conseils” and “avertissements”. These are the first key words that learners should clearly understand before beginning the activities that follow in the unit.



## COMMENÇONS!

1. Learners should study the large picture (on page 81 of the Learner's Book) and read, to themselves initially, all the labels on it.
    - Then, read all the labels aloud to your class. Learners to repeat each one after you.
    - Check for good pronunciation.
  - a) Prompt a quick class discussion, giving learners the chance to answer the question asked in the activity. Learners should be able to answer that “cette maison est connue comme la maison des avertissements parce qu’/ car elle a/ il y a des avertissements partout!”.
    - Ensure good understanding of the context.
  - b) Ensure good understanding of all the vocabulary on the page too. Encourage your learners to use a dictionary, if necessary.
- Point out the Question box on the page and give learners a few minutes to read through both of the questions.
  - Allow your learners to provide their answers to the first question in English or in a local language.
  - List their ideas on the writing board and prompt a class discussion afterwards in which learners (with your guidance and assistance) try to figure out the best way of saying all of the listed warnings in French. Some possible answers are listed below, for reference.

### Answers:

- *Alcohol can cause cancer!*  
– “L’alcool peut causer le cancer!”
- *Danger! Flammable material.*  
– “Danger! Matières inflammables.”
- *Smoking kills!* – “Fumer tue!”
- *Authorised personnel only.*  
– “Personnel autorisé seulement.”

### Indicator:

- B9.9.4.1.1: *Écouter, comprendre et réagir à une conversation dans laquelle l’on donne des conseils et des avertissements*

## ÉCOUTER – Réception orale/ Compréhension de l’oral

1. The aim of this short, relatively straightforward activity is to give learners an opportunity to practise their listening skills while paying attention to the vocabulary they hear and to its sounds and context.
  - a) Learners listen to five different warnings and tick the options (from the list provided on page 82 of the Learner's Book) that match what they hear.

### Listening activity script

- Attention! Ne sortez pas ce soir! Il y aura un orage!
- Danger! Ne touchez pas!
- Attention à la tête!
- Peinture humide! Ne vous asseyez pas!
- Forte pluie et brouillard! Conduisez prudemment!

### Answers

1. a) Learners should tick the following warnings:  
**3, 4, 9, 11, 15.**
  - You may choose to draw learners’ attention to the words “asseyez” and “assieds” (in warnings 10–12).  
Remind them that these forms can also be written as “assoiez” and “assois”, respectively.
- b) To ensure good understanding, and to put what they have read and heard into context, learners should now match each ticked option in 1a to the appropriate image in 1b.
  - Invite five learners (one per image) to share their answers aloud.
  - Allow the rest of the class to correct their classmates, if necessary and as appropriate.



## Answers

1. b)

Image	Avertissement
A	11
B	15
C	9
D	3
E	4

2. Before learners listen to the four pieces of advice for activity 2 (on page 83 of the Learner's Book), ask them to read each of the four speech bubbles (on the left) to themselves.

- Learners should notice that each speech bubble is a request for a particular piece of advice.
  - Clarify that they will now listen to four pieces of advice – each a response to one of the requests that they have just read.
- a)–b) Learners listen to four pieces of advice (1–4) and associate each one with the correct person/ speech bubble on the right (A–D) in order to complete the dialogues on the page.

## Listening activity script

**Conseil 1:** Pour faire ça, je te conseille de protéger les fleurs, de planter des arbres, de balayer la cour et de jeter les déchets dans la poubelle.

**Conseil 2:** Je vous conseille le Ghana! Le Ghana, c'est un pays très intéressant! On y trouve aussi beaucoup de sites touristiques qu'il faut découvrir et visiter!

**Conseil 3:** Tu dois étudier bien les leçons, faire toujours tes devoirs et rester concentré!

**Conseil 4:** Oui, bien sûr! Tu peux peut-être t'entraîner au football. Tu peux aussi considérer le basket-ball ou même le volley-ball.

## Answers

2. b)

Conseil	1	2	3	4
Personne	B	C	A	D

## EXTRA ACTIVITY

- Read aloud to your class the complete dialogues (the requests for advice and the advice given) on page 83 of the Learner's Book. Highlight the following sentence starters:
  - Qu'est-ce que je dois faire pour ...?
  - Comment faire pour ...?
  - Qu'est-ce que vous conseillez ...?
  - Est-ce que tu pourrais ...?
  - Je te conseille de ...
  - Je vous conseille le ...
  - Tu dois ...
  - Tu peux ...
- Point out the in-text cross-reference to the "Tableaux de référence" section (at the bottom of page 83 of the Learner's Book) and prompt learners to conjugate the verbs indicated ("conseiller" and "devoir") in the present tense. Guide, assist and correct learners as necessary.
- Then, draw your learners' attention to the "Observer et apprendre" box on page 84 of the Learner's Book.

## Observer et apprendre

### How to ask for and give advice in French

- Give learners enough time to read through this "Observer et apprendre" box.
- They should already be familiar with some of the listed sentences as they were introduced to them, in context, in the dialogues of the previous activity.
- Go through the box content with your class and ensure that they understand it well. Clarify any queries that your learners may have.

### Indicator:

- B9.9.4.1.2: Conseiller ou avertir quelqu'un

## PARLER – Production orale/ Interaction orale

1. a) In pairs and taking turns, learners role-play the dialogue on page 84 of the Learner's Book.
- Walk around the classroom, listening to your learners.
  - Ensure good understanding and pronunciation.



- Invite two groups to present their dialogues in front of the class.
- Correct learners as necessary.
- Learners should notice and be familiar with both the question “Qu’est-ce que tu me conseilles ...?” (when asking for advice) and the use of the imperative forms of the different verbs (when providing advice) in the dialogue. Clarify any queries that may arise.

b) Still in their pairs, learners should now think creatively and come up with two additional pieces of advice to add to those already provided in the dialogue. Learners’ answers will vary. Accept any correct and appropriate ones.

c) Invite a few pairs of learners to present their dialogues (including their added pieces of advice) in front of the class. Check their pronunciation and correct as appropriate.

2. Learners to reflect on the two proverbs found in the dialogue of activity 1 (“Vouloir c’est pouvoir!” and “Qui va doucement va loin!”) and share aloud what they think these actually mean (beyond their literal translations into English).

- Prompt a quick class discussion in which learners are given the chance to think aloud and share their thoughts.
- Assist, guide and correct learners as necessary and appropriate.

### Answers

2. • “Vouloir c’est pouvoir” – *meaning:*  
You can achieve your goals if you really want to.
- “Qui va doucement va loin” – *meaning:*  
Instead of trying to do things in a rush, rather do them slowly and properly. That way, you can go far.

- Because proverbs are commonly used to give advice or to communicate warnings, it is a good idea to get learners to do some research and find some more. This will allow them to continue to expand their knowledge/ vocabulary while reflecting, interpreting and practising new and useful content in French.

- Learners to find out three more French proverbs which they think are both relevant and suitable to use when giving advice or communicating a warning to someone.
- Learners’ answers will vary. Accept any correct and appropriate ones and list them on the writing board.

### Indicator:

- B9.9.4.1.3: Lire un texte simple dans lequel l’on conseille ou l’on avertit quelqu’un

## LIRE – Réception écrite/ Compréhension des écrits

1. Read aloud to your class the headings of the flyer (“Savez-vous quoi faire en cas d’orage?”/ “Suivez ces conseils et protégez-vous et votre famille!”), at the top of page 85 of the Learner’s Book. Then, ask learners to read the complete flyer (on pages 85 and 86) to themselves, paying attention to the vocabulary.

2. Learners complete the “Vrai/ Faux” table on page 86 of the Learner’s Book, correcting the false statements in writing.

- Invite six learners (one per statement) to share their answers aloud. Allow the rest of the class to correct their classmates as appropriate.
- Monitor, guide and correct learners as necessary.

### Answers

2. a) Faux. En cas d’orage, il faut éviter d’utiliser le téléphone et de prendre un bain ou une douche.
- b) Vrai.
- c) Vrai.
- d) Faux. S’il y a un orage, ne t’abrite pas sous des arbres et des poteaux parce qu’ils peuvent attirer les éclairs.
- e) Faux. Si une personne est au volant, elle doit trouver un endroit convenable pour s’arrêter, rester dans le véhicule, activer les clignotants d’urgence et attendre que la pluie diminue.
- f) Vrai.



3. Learners study the flyer on page 87 of the Learner's Book. They should be quite familiar with the context as it relates to the Covid-19 pandemic. This activity is quite important and meaningful, because learners will now learn what to say, in French, when advising others on measures to be taken to avoid the spread of the virus.

- a) Learners read the eight captions attentively and match each one to the correct image (A–H) on the flyer above.
- Learners should pay attention to the vocabulary and notice all the imperative forms (for “vous”) used in the captions.
  - Invite eight learners (one per caption) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree with the answers provided by their classmates.
  - Monitor, guide and assist learners as necessary.

### Answers

1. a)

G

Évitez les contacts rapprochés.  
Respectez une distance d'au moins un mètre avec les autres.

B

Toussez ou éternuez dans le pli de votre coude ou dans un mouchoir en papier.

H

Évitez de vous toucher le visage.

D

Si vous êtes malade, restez chez vous.

F

Saluer sans vous serrer la main.

C

Après avoir utilisé des mouchoirs en papier, il faut les jeter dans une poubelle fermée.

A

Lavez vos mains fréquemment à l'eau et au savon. N'oubliez pas de compter entre 40 et 60 secondes par lavage.

E

Masquez-vous!

- b) Read aloud to your class the text on the flyer itself (“Le Coronavirus: Évitions une contamination!”/ “Prenez soin de vous. Prenez soin des autres.”) as well as the eight captions below it (in a). Learners to repeat each one after you. Check their pronunciation and assist where necessary.



### Observer et apprendre

#### How to use the first conditional (if) in French

- Ask your learners to study the “Observer et apprendre” box on page 88 of the Learner's Book for homework. It is important that they have enough time to study it individually before you go through the content with them, as a class.
- At the following lesson, go through the box with your learners. Take as much time (and provide as many examples and as much extra explanation) as you may feel necessary.
- Draw learners' attention to the Bell boxes on the page and ensure that they understand the content well. Depending on the academic strength of your class, you may need to provide some additional clarification and extra examples.
- Point out the Question box at the bottom of the page and invite your learners, as a class, to provide the answers. Monitor, guide and assist learners as necessary.

#### Answers:

- The first conditional verb tenses/ mood in the sentence “Si une personne est frappée par un éclair, appelez immédiatement les secours.” are: **present tense** + **imperative mood**:
  - “est” is the **present tense** of the verb “être” (conjugated for “je”)
  - “appelez” (which is not in the present tense as it is not preceded in the sentence by a subject personal pronoun) is the **imperative form** (for “vous”) of the verb “appeler”.
- Another way of saying the same sentence would be:
  - “**Appelez immédiatement les secours, si une personne est frappée par un éclair.**”



### Indicator:

- B9.9.4.1.4: *Écrire un texte simple pour conseiller ou avertir quelqu'un*

## ÉCRIRE – Production écrite/ Interaction écrite

1. a)–b) Learners study the illustrated recipe (on page 89 of the Learner's Book). They then complete the scheme (provided in b) to advise a friend on the steps to take to make a healthy sandwich.

- Refer learners back to the “Observer et apprendre” box on page 84 of the Learner's Book and remind them of the sentence structure:

Pour [+ infinitive] + d'abord/ ensuite/ puis/  
enfin [+ simple future or imperative]

- To make this activity more challenging, learners are required to use “le futur simple”, conjugated for “tu” (since the verbs in the illustrated recipe are already in the imperative mood).



### Answers

1. b) 1. D'abord, tu grilleras deux tranches de pain de seigle et tu les beurreras.  
2. Ensuite, tu ajouteras des tranches de tomate et des feuilles de laitue sur l'une des tranches de pain.  
3. Puis, tu ajouteras de petites tranches de fromage et de concombre sur l'autre tranche de pain.  
4. Enfin, tu fermeras le sandwich et tu le couperas en 2. Voilà! Ton sandwich santé sera prêt!
2. Learners look at images A, B and C (on page 90 of the Learner's Book) and write an appropriate warning for each one. Your learners' answers may vary. Accept any correct and appropriate ones. Some possible answers are provided below.



### Answers

2. A: Ne pas nager! / Ne nagez pas!  
B: Attention! Sol humide!  
C: Vent fort! Conduisez prudemment!

3. a)–b) Working in pairs, learners are to provide an appropriate caption for each warning sign shown. Learners' answers may vary. Accept any suitable and appropriate ones. Some sample captions are provided below for reference.



### Answers

3. A – Attention! Matières inflammables ou haute température!  
B – Danger électrique!
4. a) Working in groups of four, learners are to create a poster to give some warnings on a topic of their choice.  
b) Learners to present their posters in class.  
c) Once you have checked and corrected their work, put the posters up in the classroom for all to see.
- Point out the in-text cross-reference to the “Tableaux de référence” section (on page 90 of the Learner's Book) and prompt learners to study the verb “avertir” for homework.

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate all the warnings found in “la maison des avertissements” (from the “Commençons!” activity, on page 81 of the Learner's Book).
- Alternatively, for a more challenging activity, dictate all the speech bubbles in “Écouter”, activity 2 (on page 83 of the Learner's Book).
- Check your learners' work and correct as necessary.

### Notes:

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# UNITÉ 3 Ça m'intéresse!



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Exprimer son  
opinion et la justifier

## Introduction

The focus of this unit will be on understanding and giving opinions in French. Learners will be encouraged to engage in different communication acts in which they will have the opportunity to both ask for someone's opinion and state their own. To this effect, learners will be introduced to quite a few sentence starters that can be used when asking for/ giving opinions in French.

Learners will also be introduced to key expressions that are commonly used in French to express agreement or disagreement with an opinion.

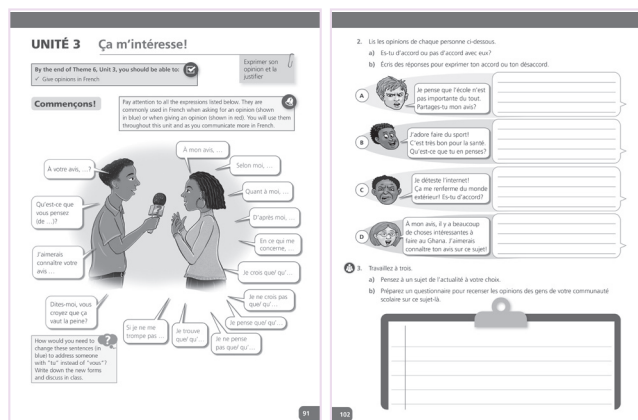
In brief, this unit prompts learners to build on previous general knowledge on the topic while inviting them to participate, actively and confidently, in class debates and discussions around a variety of real, meaningful, interesting matters.

Through all of the activities proposed in the unit, learners should feel that they have a voice and that their opinions are heard and respected by their peers (regardless of whether they are in agreement or disagreement with one another's viewpoints).



## RESOURCES

- Learner's Book: pp. 91–102



## Optional extra materials:

- Posters, flashcards, photos
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



## KEY WORDS

- |             |             |
|-------------|-------------|
| ★ Opinion   | ★ Trouver   |
| ★ Avis      | ★ Croire    |
| ★ Accord    | ★ Valoir    |
| ★ Désaccord | ★ Concerner |
| ★ Penser    | ★ Connaître |

- |           |              |
|-----------|--------------|
| ★ Dire    | ★ Intéresser |
| ★ Pouvoir | ★ Tromper    |

In addition to the key words, learners will also be introduced to some key sentence starters and expressions, such as:

- ★ À ton/ votre avis ...?
- ★ Qu'est-ce que tu penses/ vous pensez (de ...)?
- ★ Qu'est-ce que tu en penses/ vous en pensez?
- ★ J'aimerais connaître ton/ votre avis ...
- ★ Dis-moi/ Dites-moi, tu crois/ vous croyez que ça vaut la peine?
- ★ Dis-moi/ Dites-moi, je peux avoir ton/ votre avis?
- ★ Toi/ Vous, personnellement, tu en penses/ vous en pensez quoi?
- ★ Qu'est-ce que tu dis/ vous dites de ça?
- ★ Comment trouves-tu/ trouvez-vous ...?
- ★ Dis-moi/ Dites-moi, tu crois/ vous croyez que ça vaut la peine?
- ★ Ça t'/ vous intéresse?
- ★ À mon avis, ...
- ★ Selon moi, ...
- ★ Quant à moi, ...
- ★ D'après moi, ...
- ★ En ce qui me concerne, ...
- ★ Je crois que/ qu' ...
- ★ Je ne crois pas que/ qu' ...
- ★ Je pense que/ qu' ...



- ★ Je ne pense pas que/ qu' ...
- ★ Je trouve que/ qu' ...
- ★ Si je ne me trompe pas ...
- ★ Bien sûr que non.
- ★ Je pense que non.
- ★ Ça m'intéresse!
- ★ Ça ne m'intéresse pas.
- ★ Personnellement ...
- ★ Es-tu/ Êtes-vous d'accord?
- ★ Je suis (totalement) d'accord (avec toi/ vous).
- ★ Je suis du même avis que toi/ vous.
- ★ Je partage ton/ votre avis.
- ★ Je pense comme toi/ vous.
- ★ Je pense la même chose.
- ★ Oui, à mon avis ...
- ★ Oui, c'est vrai!
- ★ Je pense que c'est bon!
- ★ Oui, je crois que ça vaut la peine.
- ★ Non, je ne suis pas d'accord (avec toi/ vous).
- ★ Je ne pense pas comme toi/ vous.
- ★ Je ne pense pas la même chose.
- ★ Je ne suis pas du même avis que toi/ vous.
- ★ Absolument pas!
- ★ Je ne partage pas ton/ votre avis.
- ★ Non, c'est (totalement) faux!
- ★ Pas du tout! Je ne crois pas que/ qu' ...
- ★ Tu te trompes./ Vous vous trompez.

## GUIDELINES AND SUGGESTIONS

- We suggest that you start teaching this unit (as a quick **diagnostic assessment**) by asking your class how we might ask someone's opinion about something in French. At this stage and level of study, your learners are expected to be able to say, without much hesitation: "Qu'est-ce que tu penses/ vous pensez (de ...)?" or "Qu'est-ce que tu en penses/ vous en pensez?".
- From there, ask your learners to indicate what might then be said in response to that question. Again, learners are expected to be able to indicate promptly at least one of these sentence starters: "Je pense que/ qu' ..."; "Je crois que/ qu' ..." or "À mon avis ...".
- In a learner-centred classroom, where communication and interaction are key elements, it is important for learners to feel comfortable in expressing their own opinions in French (providing clear and relevant reasons for their viewpoints).

- Prompt learners to open their Learner's Book on page 91. Give them a couple of minutes to engage and familiarise themselves with the top section of the page, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

## COMMENÇONS!

1. Learners look and listen while you read each sentence starter around the picture (on page 91 of the Learner's Book) aloud to the class. Learners to repeat each one after you. Check their pronunciation and correct them as necessary.
  - Learners should notice that the speech bubbles on the left (the gentleman's ones, written in blue) are to ask for an opinion, while the speech bubbles on the right (the lady's ones, written in red) are to give an opinion in French.
  - Draw learners' attention to the Bell box (at the top of the page) for clarification.
  - Re-read each of the sentences on the left (in the gentleman's speech bubbles) and then immediately point out the Question box at the bottom left corner of the page. Prompt a quick class discussion in which learners think together to provide an answer to the question raised. Invite four learners (one per speech bubble) to come to the writing board and write down the new forms for "tu". Correct learners as necessary.

**Answers:**

  - À ton avis, ...?
  - Qu'est-ce que tu penses (de ...)?
  - J'aimerais connaître ton avis ...
  - Dis-moi, tu crois que ça vaut la peine?
2. If the focus of the previous warm-up activity was on asking for and giving opinions in French, the aim of this second "Commençons!" activity is to introduce learners to key expressions that can be used to indicate agreement or disagreement with the opinions or viewpoints of others.
  - Learners look and listen while you read each speech bubble (at the top of page 92 of the Learner's Book) aloud to the class. Learners to repeat each one after you. Check their pronunciation and correct them as necessary.



- Highlight the question “Êtes-vous d’accord?” (in bold blue, in speech bubble A). Then, point out the Bell box on the page to your class. Ensure good understanding.
- Re-read speech bubbles B–I, slowly and clearly. Then, immediately draw learners’ attention to the first Question box on page 92 of the Learner’s Book. Ask your class: “Est-ce que la bulle (B, C, D, etc.) exprime l’accord ou le désaccord?”. Invite eight learners (one per speech bubble) to answer the question in French, by saying: “Cette bulle exprime l’accord/ le désaccord.”. The rest of the class should listen attentively and state whether they agree or disagree. Guide and correct learners as appropriate.

**Answers:**

- Ces bulles expriment l’accord: **B, E, G, I**.
- Ces bulles expriment le désaccord: **C, D, F, H**.

**3. a)–b)** This last activity of the “Commençons!” section of the unit aims to build learners’ vocabulary on the topic of expressing agreement or disagreement in French. The lists of phrases provide learners with a good basis for all the activities that will follow next.

- Allow learners enough time to study the lists (A and B) included at the bottom of page 92 of the Learner’s Book. Learners should already be familiar with some of the listed expressions (particularly those that were used in the speech bubbles of the previous activity). Remind them to add any new expressions to their “Dictionnaire personnel”.
- Learners to indicate which list expresses agreement and which one expresses disagreement. Invite a learner to share his/ her answers aloud. Guide and correct learners as necessary.



**Answers**

- 3. a)** A – Cette liste exprime l’accord.  
**b)** B – Cette liste exprime le désaccord.
- Set the second Question box (on page 92 of the Learner’s Book) as homework – to give learners enough time to consider the meaning of each expression (and to use a dictionary, if necessary).

At the next lesson, invite a few volunteers to share their answers aloud. Allow peer-reviewing. Monitor, assist and correct learners as necessary.

**Answers:**

**A**

- Je suis (totalement) d’accord avec toi/ vous. – *I (totally) agree with you.*
- Je suis du même avis que toi/ vous. – *I have the same point of view as you.*
- Je partage ton/ votre avis. – *I share your point of view.*
- Oui, à mon avis ... – *Yes, in my opinion ...*
- Oui, je crois que ça vaut la peine. – *Yes, I believe that it is worth it.*
- Je pense comme toi/ vous. – *I think exactly like you.*
- Je pense la même chose. – *I think the same thing.*
- Oui, c’est vrai! – *Yes, that is true!*
- Je pense que c’est bon! – *I think it is good.*

**B**

- Non, je ne suis pas d’accord (avec toi/ vous). – *No, I don’t agree (with you).*
  - Je ne pense pas la même chose. – *I don’t think the same thing.*
  - Absolument pas! – *Absolutely not!*
  - Je ne partage pas ton/ votre avis. – *I don’t share your point of view.*
  - Pas du tout! Je ne crois pas que/ qu’ ... – *Not at all! I don’t believe that ...*
  - Je ne pense pas comme toi/ vous. – *I don’t think like you.*
  - Je ne suis pas du même avis que toi/ vous. – *I don’t have the same point of view as you.*
  - Non, c’est (totalement) faux! – *No, that is (totally) untrue!*
  - Tu te trompes./ Vous vous trompez. – *You are wrong.*
- Point out the in-text cross-reference to the “Tableaux de référence” section (also on page 92) and prompt learners to conjugate the verbs indicated (“penser”, “croire” and “valoir”) in the present tense. Guide, assist and correct learners as appropriate and necessary.



### Indicator:

- B9.9.5.1.1: *Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle les gens expriment leurs opinions*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. Learners listen to an interview in which a lady (Madame Lariba) expresses her opinion on the importance of physical activity for the well-being of the human body.
  - Before learners begin the activity, ensure that they understand the general context of the interview itself, by preparing and asking them a few comprehension questions of your choice.
  - Guide, assist and correct learners as appropriate and necessary.

### Listening activity script

- Interviewer:** Bonjour, Madame Lariba, et merci de participer à cette interview pour notre émission de télévision "La Santé et le Bien-Être".
- Madame Lariba:** Bonjour! Il n'y a pas de quoi. C'est un plaisir.
- Interviewer:** Madame Lariba, vous êtes la Présidente de l'Association des Professeurs d'Éducation Physique de notre pays, c'est bien ça?
- Madame Lariba:** Oui, c'est bien ça.
- Interviewer:** Alors, qu'est-ce que vous pensez de l'importance de l'activité physique pour notre bien-être? J'aimerais connaître votre avis sur le sujet.
- Madame Lariba:** Je pense que l'activité physique est très importante. Elle améliore la concentration, le rendement scolaire, le sommeil et elle augmente la solidité de nos os. À mon avis, beaucoup de maladies mentales pourront être contrôlées (ou même évitées) si on pratique une activité physique régulière.

### Listening activity script (continued)

- Interviewer:** Il y a des gens qui pensent que faire du sport c'est seulement pour la jeunesse. Êtes-vous d'accord? Qu'est-ce que vous dites de ça?
- Madame Lariba:** Bien sûr que non. Je crois que tout le monde doit pratiquer, au moins, un sport à n'importe quel âge.  
Si je ne me trompe pas, il y a de plus en plus de seniors qui s'entraînent à une activité sportive car ils comprennent ses bénéfices pour leur bien-être et aussi pour leur santé.
- Interviewer:** Merci beaucoup pour toute cette précision sur le sujet.
- Madame Lariba:** De rien. Je profite de l'occasion pour vous inviter à venir chez notre Association pour apprendre un peu plus sur nos campagnes de sensibilisation. Ça vous intéresse?
- Interviewer:** Oui, bien sûr. Ça m'intéresse! De la part de toute l'équipe de notre émission de télévision, merci beaucoup pour votre invitation. À bientôt!
- Madame Lariba:** À bientôt!

- a) Allow learners to listen to the interview again (which is intentionally long as it is meant to cover quite a few and useful expressions for the topic under study).

This time, prompt learners to pay special attention to all the expressions that are used to ask for/ give an opinion in French. On the two lists provided (on page 93 of the Learner's Book), learners are to tick only those expressions that they hear.

- Before they begin the activity, give learners a few minutes to read through the two lists of expressions ("Pour demander l'opinion" and "Pour donner l'opinion").



As stated in the Bell box on the page, learners should notice that both lists include some new expressions.

If necessary, allow them to use a dictionary. Guide and clarify as you may find appropriate.

- Invite two learners (one per list) to share their answers aloud. Correct as needed.

## Answers

### 1. a) Pour demander l'opinion

- B ☒ Qu'est-ce que vous pensez (de ...)?
- C ☒ J'aimerais connaître votre avis ...
- E ☒ Qu'est-ce que vous dites de ça?
- J ☒ Ça vous intéresse?

### Pour donner l'opinion

- K ☒ À mon avis, ...
- P ☒ Je crois que/ qu' ...
- R ☒ Je pense que/ qu' ...
- U ☒ Si je ne me trompe pas ...
- V ☒ Bien sûr que non.
- X ☒ Ça m'intéresse!

- b) Read all the expressions listed on page 93 of the Learner's Book (A–Z) aloud to your class. Learners to repeat each one after you, paying attention to the pronunciation. Correct learners as necessary and ensure that they understand the content well.

- Point out the “Pronunciation” box (also on page 93 of the Learner's Book). Learners should be able to identify the sound that is common to both “moi” and “crois” (**Answer:** [wa]). Then, invite two volunteers to read “avis” and “Quant à moi” aloud. Ensure that these are pronounced correctly. Guide learners as appropriate.
- Point out the in-text cross-reference to the “Tableaux de référence” section (at the bottom of page 93) which summarises some key verbs for the topic of the unit.

### 2. a)–b) Learners are to concentrate their full attention on page 94 of the Learner's Book.

- Learners should fill in the gaps in the speech bubbles (A–D) with the expressions that they hear. This is a useful, important

and challenging activity which will enable learners to consolidate the content that they have been learning.

## Listening activity script

**Akos (A):** J'adore travailler sur ce projet de protection de l'environnement parce que **je trouve qu'**il est très important d'informer les gens des menaces écologiques actuelles. **Qu'est-ce que tu en penses?**

**Joanne (B):** Oui, tout à fait! **Ça m'intéresse** et ça me préoccupe aussi. **Je pense qu'**avec ce projet-là on va vraiment sensibiliser notre communauté aux problèmes environnementaux ainsi que l'inciter à adopter un style de vie plus écoresponsable.

**Akos (C):** J'ai une idée et **j'aimerais connaître ton avis** ... Peut-être nous deux pouvons faire du bénévolat dans une association environnementale? **Qu'est-ce que tu penses de** cette idée? **Dis-moi, tu crois que ça vaut la peine?**

**Joanne (D):** Oui, absolument. **Je crois que** tu as raison et quelle bonne idée! **Si je ne me trompe pas**, il y a une association environnementale dans notre ville. Allons la contacter et participer à des collectes de déchets ainsi qu'au nettoyage des plages et des forêts! **D'après moi**, on peut faire notre part aussi en donnant de bons exemples et en agissant tous ensemble!

- Allow learners to listen to the dialogue a second time to confirm that they have filled in each gap correctly.
- Invite ten learners (one per filling gap) to share their answers aloud.
- Guide and correct learners during the activity, as necessary. Write the answers on the writing board, for ease of reference, as they are provided. Learners should notice that some of the expressions from the A–Z list on the previous page are included here too – this time, using the subject personal pronoun “tu” rather than “vous”.



- Please refer to the Listening activity script (on page 99 of this Facilitator's Guide) where the answers are provided in bold purple and underlined, for ease of reference.

3. Learners are to listen to some dialogues outlined on page 95 of the Learner's Book. As they listen, they should complete the filling gaps, using the appropriate expressions from the list of vocabulary provided at the top of the page. This listening activity is not as challenging as the previous one, but it is equally relevant and important as it helps learners to consolidate content through visual references and sound–word recognition.
  - Before they listen to the script, allow learners some time to read the list of expressions provided. They should already be quite familiar with these.



### Listening activity script

- Professeure (A):** Qu'est-ce que tu penses de la langue française, Araba?
- Araba (B):** À mon avis, la langue française est très intéressante, professeure!
- Araba (C):** Êtes-vous d'accord, mes amis?
- Louis (D):** Oui, je partage ton avis, Araba!
- Azindoo (E):** Non, je ne pense pas la même chose. Moi, je pense que la langue française est très difficile!
- Suzette (F):** Pas du tout, je ne suis pas d'accord avec toi, Azindoo. Je ne crois pas que la langue française est difficile. Étudier la langue française, c'est facile et très amusant!
- Araba (G):** Je suis totalement d'accord avec toi, Suzette. Azindoo, peut-être tu veux étudier avec Louis, Suzette et moi? Nous pouvons t'aider à bien comprendre la langue française et à l'aimer aussi?
- Louis (H):** C'est une bonne idée, Araba! Azindoo, dis-nous, tu crois que ça vaut la peine?
- Azindoo (I):** Oui, je crois que ça peut marcher! Merci beaucoup. Alors, pouvons-nous étudier le français ensemble cet après-midi, s'il vous plaît?
- Suzette (J):** Bien sûr, Azindoo. Si vous êtes tous d'accord, nous pouvons étudier chez moi aujourd'hui!

- Invite ten volunteers (one per speech bubble) to share their answers aloud.
- Monitor, guide and correct learners as necessary. Please refer to the Listening activity script on the left, where the answers are provided in bold purple and underlined, for ease of reference.

### Indicator:

- B9.9.5.1.2: *Exprimer son opinion sur un événement ou un fait et justifier une opinion*

## PARLER – Production orale/ Interaction orale

1. In pairs and taking turns, learners role-play the dialogue on page 94 of the Learner's Book.
    - Walk around the classroom, listening to your learners.
    - Ensure good understanding and pronunciation.
    - Invite two groups to present their dialogues in front of the class.
    - Correct learners as necessary.
  2. a)–b) Working as a class and taking turns, learners study and role-play the dialogues in scenes A–C (on pages 96 and 97 of the Learner's Book).
    - Learners should complete the blank spaces in the dialogues as they act them out.
    - Accept any correct, relevant and appropriate sentences that your learners may decide to use. Encourage them to be very creative and to practise a variety of different expressions (from those that they have already learnt in the unit).
    - Check for good use of vocabulary and pronunciation. Guide learners as necessary.
- Point out the “Vocabulaire” boxes on the pages and ensure good understanding.
  - Draw learners' attention to the Phrase box (at the bottom of page 96 of the Learner's Book) and highlight the three expressions indicated. Clarify any queries that your class may have and provide a few extra examples, in context, if necessary.



- Prompt learners to turn their attention to the Bell box at the top of page 98 of the Learner's Book. Give them enough time to study it carefully. This feature box highlights a small detail that is very important as learners continue to progress in the French language. Go through the content and examples provided with your class and ensure that they clearly understand the use and meaning of: "penser + **à**"; "penser + **de**" and "penser + **infinitive**".
- Draw learners' attention to the Question box (within the Bell box). Give them enough time to go back to the dialogues on the previous page to find relevant examples of the use of "penser + **à**"; "penser + **de**" and "penser + **infinitive**". Ensure that learners have a good understanding of both the use and meaning of these examples.

#### Answers:

- Il me fait toujours **penser à** ma grand-mère.
  - Je **pense suivre** un petit cours de peinture pour apprendre plus sur les différents styles d'art.
  - Qu'est-ce que vous **pensez de** cette peinture-ci?
- 3. a)–d)** In pairs, learners imagine and role-play other dialogues to ask for and give opinions in French (justifying their opinions as appropriate).
- As a basis for their role-plays, allow learners to use either the topics provided (in a) or any other relevant topics of their choice.
  - Encourage learners to use as much of the vocabulary learnt in the unit as possible.
  - Point out the speech bubble, at the bottom of page 98 of the Learner's Book, to your class. Remind your learners about the importance of listening to and respecting other people's viewpoints.
  - Walk around the classroom, listening to your learners.
  - Ensure good use of vocabulary and pronunciation. Guide and correct learners as necessary.
- 4. a)–b)** This activity gives learners further opportunity to practise asking for and giving opinions in French, while justifying their points of view and showing agreement or disagreement with one another's opinions.

- Before the activity, think of three different topics to suggest to your learners as a basis for a class debate. Ensure that the suggested topics are current and relevant. This will ensure that learners feel excited about the debate itself and are willing to participate.
- Learners are then to select, as a class, only one of your suggested topics and discuss it together.
- Ensure that the debate runs smoothly and that everybody's ideas and opinions are well acknowledged and respected. Monitor, guide and correct learners as necessary.

### EXTRA ACTIVITY

- For further practise and community engagement, ask learners to look at some recent local/ community newspapers or magazines. Encourage them to select some (not too controversial) news on which they would like to get the opinions of some members of their family or home community.
  - Learners to conduct interviews, take notes and present their findings in class.
  - Monitor and correct learners as appropriate.
- 5. a)** Working in groups of five and taking turns, learners role-play the dialogues on page 95 of the Learner's Book. This will help them to consolidate the new vocabulary.
- Record your learners' dialogues and play them back, giving learners the opportunity to check and correct their own pronunciation.
  - Guide and correct learners as you may find appropriate and necessary.
- b)–c)** Each group member states, and justifies, his/ her opinion on the viewpoints (of Araba/ Louis/ Suzette and Azindoo) expressed in the dialogues on page 95 of the Learner's Book. In other words, each learner in the group should say whether or not he/ she believes that French is a difficult subject and justify his/ her opinion.
- Walk around the classroom, listening, monitoring and correcting (where appropriate) your learners' dialogues.



### Indicator:

- B9.9.5.1.3: Lire, comprendre et réagir à un texte dans lequel l'on exprime les opinions et les justifie

## LIRE – Réception écrite/ Compréhension des écrits

1. Learners read the opinions (in the text on page 99 of the Learner's Book) to themselves and answer the questions that follow.
  - Before correcting your learners' answers, read the heading "Sondage d'opinion: Le monde sera meilleur dans l'avenir! Êtes-vous d'accord?" aloud to your class. Then, invite four volunteers to read a section of the text aloud. Check and correct their pronunciation and ensure good understanding.
  - Clarify the meaning of "sondage d'opinion" (opinion poll) and prompt learners to add it to their "Dictionnaire personnel".



### Answers

1. a) Ce sont Azima et Farjad. Ils sont d'accord, tous les deux, que le monde sera meilleur dans l'avenir.  
b) Ce sont Daniel et Ling. Ils ne sont pas d'accord que le monde sera meilleur dans l'avenir.  
c) Azima/ Elle pense que les gens d'aujourd'hui valorisent et respectent plus la planète à cause de la pandémie de coronavirus.  
d) [Learners' answers will vary. Accept any correct answers.]  
e) "Les générations futures auront une conscience verte", ça veut dire que les générations futures seront très conscientes de l'importance de protéger la Terre et d'éviter tout ce qui pourra la menacer ou mettre en danger. Cependant, Farjat croit que les générations futures prendront soin de la planète.  
f) Non, Ling croit que dans une mégapole la qualité de vie n'est pas aussi saine que dans un village/ une ville. Elle croit que l'environnement des mégapoles est extrêmement toxique.

2. Learners read the text (on page 100 of the Learner's Book) to themselves. Then, invite a few volunteers each to read a section of the text aloud.
  - Check learners' pronunciation and correct them as necessary.
  - Encourage learners to check a dictionary should they need help with any specific vocabulary. Assist and clarify as appropriate.
3. a)–b) For this activity, learners are to underline all the expressions in the text that they have just read (on page 100 of the Learner's Book) which are used to ask for or give an opinion in French.
  - On the writing board, compile a table outline, similar to the one provided below. Invite different learners to complete the table, by writing (in the appropriate column) one of the expressions that they found in the text.



### Answers

3. a)–b)

EXPRESSIONS	
Pour demander l'opinion	Pour exprimer l'opinion
Nous aimerions connaître votre avis ...	Selon moi ...
Donnez-nous votre opinion!	Je pense que ...
Qu'est-ce que vous pensez du ...?	..., personnellement, ...
Comment trouvez-vous ...?	D'après moi ...
... croyez-vous que ça vaut la peine?	En ce qui me concerne ...
	Je crois que ...
	Si je ne me trompe pas ...

- Ensure good understanding. Guide and correct learners as necessary.  
**Note:** Draw learners' attention to the verb form "aimerions" (as a very quick **diagnostic assessment**). Although learners will only study the conditional mood, in detail, later on in this series, by now they should be familiar with its conjugations for the verb "aimer" in particular.



(They should already have used those conjugations often, in previous years, to express what they would like to become in later life or to order something politely in French, for example.)

4. Learners complete the “Vrai/ Faux” table on page 101 of the Learner’s Book, correcting the false statements orally.
- Invite seven learners (one per statement) to share their answers aloud. Allow peer-reviewing, as appropriate.
  - Monitor, guide and correct learners where necessary. Your learners’ corrected statements may vary slightly. Accept any appropriate ones.



### Answers

4. a) Faux. Dans plusieurs pays du monde, il est interdit de fumer dans tous les lieux publics fermés.
- b) Vrai.
- c) Faux. Madame Azima pense que l’interdiction de fumer dans les espaces publics est très importante car elle protège les gens qui ne fument pas d’inhaler des fumées nocives et d’être intoxiqués par celles-là.
- d) Vrai.
- e) Faux. D’après elle, il faut sensibiliser les gens, de plus en plus, à quitter le tabac car ses effets sont très dangereux pour la santé.
- f) Vrai.
- g) Vrai.

#### Indicator:

- B9.9.5.1.4: *Écrire pour exprimer ses opinions et les justifier*

## ÉCRIRE – Production écrite/ Interaction écrite

1. a)–b) Learners write a letter to their penfriend, expressing and justifying their opinion on the topic of smoking. In their letters, they should answer the three questions raised in the activity instruction (on page 101 of the Learner’s Book).

- Check your learners’ letters and correct them as necessary.
  - Once they have responded to your feedback on their texts, invite a few learners to read their letters aloud to the class.
2. a)–b) After reading the opinions expressed by each person (A–D) on page 102 of the Learner’s Book, learners are to state (in writing) whether they agree or disagree with each viewpoint.
- This is a great activity to be set as homework.
  - Correct your learners’ texts, ensuring that they have used appropriate expressions.
3. a)–b) Working in groups of three (and building on from the extra activity suggested earlier in this unit), learners should now prepare a questionnaire for an interview to be conducted with some members of their school community.
- Each group is to select a suitable, relevant current affair of their choice to be used as the basis for the interview.
  - Learners’ questionnaires should aim to get the opinion of their interviewees on their chosen topic.
  - Correct learners’ questionnaires and prompt them to conduct the interviews later on for full practice and final consolidation.

### C’est l’heure de la dictée!

- For this unit, we suggest that you dictate some or all of the texts (opinion poll) on page 99 of the Learner’s Book.
- Read each text slowly and clearly, stressing the key phrases that are used to express an opinion in French.
- Correct your learners’ dictations, as necessary, and clarify any remaining questions before you conclude the teaching of this unit and theme.



## PRATIQUER, PRATIQUER, PRATIQUER!

1. Learners fill in the table provided (on page 103 of the Learner's Book) with appropriate French expressions that can be used to indicate satisfaction or dissatisfaction.
  - Learners are expected to use as many as possible of the expressions that they have learnt so far.
  - Learners to self-correct the exercise, referring back to Unit 1 of this theme for guidance.
  - Guide and assist learners as necessary. Accept any correct and appropriate expressions. Below are a few possible options.

### **Answers**

#### 1. Pour exprimer notre satisfaction, on peut dire:

C'est superbe!; C'est super!; C'est génial!;  
C'est magnifique!; C'est merveilleux!;  
C'est fantastique! (C'est fantas!); C'est excellent!;  
C'est parfait!; C'est formidable!;  
C'est sensationnel! (C'est sensas!);  
C'est chouette!; C'est cool!; Bravo!;  
C'est mieux que ...

#### Pour exprimer notre regret, on peut dire:

C'est dommage!; C'est bête!; C'est triste!;  
C'est terrible!; C'est terrifiant!; Hélas!;  
C'est pire que ...; À mon grand regret, ...;  
Malheureusement, ...; Je regrette ...

2. Learners provide an appropriate caption for each warning sign shown. Learners' answers may vary. Accept any suitable and appropriate ones. Some sample captions are provided below for reference.

### **Answers**

2. **A** – Danger de mort! Matières toxiques!  
**B** – Surface glissante! Risque de dérapage!  
**C** – Attention! Matières radioactives ou radiations ionisantes!  
**D** – Attention! Substances corrosives!

3. **a)–b)** This activity prompts learners to do research and prepare a relevant, eye-catching sign to advise others on what to do in case of floods.
  - Encourage your learners, as part of their research, to check French websites as well as to talk to family/ community members who may also be able to provide some good pieces of advice on this matter.
  - Check your learners' signs and correct them as necessary. Ensure that learners make good use of vocabulary.**c)** Once learners have had a chance to respond to your feedback, give them the opportunity to present their work in front of the class.
  - Check your learners' pronunciation and guide them as appropriate.
4. **a)–d)** Learners read the speech bubble in the activity and, following the prompts (a–d), provide some advice. Correct learners as necessary.
5. **a)–c)** After reading the opinions of both people (A and B), on page 104 of the Learner's Book, learners state (in writing) whether they agree or disagree with each opinion and express their own viewpoints.
  - Correct your learners' texts, ensuring that they have used appropriate expressions.
6. **a)–c)** Learners read the activity instruction and familiarise themselves with the topic. They then imagine and write a variety of different viewpoints to fill in the speech bubbles (in their exercise books) for each person (A–E). Learners should then also provide their own opinions.
  - Encourage learners to practise as many relevant expressions as possible, while providing a great variety of viewpoints to fill in the speech bubbles.
  - When justifying their own opinions, learners should provide as much information as possible.
  - Correct learners as necessary. Allow them to rewrite their texts correctly in response to your feedback.



## UNITÉ 1 Je lis le journal de A à Z.



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Parler de la presse



### Introduction

In this unit, the focus will be on print and electronic media.

Learners will be introduced to the concepts of “presse écrite” and “presse électronique” and talk about the role of newspapers, magazines, radio, TV and the internet as very important means of communication.

This is quite a long unit and one with a lot of French vocabulary to remember. It is therefore

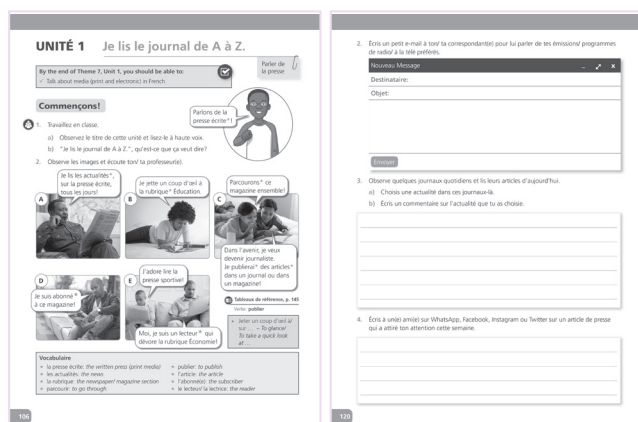
important to spend enough time practising all of the content, through meaningful activities, in context, and via a learner-centred approach.

Throughout this unit, learners will be encouraged to engage with local and francophone mass media (print and electronic). This will provide them with a better understanding, in French, of the characteristics of “la presse écrite” and “la presse électronique”, as well as prompting them to think autonomously and critically.



### RESOURCES

- Learner's Book: pp. 106–120



### Optional extra materials:

- Newspaper and magazine articles
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



### KEY WORDS

- Moyen de communication
- Presse écrite
- Presse électronique
- Publication

- Magazine
- Journal
- Radio
- Télévision
- Internet
- Article
- Actualités
- Rubrique
- Revue de presse
- Abonné(e)
- S'abonner
- Lire
- Diffuser
- Télespectateur/ Télespectatrice
- Chaîne de television
- DJ
- Émission télévisée/ radiophonique
- Programme
- Documentaire
- Informations/ Journal télévisé
- Réalisateur/ Réalisatrice
- Présentateur/ Présentatrice
- Flash info
- Presse à scandale
- Faits divers
- Une
- Sommaire
- Petites annonces
- Publier
- Feuilleter
- Journaliste
- Lecteur/ Lectrice
- Grand public
- Kiosque
- Quotidien
- Hebdomadaire
- Mensuel
- Bimensuel
- Trimestriel
- Semestriel



- ★ Auditeur/ Auditrice
- ★ Animateur/ Animatrice
- ★ Station de radio
- ★ Version papier/ numérique

In addition to the key words, learners will also revise and be introduced to some key expressions, such as:

- ★ Je lis le journal de A à Z.
- ★ Je jette un coup d'œil à ...
- ★ Je viens de/ d' ... [+ infinitive]

## GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, they will be talking about “les médias” in French. Explain that we can divide this into two categories: “la presse écrite” (the written press/ the print media – i.e. newspapers and magazines) and “la presse électronique” (the electronic press/ the digital media – i.e. radio, television and the internet).
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 106 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- As a warm-up to the topic of the unit, and to build your learners' excitement for understanding more about it (in French), we suggest that you plan a class trip to a local radio/ TV station as well as to a local newspaper/ magazine (and respective printing houses). Your learners will certainly appreciate and benefit from these visits before all the activities that follow next.

## COMMENÇONS!

1. **a)–b)** Draw learners' attention to the title of the unit (“Je lis le journal de A à Z.”) and ask them to read it aloud. Check their pronunciation and correct learners as necessary.
  - Read the question in 1b aloud to your class and expect your learners to answer, by telling you what the title of the unit means. Guide and assist as appropriate.  
**Answer:** “I read the newspaper from A to Z.”, i.e. I read the entire newspaper.

- Tell your class that you will start the unit by talking about the written press (print media) and immediately invite a learner to read the speech bubble “Parlons de la presse écrite!” (at the top of page 106 of the Learner's Book) aloud. Ensure good pronunciation.

2. Give learners a few minutes to engage with the images (A–E), and respective speech bubbles, on page 106 of the Learner's Book.
  - Read the seven speech bubbles aloud to your class. Learners to follow along as you read.
  - Draw your learners' attention to the “Vocabulaire” and Phrase boxes, at the bottom of the page. Ensure that your class clearly understands the meaning of each speech bubble. Clarify as appropriate.
  - Invite seven volunteers each to read a speech bubble aloud. Check their pronunciation and correct them as necessary.
  - This warm-up activity aims to draw your learners into the topic by prompting them to engage with images and speech bubbles that are meaningful and taken from real-life experiences. It also introduces learners to key vocabulary that they will need throughout the unit under study. Remind your class to add any new words to their “Dictionnaire personnel”.
3. In this activity, learners will be introduced to some new vocabulary; this time, related to the publication frequency of newspapers.
  - a) Read the word boxes (A–F) aloud to your class. Learners to repeat each one after you.
  - b) Give learners enough time to read each definition starter (1–6) to themselves. They should then match each one to the correct word from the word boxes (A–F).
    - Allow your learners to use a dictionary, if necessary.
    - Invite six volunteers (one per definition starter) to share their answers aloud. The rest of the learners should state whether they agree or disagree. Allow peer-reviewing.
    - Monitor, guide and correct learners as necessary.



## **Answers**

3. b)	Définition	Mot
1	Une publication vendue une fois par jour est ...	<b>B</b> un quotidien
2	Une publication vendue une fois par semaine est ...	<b>A</b> un hebdomadaire
3	Une publication vendue une fois par mois est ...	<b>E</b> un mensuel
4	Une publication vendue deux fois par mois est ...	<b>C</b> un bimensuel
5	Une publication vendue tous les trois mois est ...	<b>F</b> un trimestriel
6	Une publication vendue tous les six mois est ...	<b>D</b> un semestriel

4. a)–d) Draw your learners’ attention to the speech bubble “Parlons de la presse électronique!”, in the middle of page 107 of the Learner’s Book. Prompt your learners to read it aloud, as a class. Ensure good pronunciation.

- By now, learners should already have a very basic understanding of the difference between “la presse écrite” and “la presse électronique”, given that both terms were briefly introduced at the start of the unit. However, for learners to consolidate and learn further on this matter (as well as for a quick **diagnostic assessment** of how much learners have assimilated on the topic so far), invite them to discuss questions 4c and 4d of the activity. Guide and assist them as you may find relevant, necessary and appropriate.

e)–f) Read the text of definitions A and B (provided at the bottom of page 107 of the Learner’s Book) aloud to your class. Learners to repeat each one after you. Ensure good pronunciation and understanding. At this point, learners are expected to be able to indicate, without much hesitation, which definition refers to which type of press/ media.

## **Answers**

4. f) **Texte A:** La presse électronique  
**Texte B:** La presse écrite

### Indicator:

- B9.10.1.1.1: Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle des gens parlent de la presse*

## ÉCOUTER – Réception orale/ Compréhension de l’oral

- Learners listen to a text in which Rosebelle (a young female journalist visiting a school) explains to students what a “revue de presse” (a press revue) is and talks about its importance.
  - Before learners listen to the Listening activity script itself, give them enough time to familiarise themselves with questions a–d on page 108 of the Learner’s Book. As they listen, learners are to tick the appropriate option to answer each question.

### **Listening activity script**

**Rosebelle:** Bonjour à tous et à toutes!  
 Je m’appelle Rosebelle et je suis journaliste. Ma passion, c’est la presse écrite et c’est un plaisir d’être ici aujourd’hui, dans votre salle de classe, pour vous parler un peu de la revue de presse. Êtes-vous prêts?

**Élèves:** Oui, Madame! Nous sommes prêts!

**Rosebelle:** Allons-y! Écoutez avec attention et n’hésitez pas de me poser des questions, d’accord?

**Élèves:** D’accord.

**Rosebelle:** Commençons par comprendre la définition de “revue de presse”.



## Listening activity script (continued)

La revue de presse, c'est l'analyse de comment les journaux ou les magazines présentent un fait ou un thème en particulier aux lecteurs. C'est un exercice très intéressant parce que ça nous permet de comprendre que, face à un même sujet de l'actualité, les journaux et les magazines peuvent avoir des points de vue très différents.

**Kwadwo:** Est-il facile de faire une revue de presse?

**Ayesha:** Et est-ce qu'on peut faire une bonne revue de presse en moins de cinq minutes?

**Rosebelle:** Non, pas vraiment, car il faut collecter, lire et comparer les articles qui ont été publiés sur le même sujet à traiter.

**Louis:** Est-ce que deux articles seront suffisants pour faire une excellente revue de presse?

**Rosebelle:** Non, deux articles seulement ne seront pas suffisants pour faire une excellente revue de presse. En fait, la première étape pour en faire une, c'est de sélectionner un minimum de cinq articles qui ont été publiés sur le sujet à traiter.

Et c'est tout pour aujourd'hui, les élèves. Avez-vous des doutes ou d'autres questions?

**Élèves:** Non, Madame Rosebelle. Tout est très bien compris. Merci beaucoup.

**Rosebelle:** Alors, s'il n'y a pas de doutes ou d'autres questions, je vous propose d'essayer de faire une revue de presse vous-mêmes! Sélectionnez un sujet de l'actualité (local ou international) et collectez un minimum de cinq articles qui ont été publiés sur ce sujet-là. Bonne chance, les élèves, et au revoir!

**Élèves:** Au revoir!

2. Allow learners to listen to the script once more to confirm their answers.

- Invite four learners (one per question) to share their answers aloud. The rest of the class should listen attentively and say whether they agree or disagree.
- Monitor, guide and correct learners as necessary.

## Answers

1. a) C      b) B      c) A      d) C

- Point out the "Pronunciation" box (at the bottom of page 108 of the Learner's Book) to your class. Read the French words "magazine" and "journal" aloud. Learners to repeat after you. Check for good pronunciation and correct learners as necessary. Then, point out the Bell box on the same page and remind learners to add any new terms, throughout the unit, to their "Dictionnaire personnel".

3. Learners listen to a text in which two teenagers (Thérèse and Sophie) talk about television. Learners will have the chance to listen to the script twice more. This time, it is important that they pay attention to the vocabulary and the context of the dialogue.

## Listening activity script

**Sophie:** Cette chaîne de télévision, c'est ma préférée!

**Thérèse:** Ah oui? Pourquoi?

**Sophie:** Parce qu'elle passe tous mes programmes favoris, comme celui-ci que nous regardons en ce moment, par exemple: le jeu télévisé *Fort Boyard*! J'adore ce programme!

**Thérèse:** J'adore le *Fort Boyard* aussi! À mon avis, ce jeu télévisé est non seulement très amusant, mais aussi intéressant et éducatif. Dans l'avenir, je veux devenir réalisatrice de télévision (et de jeux télévisés, en particulier).

**Sophie:** J'adore ce type d'émission télévisée-là (les jeux télévisés), mais, en fait, je préfère regarder les informations/ le journal télévisé car je suis passionnée par le journalisme. Dans l'avenir, je veux devenir journaliste.

**Thérèse:** Alors, quel est ton programme préféré à la télé?

**Sophie:** Mon programme préféré à la télé s'appelle *Télématin*.

**Thérèse:** Je suis curieuse ... Dis-moi, Sophie, à la télé, qu'est-ce que tu détestes? Moi, je déteste la publicité!

**Sophie:** Alors, nous partageons la même opinion, Thérèse. À la télé, je déteste aussi la publicité!



4. Learners listen to the Listening activity script once more and complete the comprehension activity (4) on page 109 of the Learner's Book.
  - Before they listen to the script a second time, give learners enough time to familiarise themselves with the statements (a–f) and all the answer options on the page.
  - For this activity, learners are to tick the appropriate option to complete each statement/ answer each question.
5. Allow learners to listen to the script a third time to confirm their answers.
  - Invite six learners (one per statement/ question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct learners as necessary.



#### Answers

4. a) C                      b) A                      c) B  
       d) A                      e) B                      f) B

- Draw learners' attention to the "Prononciation" box on page 109 of the Learner's Book. Say each term in bold blue aloud. Learners to repeat each one after you. Ensure good pronunciation and correct learners as necessary. Then, point out the Question box on the page. Learners are to translate each bold blue term on the page into English. They should also indicate the masculine form for "téléspectatrice", "présentatrice" and "réalisatrice".

#### Answers:

- **téléspectatrice** – *female viewer*  
(masculine form: **téléspectateur**)
- **chaîne de télévision** – *TV channel*
- **DJ** – *DJ*
- **émission télévisée** – *TV show*
- **documentaires** – *documentaries*
- **les informations/ le journal télévisé** – *the news*

- **présentatrice de télévision** – *female TV presenter*  
(masculine form: **présentateur**)
- **réalisatrice de télévision** – *female TV director*  
(masculine form: **réalisateur**)
- **journaliste** – *journalist*

#### Indicator:

- B9.10.1.1.2: *Échanger des conversations sur la presse*

### PARLER – Production orale/ Interaction orale

- The "Parler" section of this unit is quite long. It will prompt your learners to think creatively and autonomously, while engaging with local and international press/ media and involving their school and home communities. Feel free to add any extra activities that you may find relevant and appropriate. The more your learners speak and practise French the better.
- 1. a)–b) Working in groups of three and taking turns, learners read aloud the speech bubbles (A–C) on page 110 of the Learner's Book.
  - Walk around the classroom, listening to your learners. Check for good pronunciation and correct them as necessary.
  - Draw learners' attention to the "Vocabulaire" and "Le sais-tu?" boxes on the page and ensure good understanding.
- c) This activity aims to promote learners' autonomy and creativity, while giving them an opportunity to practise their speaking skills and the vocabulary learnt in the unit.
  - While in their same groups of three, learners are to imagine other possible speech bubbles for the people in the image on page 110 of the Learner's Book.
  - Accept any appropriate options and correct learners as necessary.



- Ask your learners to visit their school/ community library or a local kiosk before their next lesson. While there, they should pay special attention to the front pages of different newspapers. Learners will notice that those front pages follow pretty much the same basic structure.
- Learners to do online research to find out the name of each front-page section in a newspaper. At the following lesson, invite learners to share their findings in class.  
**Note:** If possible, bring some samples of French newspapers to class and let your learners engage not only with their front pages but also with their content in general.
- As you check your learners' findings and assist/ correct them as necessary, you may like to share the information in the following link with your class:  
– <https://www.pinterest.fr/pin/787637422301176146/>
- The link suggested above clearly shows the placement of each front-page section in a newspaper ("le bandeau"; "la manchette"; "l'oreille"; "la tribune"; "la sous-tribune"; "le vente"; "le rez-de-chaussée/ le pied de page" and "le cheval"). It also includes a definition for each term, for ease of reference and understanding.

### Pour s'amuser

1. a)–d) Following the guidance provided on page 110 of the Learner's Book, encourage your learners to create a class newspaper in French. They could work in different groups, each responsible for a particular section of the paper.  
**Note:** Your learners can decide with you on the "publication" frequency, but we suggest quarterly.
- Assist your learners in defining the class newspaper's structure and design, by providing them with a template (if necessary).
  - Ensure that all learners have the chance to contribute to the project.
  - Check your learners' articles (ahead of their "publication") and correct as appropriate.

- If you find it relevant, you may like to ensure that your class newspaper is shared with the rest of the school. This way, all can be involved and also have the chance to learn a bit of French.

- Point out the in-text cross-reference, to the "Tableaux de référence" section, at the top of page 110 of the Learner's Book. Encourage your learners to study the stem-changing verb indicated ("feuilleter") for homework.
2. a)–b) Working in a different group of three, learners are to interview members of their school community to inquire about their (newspaper and magazine) reading habits.
    - Learners to use the four questions provided (under the activity instruction, at the top of page 111 of the Learner's Book) as a guideline on the type of information that they should aim to gather.
    - Learners to prepare a table summarising the findings of their interviews so that they can present these to the rest of the class.
    - Ensure that learners collect relevant information and use appropriate vocabulary. Also check for good understanding and pronunciation. Correct learners as necessary.

3. a)–c) Ask your learners to study the image (at the bottom of page 111 of the Learner's Book) and to read the activity instruction to themselves. Ensure good understanding.
  - Organise your class in groups of seven and ensure that each group member is assigned to a role for the activity, as indicated in 3a: "le journaliste", "la jeune fille", "le pompier", "l'agent de police", "l'infirmière", "les deux petits garçons".
  - You may like to remind your learners that it is usual to use the French tense "passé composé" when reporting past facts or events.
  - Walk around the classroom, listening to your learners. Guide and assist them as necessary.
  - Invite all the groups to present their interviews in front of the class. Record the role plays and play them back to the learners afterwards.
  - Correct learners wherever appropriate and necessary, being careful not to break the pace/ flow of the role plays too many times.



d) Still in their groups of seven, learners imagine other similar role plays in which a journalist interviews people about a fact or event (such as a road accident, for example).

- Walk around the classroom, listening to your learners. Guide and assist them as necessary. Check for good use of vocabulary and pronunciation.
- Invite all the groups to present their role plays in front of the class. Correct learners wherever appropriate and necessary, being careful not to break the pace/ flow of the role plays too many times.

4. The previous activities in this “Parler” section have focused on the written press (newspapers and magazines). This activity, and the ones that follow, focus on electronic mass media (radio, television and internet).

- Working in groups of six, learners study the images (A–F), on pages 112 and 113 of the Learner’s Book, and role-play the related speech bubbles.
- Ask learners to pay special attention to the vocabulary and pronunciation and to try to sound like a real French radio presenter or DJ (as suggested in the Bell box at the top of page 112 of the Learner’s Book).
- Walk around the classroom, listening to your learners. Guide and assist them as necessary.



## Observer et apprendre

### How to say that you have just done something in French

- Ask learners to look at the “Observer et apprendre” box at the bottom of page 113 of the Learner’s Book. Give them a couple of minutes to engage, individually, with its content.
- Go through it with your class, slowly and clearly.
- Ensure good understanding of the structure: verb “**venir**” (in the present tense) + **de/ d’** + the **infinitive of the main verb**. Clarify any queries that your learners may have.
- Read the provided example aloud and give further examples, if necessary.

- Point out the Question box (also on page 113 of the Learner’s Book) to your class. Ask your learners to look again at the speech bubbles of activity 4 to find an example of the (“venir de/ d’ ...”) language structure that they have just learnt. (**Answer:** “Les Black Stars **viennent de gagner** le match de football!”)
- All of the speech bubbles, on pages 112 and 113 of the Learner’s Book, refer to “listening” (to the radio/ to music). Since this can sometimes cause confusion/ errors, it is important to remind your learners that, in French, we say: “Écouter **de la** musique” (i.e. using the partitive article “**de la**”) to say “Listen to music” and “Écouter la radio” (i.e. simply using the definite article “la”) to say “Listen to the radio”. The Bell box at the bottom of page 113 of the Learner’s Book summarises this point.

5. a)–b) Working in pairs and taking turns, learners interview each other about their favourite TV shows.

- Read the question (“Aimez-vous regarder la télé?”) in the activity instruction, at the top of page 114 of the Learner’s Book, aloud to your class. This should build some excitement in the learners for the activity as they will have the opportunity to share their own preferences with their partners.
- Invite two volunteers to read aloud the rest of the activity instruction (one to read a, the other to read b). Ensure good understanding and check for good pronunciation.
- Walk around the classroom, listening to your learners’ dialogues. Guide and correct them wherever appropriate and necessary.

6. a)–c) Read the questions (a–c) aloud to your learners and prompt a class debate.

- Learners’ ideas and opinions, while answering each question, will vary. Accept any relevant and appropriate answers. Guide and correct learners as necessary.
- Encourage your learners to be precise, providing as much information and detail as possible.



- When discussing question c, learners should all agree that “Oui, aujourd’hui, on peut trouver des émissions radiophoniques en ligne”. Then ask learners (as part of their homework) to listen to some popular francophone radio stations online (as suggested in the “Le sais-tu?” and ICT boxes on page 114 of the Learner’s Book). In order to assist your learners, play these links to them:
  - France Info – <https://www.francetvinfo.fr>
  - NRJ – <https://www.nrj.fr>
  - Fun Radio – <https://www.funradio.fr>
  - Skyrock – <https://www.skyrock.fm>
  - France Musique – <https://www.radiofrance.fr>

### EXTRA ACTIVITY

- Following on from the previous activity, we suggest that you also encourage your learners to watch some French TV programmes. For example, you may choose to suggest that they watch the TV channel *TV5 Monde Afrique* which includes a great variety of shows that are informative and educational as well as relevant, interesting and entertaining.
  - Then prompt a quick class discussion, giving learners the opportunity to share their preferences on that French TV channel. Ensure good use of vocabulary and pronunciation. Correct learners as appropriate.
7. This activity gives learners the opportunity to share their radio-listening preferences with the rest of the class while practising their speaking skills and their use of key vocabulary. It is a great opportunity to review the required core competencies from previous lessons and grades (while expressing likes/ preferences – Unit 3/ Theme 1/ B7 – and opinions – Unit 3/ Theme 6/ B9 – in French).
- a) Learners to say whether they have a favourite radio show. Encourage those who do to share the name of that favourite radio show aloud.
  - b) Learners to indicate where and when they usually listen to the radio.
  - c) Learners to be creative and imagine that they would like to send a voice message to their favourite radio station. Learners to prepare an appropriate message in which they mention why they enjoy that radio station so much

and what their favourite shows on the station are. Learners to record their messages and play them back to themselves afterwards (as suggested in the Bell box on page 114).

8. a)–b) Learners to interview people from their communities to inquire whether the interviewees enjoy watching TV and listening to the radio.
- Learners to gather information about the names of their interviewees’ favourite TV and radio programmes and prepare a table to show the findings of their interviews.
  - Invite a few learners to present their findings to the rest of the class.
  - Check your learners’ work and correct it as necessary.

### Indicator:

- B9.10.1.1.3: Lire, comprendre et réagir à un texte simple dans lequel l’on parle de la presse

### LIRE – Réception écrite/ Compréhension des écrits

- Ask your learners whether they normally read newspapers and, if so, whether they prefer to read their printed or digital versions. Allow a very quick class discussion.
1. Learners read the text “La presse écrite de nos jours: Le papier face aux écrans” (on page 115 of the Learner’s Book) and check the meanings of the new words in the “Vocabulaire” box (at the bottom of the page). We suggest that you set this reading activity as homework (together with exercise 2 on the following page). This will ensure that learners have enough time to go through the text (and the new vocabulary) properly and at their own pace.
  2. Learners to complete the “Vrai/ Faux” table, correcting the false statements in writing.
    - Invite seven learners (one per statement) to share their answers aloud. The rest of the learners should listen attentively and state whether they agree or disagree.
    - Monitor, guide and correct learners as necessary.



## Answers

2. a) Faux. Aujourd'hui, il y a beaucoup de journaux qui offrent leurs éditions non seulement en papier mais aussi en format numérique. Il y a même des publications qui ont décidé de stopper leurs éditions papier afin de se concentrer exclusivement aux numériques.
- b) Vrai.
- c) Faux. Malgré l'expansion des versions numériques par rapport à la presse écrite, il y a encore beaucoup de personnes fidèles aux éditions papier.
- d) Faux. Les lecteurs traditionnels adorent le sens du papier des journaux et des magazines ainsi que la sensation de les feuilleter manuellement.
- e) Faux. Quelques lecteurs coupent les pages des journaux et des magazines car ceux pages-là contiennent des articles qui leur intéressent.
- f) Vrai.
- g) Vrai.
3. a)–c) Learners to do research and list the newspapers and magazines found in Ghana.
- This is a homework activity. Back in the classroom, allow learners to share their lists aloud and compare them.
  - Monitor, guide and assist learners as necessary.

## EXTRA ACTIVITY

- Following on from the previous activity, ask your learners to further their research and make a list of the newspapers and magazines that can be found in France.
- As learners do their research, they will realise that most of the newspapers and magazines in France are also available online.
- Encourage your learners to read some French articles, digitally, from the most popular French newspapers (such as: *Le Monde*, *Le Parisien*, *Le Figaro*) or magazines (for example: *Le Point*, *Paris Match*, *Télérama*). Ask them to select and print an article that they found to be current, relevant and interesting and to bring it to class (for sharing and discussion).
- Share the following link with your learners:  
– <https://www.bayard-jeunesse.com/magazines-11-20-ans.html>

- The suggested link provides learners with a list of French magazines that are specially designed for teenagers. They may find that some of these speak to them and their own interests. They may even, with the consent of their parents or guardians, be able to take out a subscription.

## Pour s'amuser

1. The quiz (on page 117 of the Learner's Book) provides learners with an opportunity to practise (and build on) their French vocabulary in a fun and relaxed way.
  - Encourage learners to check a dictionary, if necessary, and to add any new words to their "Dictionnaire personnel".
  - Invite a few volunteers each to share an answer aloud. Their answers will vary based on their experience and preferences. Correct their pronunciation as relevant and appropriate.
4. Learners to read the article on page 118 of the Learner's Book and answer the questions that follow (on page 119).
  - Allow learners enough time to read the text to themselves and to engage with the content individually.
  - Invite a few learners each to read a section of the text aloud. Check for good pronunciation and correct them as necessary.
  - Point out the "Vocabulaire" and Phrase boxes (at the bottom of page 118 of the Learner's Book) to your class and encourage learners to use a dictionary, should they need assistance with any other new words (reminding them to add these to their "Dictionnaire personnel" afterwards, for future reference).
  - Ask learners to answer the questions about the text (at the top of page 119 of the Learner's Book) in writing and for homework.
  - Encourage learners to provide answers that are as complete as possible. Once back in the classroom, invite four volunteers (one per question) to share their answers aloud.
  - Your learners' answers may vary. Accept any correct ones. Some example answers are provided on the next page, for reference.



## Answers

4. a) Oui, bien sûr. La presse électronique est très populaire dans le monde. En fait, la presse électronique (la radio, la télévision et l'internet) sont les moyens de communication de masse les plus populaires dans le monde.
- b) Quelques avantages de la radio et de la télé sont les suivants:
- Leur contenu peut être compris par le grand public parce qu'elles utilisent l'audio et la vidéo pour transmettre l'information. Alors, sur différentes stations de radio/ de télévision, tout le monde peut rester informé et trouver des programmes adaptés à leurs besoins et à leurs goûts.
  - Elles ne sont pas seulement populaires, mais aussi très importantes parce qu'elles ont le rôle d'informer, de former et de divertir le grand public.
- c) Non, l'internet est un moyen de communication de masse beaucoup plus récent que la radio et la télévision. La radio et la télévision existent depuis longtemps, mais l'internet n'existe que depuis quelques années.
- d) Pour s'adapter à la rapide popularité de l'internet (qui, au cours des 20 dernières années, a attiré l'attention des gens de toutes les générations – surtout de la jeunesse), la radio et la télévision se sont, progressivement, y associées. Alors, dans nos jours, les journaux et les magazines sont aussi disponibles en version numérique, on peut trouver des émissions radiophoniques en ligne et la Smart TV est en expansion.

### Indicator:

- B9.10.1.1.4: *Écrire à quelqu'un/ échanger avec quelqu'un sur la presse*

## ÉCRIRE – Production écrite/ Interaction écrite

1. Learners to answers the questions (a–d), on page 119 of the Learner's Book, individually.
- Encourage your learners to use as much of the French vocabulary that they have learnt as possible.

- Invite four volunteers (one per question) to share their answers with the rest of the class. Your learners' answers will vary. Accept any correct ones. Check for good pronunciation.

2. Learners write an email to their penfriend to tell him/ her about the radio/ TV shows that they personally enjoy the most.

- At this stage, learners should be quite used to write this type of message/ email. However (if you find it really necessary), feel free to show them a sample before they do the activity itself.
- Check your learners' emails and correct them as necessary.

3. a)–b) This is a great homework activity to allow learners enough time to read different articles from the newspapers of that particular day and to engage with them all properly.

- Learners to select one of the articles and comment about it in writing.
- Back in the classroom, correct their work as appropriate.
- Invite two learners each to share their chosen article (and their comments on it) aloud. Check for good pronunciation.

4. Learners to choose a different newspaper/ magazine article that has grabbed their attention this week and write a social media message to a friend about it.

- This is also a great homework activity to allow learners enough time to do it properly.
- Back in the classroom, correct learners' work as appropriate.
- Invite two learners each to share their chosen article (and their social media messages about it) aloud. Check for good pronunciation.

## C'est l'heure de la dictée!

- For this unit, we suggest that you dictate speech bubbles A–C from "Parler", activity 1 (on page 110 of the Learner's Book).
- Check and correct your learners' dictations as necessary.
- Allow learners to rewrite their texts correctly in response to your feedback.



## UNITÉ 2 Mon ordinateur



**Suggested teaching time:**

Seven and a half hours (9 periods of 50 minutes each), over three weeks

Parler de  
l'informatique

### Introduction

This is the last unit of the Learner's Book and your class is likely to enjoy the topic.

The focus of this unit is on Computer Science and learners will have the opportunity to expand their knowledge and French vocabulary.

Learners will talk about computers/ computer equipment and the internet in general. They will also discuss the many advantages that this type of technology plays in our modern lives.

During this unit, learners will also be given some tips on how to keep safe when surfing the net and learn how to use the French possessive pronouns.

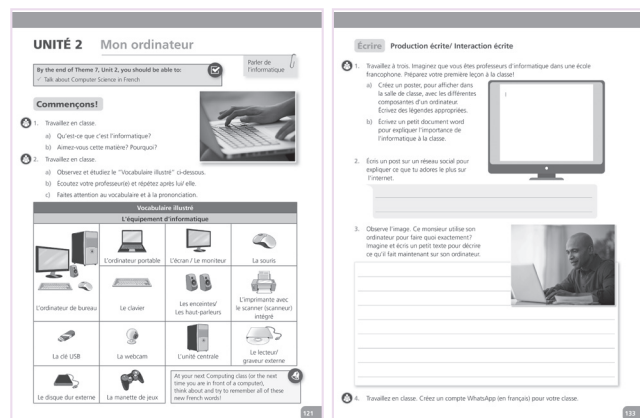
This unit invites interdisciplinary learning as your class will be expected to relate to most of the content of the unit, using prior knowledge gained during their Computing classes.

Learners should certainly find this unit to be an interesting and interactive one. It will prompt them to add quite a lot of new words to their "Dictionnaire personnel" and to have fun as they go along and progress in French.



### RESOURCES

- Learner's Book: pp. 121–133



### Optional extra materials:

- Separate computer parts (to be used as samples)
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV



### KEY WORDS

- Informatique
- Ordinateur (de bureau/ portable)

- Internet/ Net/ Web
- Écran/ moniteur
- Souris
- Curseur
- Clavier
- Enceintes/ Haut-parleurs
- Imprimante
- Scanner (Scanneur)
- Clé USB
- Webcam
- Unité centrale
- Lecteur/ Graveur externe
- Disque dur externe
- Manette de jeux
- Appli(cation) (mobile)
- Blogue
- Site internet/ web
- Lien
- Toile
- Boîte e-mail/ courriel
- Adresse électronique
- Logiciel
- Matériel
- Réseaux sociaux
- Wi-fi
- Adresse web
- Moteur de recherche
- Document
- Fichier
- Dossier
- Icône
- Enregistrer
- Taper
- Couper
- Supprimer
- Coller
- Copier
- Imprimer
- Naviguer
- Saisir
- Télécharger
- Base de données
- Mot de passe
- Mettre en marche
- Virus
- Visioconférence
- Outil
- Compte internet
- En ligne



## GUIDELINES AND SUGGESTIONS

- Let your learners know that, in this unit, they will be talking about computers and the internet in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 121 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Read the title of the unit ("Mon ordinateur") aloud to your class. As a quick **diagnostic assessment**, ask your class to tell you what the word "ordinateur" means. At this level, your learners are expected to be able to answer quickly: "computer". Guide and assist them in finding the answer, if really necessary.

## COMMENÇONS!

1. **a)–b)** Prompt a quick class discussion, giving learners the chance to share their ideas and opinions while answering the questions (a–b) on page 121 of the Learner's Book.
  - Learners are to indicate what they think "informatique" means and to share whether or not they enjoy this particular subject.  
**Note:** From the information provided in the Objectives box (at the top of the page), learners are expected to say quickly that "informatique" means "Computer Science" and then continue their discussion on the topic.
  - Monitor, guide and correct learners as appropriate.
2. **a)–c)** Learners look at the images and read the captions in the "Vocabulaire illustré" box on page 121 of the Learner's Book. Allow learners enough time to engage with all of the entries. It is crucial that learners clearly understand and know, from the very beginning of this unit, how to refer to the different computer parts in French.
  - Read the complete "Vocabulaire illustré" box to your class. Learners to repeat each term after you.
  - Check for good understanding and pronunciation. Guide and correct learners as necessary.

3. As mentioned in the Bell box, at the top of page 122 of the Learner's Book, computers and the internet are highly interconnected these days. For this reason, it is important that your learners also familiarise themselves, from the very beginning of this unit, with vocabulary related to the internet/ web.

- a) Read the 13 word boxes (at the top of page 122 of the Learner's Book) aloud to your class. Learners to repeat each one after you. Check their pronunciation and correct learners as necessary.
- b) Learners to indicate what each word listed in 3a means. Guide and assist them as appropriate.



## Answers

3. **b)**
    - L'appli(cation) (mobile): *the mobile app*
    - Le blogue: *the blog*
    - Le site internet/ web: *the website*
    - Le lien: *the link*
    - La toile: *the web*
    - La boîte e-mail/ courriel: *the mailbox*
    - L'adresse électronique: *the email address*
    - Le logiciel: *the software*
    - Les réseaux sociaux: *the social media*
    - Le wi-fi: *the wi-fi*
    - L'adresse web: *the web(site) address*
    - Internet/ L'internet/ Le net/ Le web: *the internet*
    - Le moteur de recherche: *the browser*
  - c) Allow a quick class discussion of the French "web" vocabulary from activity 3b. This can give you an indication of how familiar your learners are with each of these terms in general.
4. **a)–c)** This is another quick warm-up activity to encourage your learners to engage with the topic.
    - Invite a few volunteers to share their answers aloud. This will give you an idea of how tech-savvy your class may be and how much they may rely on the web for different activities (such as Google searches, checking and sending emails, chatting on social media, etc.).



### Indicator:

- B9.10.2.1.1: *Écouter, comprendre et réagir à une conversation/ une présentation sur l'informatique*

## ÉCOUTER – Réception orale/ Compréhension de l'oral

1. a)–b) This is a great activity for sound–word recognition, while giving learners the opportunity to consolidate and build on key French vocabulary.
  - Tell your learners that they will listen to a poem about Computer Science and the related vocabulary. Let them know that, in the poem, they will find some familiar words and others that are probably new to them.
  - Allow enough time for learners to read the list of terms provided in the word boxes (at the top of page 123 of the Learner's Book). Also give them a few minutes to go through the "Vocabulaire" box at the bottom of the page.
  - Learners to listen to the Listening activity script and fill in the gaps with the correct terms from the word boxes provided.

### Listening activity script

#### J'adore l'informatique!

J'adore l'informatique,  
Elle est utile et très pratique!

Il y a beaucoup de choses qu'on peut faire sur  
l'ordinateur,  
En double cliquant avec la souris sur le moniteur!

Sur le bureau on trouve des icônes et des dossiers.  
Dans les dossiers, il y a des documents ou des  
fichiers.

Pour taper nos textes, on utilise le clavier,  
Et, ensuite, on peut rapidement les couper, copier ou  
coller.

C'est si facile l'informatique!  
Quelle science utile et très pratique!

Il y a des ordinateurs de bureau et des ordinateurs  
portables,  
Mais leurs composants sont semblables.

### Listening activity script (continued)

Les deux types d'ordinateurs sont composés de  
matériel et de logiciel.

Sur un ordinateur on peut aussi supprimer et  
enregistrer des fichiers texte/ audio/ vidéo.

J'adore l'informatique,  
Elle est utile et très pratique!

On utilise nos ordinateurs toujours et de plus en plus,  
Il faut les protéger contre les virus!

Alors, il faut mettre en marche nos ordinateurs,  
Et montrez tout ce qu'on a déjà appris sur le sujet  
à nos copains et à nos professeurs!

- Let your learners listen to the poem once more to confirm their answers.
  - Correct the activity, by reading the poem aloud to your class and stopping every time you encounter a filling gap. When you stop, invite a learner to share his/ her answer aloud. The rest of the class should listen attentively and state whether they agree or disagree.
  - Monitor, guide and assist learners as necessary. Please refer to the Listening activity script (to the left and above) where the answers are provided in purple and underlined, for ease of reference.
  - Check for good understanding and clarify as appropriate.
2. Tell your learners that they will now listen to a dialogue in which a woman (Madame Leclerc) does a few activities online.
    - Learners should listen attentively (paying attention to the vocabulary and pronunciation) and complete the "Vrai/ Faux" table on page 124 of the Learner's Book.

### Listening activity script

**Afi:** Maman, es-tu sur ton ordinateur portable?  
**Maman:** Oui, Afi. Je suis sur mon ordinateur portable. Je suis sur le web. En fait, je viens de changer le mot de passe de mon compte Hotmail pour le faire plus difficile à deviner et, en ce moment, je consulte ma boîte e-mail. Il faut que je lise mon courriel et que j'écrive à mes amies Suzette et Céline.



## Listening activity script (continued)

- Afi:** Ah bon! Maman, est-ce que tu vas visiter le site de l'hypermarché et de quelques boutiques aussi ce matin (pour faire des courses en ligne)? Si oui, est-ce que tu peux m'acheter trois cahiers d'exercices et une chemise blanche, s'il te plaît?
- Maman:** Non, ma chérie, pas ce matin. Demain, je ferai ça.  
Alors, maintenant, laisse-moi payer les factures de gaz et d'électricité en ligne et faire quelques recherches sur Google pour l'un de mes projets de travail.
- Afi:** D'accord, Maman. Merci.
- Maman:** Ensuite, est-ce que tu pourras m'aider à me connecter sur Facebook et Instagram (mes réseaux sociaux préférés!) pour publier les photos de nos vacances d'été dernières, s'il te plaît?
- Afi:** Ok, Maman. Ce sera un plaisir! J'adore t'aider à te connecter sur les réseaux sociaux. Mais Maman ... il faut que tu apprennes à te connecter sur les réseaux sociaux toi-même et aussi à y charger des photos sans mon aide ... C'est très facile! Je vais t'expliquer quoi faire, pas à pas!
- Maman:** Ce sera super, Afi! Tu as raison. Merci beaucoup.
- Afi:** Qu'est-ce que tu fais maintenant, Maman? Installes-tu l'application Skype?
- Maman:** Oui, je suis en train d'installer l'application Skype sur mon ordinateur portable et d'y désinstaller l'appli Adobe. Afi, as-tu déjà entendu parler du "Kahoot" et du "Takatrouver"?
- Afi:** Oui, ce sont des jeux en ligne. Veux-tu y jouer ce matin? C'est très amusant!
- Maman:** Non, ce matin je n'ai pas le temps. Jouons ensemble ce soir! Ça marche?
- Afi:** D'accord!

- Let your learners listen to the dialogue a second time (to confirm that they have ticked the correct blocks) before you invite ten volunteers (one per statement) to share their answers aloud. Learners are to correct the false statements orally. Allow peer-reviewing.
- Monitor, guide and assist learners as appropriate and necessary.

## Answers

2. a) Faux. Madame Leclerc/ Elle consulte sa boîte e-mail. Elle lit son courriel et elle écrit des e-mails à ses amies Suzette et Céline.
- b) Faux. Madame Leclerc/ Elle change le mot de passe de son compte Hotmail pour le faire plus difficile à deviner.
- c) Faux. Ce matin, Madame Leclerc/ elle ne visite pas le site d'un hypermarché pour faire des courses en ligne. Demain, elle fera ça.
- d) Faux. Ce matin, Madame Leclerc/ elle ne visite pas le site de quelques boutiques et elle ne consulte pas leurs catalogues en ligne. Demain, elle fera ça/ cela aussi.
- e) Vrai.
- f) Vrai.
- g) Faux. Les réseaux sociaux que Madame Leclerc/ qu'elle préfère sont le Facebook et l'Instagram.
- h) Vrai.
- i) Vrai.
- j) Faux. Elle jouera au "Kahoot" et au "Takatrouver" en ligne, ce soir, avec sa fille Afi.

### Pour s'amuser

1. Suggest to your learners that they try to play the online games referred to in the Listening activity script ("Kahoot" and "Takatrouver"), at home and in their own time, with friends and family.

### Indicator:

- B9.10.2.1.2: S'exprimer sur l'informatique

## PARLER – Production orale/ Interaction orale

1. a)–c) Working in pairs and taking turns, learners re-read the poem "J'adore l'informatique!" on page 123 of the Learner's Book. For each turn, learners read two verses of the poem aloud.



- This activity is a great way for learners to consolidate vocabulary, in a relaxed and fun way, while practising their speaking skills.
  - Invite two pairs to read the poem in front of the class.
  - Check for good pronunciation and correct learners as necessary.
2. Working in groups of four and taking turns, learners role-play the dialogue on page 125 of the Learner's Book.
- The dialogue highlights the fact that computers may be used to perform quite a variety of activities (from watching documentaries and listening to music to writing texts and doing homework, for example).
  - Walk around the classroom, listening to your learners. Check for good understanding and pronunciation and correct them as necessary.
- Point out the Bell box (at the top of the page) to your class. At this stage and level of your learners' French studies, it is important that they are aware of specific words (such as "Ouais") which are often used by French speakers in informal contexts.
3. Working in pairs (different to those for activity 1 above) and again taking turns, learners imagine that they are the characters (Elvis and his mother) in the dialogue that they have just read.
- Learners should remember that (in the second last block of the dialogue) Elvis' mother promised to give him a Computer Science lesson. For this activity, learners are to imagine and role-play the lesson itself.
  - Learners are expected to mention the different parts and functions (e.g. "taper, enregistrer, couper et coller des documents") of a computer. If necessary, prompt them to revisit the "Vocabulaire illustré" box on page 121 of the Learner's Book.
  - To make their "lessons" as visual as possible, ask learners to draw the different computer parts on a piece of paper as they introduce them to their partners.
- Walk around the classroom, listening to your learners. Check for good use of vocabulary and pronunciation.
  - Guide, assist and correct learners as necessary.
4. Prompt a class debate, giving your learners the opportunity to share their opinions on the importance (or not) of learning Computer Science from a very young age.
- Ensure that all learners participate in the debate and contribute relevant opinions.
  - Check for good use of vocabulary and pronunciation.
  - Monitor, guide and correct learners as appropriate and necessary (be careful not to break the pace/ flow of the role plays too many times).
5. a)–c) Working in pairs (different to those for activities 1 and 3) and again taking turns, learners study the photos (A–B) on page 126 of the Learner's Book. They should think about what Frank and his father may be using the computer to do.
- Learners to imagine a speech bubble for Frank and his father, each describing what they are busy doing on their computers. Learners to then read these aloud in their pairs. Ensure that learners take turns so that they each have the opportunity to read both speech bubbles, for complete practice.
  - Invite a few learners to share their speech bubbles with the rest of the class.
  - Guide and correct learners as necessary. Your learners' speech bubbles will vary. Accept any correct ones. Some possible options are provided on the next page, for reference.

### Answers

5. b) **Image A:** Je joue à des jeux en ligne, comme le "Kahoot" et le "Takatrouver".  
C'est super et très amusant!
- Image B:** Je passe des commandes sur l'internet. Pour payer mes courses en ligne, j'utilise ma carte de crédit.



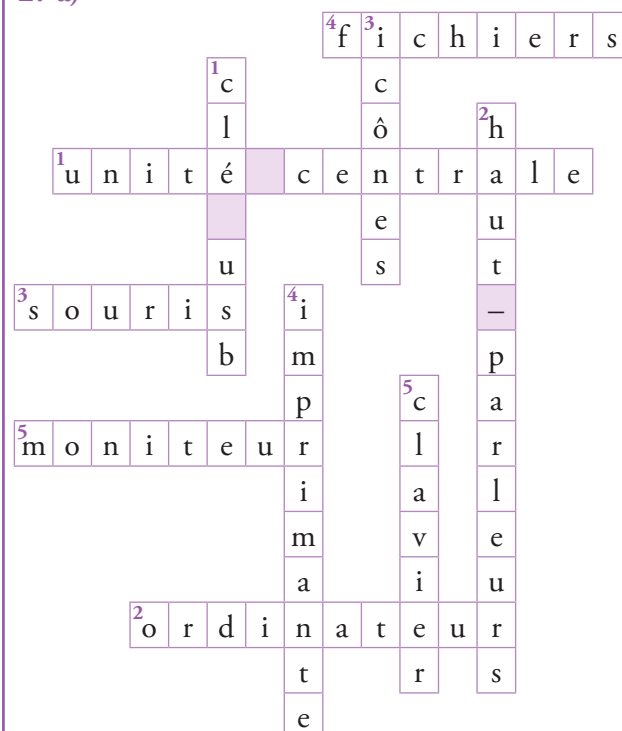
6. This activity prompts learners to share with the rest of the class what they normally use their computers to do. Ensure good use of vocabulary and pronunciation. Correct learners as necessary.

### Pour s'amuser

- Learners to study and role-play the short, fun dialogue at the bottom of page 126 of the Learner's Book.
  - The dialogue draws learners' attention to the fact that:
    - these days, the meanings of some words have expanded to be used in the context of computers/ internet (like the verb "surfer", for example)
    - younger generations are engaged increasingly with on-screen activities rather than outdoor ones.
  - Walk around the classroom, listening to your learners.
  - Ensure good understanding and pronunciation. Correct learners as appropriate.
  - You may like to prompt a quick class discussion around the two facts mentioned above. Monitor and guide learners as appropriate.
- a)–b) Organise your class in groups of three. Each group to complete the crossword puzzle as quickly as they can.
  - Ensure that the groups are quite balanced in terms of learners' academic strengths. That way, learners that may find the activity somewhat challenging can be helped (and possibly constructively corrected) by their academically stronger peers.
  - Copy the crossword template onto the writing board and invite different learners (from a different group each time) to write down their answers. The rest of the groups compare those answers with their own and should state whether they agree or disagree.
  - Monitor, guide and correct learners as appropriate.

### Answers

2. a)





### Indicator:

- B9.10.2.1.3: Lire, comprendre et réagir à un texte sur l'informatique

## LIRE – Réception écrite/ Compréhension des écrits

1. This activity (as well as the one that follows) can be set as homework to allow learners enough time to engage with it all properly.
  - Learners to read the texts (on pages 128 and 129 of the Learner's Book) to themselves, paying attention to the context and vocabulary.
  - Back in the classroom, read the top headings ("Sondage d'opinion / L'ordinateur: Est-il un outil essentiel dans votre vie?") to your class. Ensure good understanding and clarify as necessary.
  - Invite eight learners (one per person/ opinion) to read the text aloud. Check for good pronunciation and correct learners wherever appropriate.


- Point out the Question box, at the bottom of page 129 of the Learner's Book, to your class. Your learners are expected to have already done some research (as part of their homework) so they should be able to give the correct answer to the question raised.

**Answer:** In the sentence "Maintenant, je suis un cours en ligne génial sur une chaîne YouTube.", the word "**suis**" is the present tense form, conjugated for "je", of the French verb "**suivre**".

- Refer learners to page 156, in the "Tableaux de référence" section of the Learner's Book. Ask them to study the verb "suivre", in detail and in their own time.
2. As suggested, this activity can be set as homework. Learners to complete the "Vrai/ Faux" table, correcting the false statements in writing.
    - Back in the classroom, invite 11 volunteers (one per statement) to share their answers aloud. The rest of the learners should state whether they agree or disagree. Allow peer-reviewing.
    - Guide and correct learners as appropriate.

### Answers

2.
  - a) Faux. Fatima adore son ordinateur de bureau et elle l'utilise, tous les jours, pour écrire des textes, pour faire des visioconférences avec ses petits-fils et pour écouter de la musique.
  - b) Faux. Fatima ne croit pas que seulement la jeunesse a besoin d'ordinateurs. Elle croit que les ordinateurs sont, en fait, devenus totalement indispensables chez les gens de tout âge.
  - c) Vrai.
  - d) Faux. Selon Wilma, il est presque impossible d'imaginer un monde sans ordinateurs.
  - e) Faux. John trouve l'ordinateur utile car celui-là est vraiment essentiel dans sa vie professionnelle.
  - f) Faux. Dans la salle de classe de Charles, il y a un Tableau Blanc Interactif et, dans sa maison, on peut trouver une Smart TV.
  - g) Vrai.
  - h) Faux. Bridget adore écouter de la musique et regarder des films et des séries et elle les télécharge souvent.
  - i) Faux. Akos utilise normalement son ordinateur de bureau pour rejoindre des visioconférences de travail.
  - j) Vrai.
  - k) Faux. Abraham dit qu'il y a des différences entre les ordinateurs du début du XX<sup>e</sup> siècle et ceux d'aujourd'hui.

- After correcting statement 2k, draw learners' attention to the ICT box on page 131 of the Learner's Book. 
- Ask learners to study the five images and to notice the differences between them.
- Prompt learners to do the research activity suggested and to share their findings afterwards with the rest of the class.
- Guide and assist learners as appropriate.

- 3.–4. Learners to read the poster on page 131 of the Learner's Book and answer the questions that follow on page 132.
  - Learners are to pay attention to the vocabulary and add any new words to their "Dictionnaire personnel" (also discussing these in class, as indicated in the Question box at the bottom of the page).



- Invite five learners (one per question) to share their answers (to the questions on page 132 of the Learner's Book) aloud. Your learners' answers may vary. Accept any correct ones. Some possible answers are provided below, for reference.

**Note:** You may like to use the poster on page 131 of the Learner's Book (which gives important and useful advice and warnings to the learners) to review the required core competencies from Unit 2/ Theme 6 of the Learner's Book (pages 81–90).

## **Answers**

4. a) Il faut réfléchir avant de publier sur le web parce que beaucoup de personnes peuvent voir ce qu'on met en ligne. D'autre part, il ne faut pas oublier que les photos qu'on partage peuvent circuler de façon incontrôlable.
- b) On ne doit pas partager nos mots de passe pour éviter que d'autres personnes accèdent à nos comptes et à nos informations personnelles.
- c) On ne doit pas choisir notre prénom, notre nom ou notre date de naissance comme mot de passe parce que ceux-ci sont trop évidents et très faciles à deviner par d'autres personnes.
- d) D'abord, ne communiquons pas nos mots de passe à personne! Puis, si nous nous connectons d'un autre ordinateur que le nôtre, déconnectons-nous de nos comptes internet.
- e) Un pseudonyme est un nom alternatif qu'on utilise pour masquer notre identité. Le poster suggère qu'on en utilise un parce que, de cette façon-là, seulement notre famille et nos amis sauront qu'il s'agit de nous.

## **Observer et apprendre**

### **How to use the French possessive pronouns**

- Take some time to go through this box (on page 132 of the Learner's Book) with your class.
- Start by doing a quick **diagnostic assessment** (followed by a recap) of the use of French possessive adjectives. This is important because it will make it much easier for learners to assimilate and understand how to use French possessive pronouns.

- Depending on the academic strength of your class, you may like to provide a few extra examples. Ensure good understanding and clarify as necessary.
- Point out the "Prononciation" box on the page to your learners as it highlights an important aspect to remember. Read the words "nôtre(s)", "vôtre(s)", "notre" and "votre" aloud to your class. Learners to repeat each one after you and notice the different pronunciations.
- Draw learners' attention to the Question box at the bottom of page 132 of the Learner's Book. Learners are to find an example of a French possessive pronoun on the poster on page 131 of the Learner's Book (**Answer:** les tiens) and to think of examples for all the other French possessive pronouns. (These examples should be different to those provided in the "Observer et apprendre" box, at the bottom of page 132 of the Learner's Book.)
- Invite a few volunteers to come to the writing board and write an example each.
- Accept any correct sentences. Correct learners as necessary.

### **Indicator:**

- B9.10.2.1.4: *Écrire un texte pour expliquer l'informatique*

## **ÉCRIRE – Production écrite/ Interaction écrite**

1. Learners imagine, once again (following on from "Parler", activity 3) that they will be giving a Computer Science lesson. This time, however, they will be working in groups and the focus will be on the preparation stages of an oral presentation (rather than on the presentation itself).
  - a) In their groups, learners prepare a poster (which can be put up in the classroom afterwards) showing the different parts of a computer with appropriate captions.
  - b) Still in their groups, learners to write a short text to explain why Computer Science is an important subject.
    - Check each group's work and correct it as appropriate.



2. Learners to write a social media post, explaining what they enjoy the most about the internet.
  - Check your learners' posts and correct them as necessary.
  - Invite a few volunteers to share their texts aloud. Check for good pronunciation and assist learners as relevant and appropriate.
3. Learners to look at the photo (on page 133 of the Learner's Book) and imagine what the gentleman shown may be doing on his computer.
  - Ask your learners to be creative and to give as much detail as possible.
  - Check your learners' texts and correct them as necessary.
  - Allow learners to rewrite their texts correctly in response to your feedback.

4. By now, it is possible that your class already has a Facebook account (as suggested on page 120 of this Facilitator's Guide). We now suggest that you create a class WhatsApp account for your learners. **Note:** You are to be the WhatsApp group administrator. Ensure that all the published content is written in French and that it is relevant and appropriate at all times.

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate the text from the poster on page 131 of the Learner's Book. Alternatively, you can dictate all or some of the key words listed on page 115 of this Facilitator's Guide.
- Check your learners' dictations and correct them as necessary.

## PRATIQUER, PRATIQUER, PRATIQUER!

1. Learners study the images (A–H) and write a suitable caption for each one.
  - Invite eight learners (one per image) to come to the writing board and write down their answers. Check for good spelling and correct learners as necessary.
  - Ask eight different learners to read each caption aloud. Check for good pronunciation and correct learners as necessary.



### Answers

1. **A** – L'écran/ Le moniteur  
**B** – Les enceintes/ Les haut-parleurs  
**C** – Le clavier  
**D** – La souris  
**E** – L'unité centrale  
**F** – Le lecteur/ graveur externe  
**G** – La clé USB  
**H** – L'imprimante (avec le scanner/ scanner intégré)
2. Learners write a short (newspaper or magazine) article to talk about the electronic media/ press.
  - Learners to be creative and to use as much French vocabulary as possible.

- Check your learners' articles and correct them as necessary.
  - Allow learners to rewrite their texts correctly in response to your feedback.
3. Learners to answer the question ("Est-ce que l'ordinateur est un outil essentiel dans ta vie?") aloud, justifying their responses.
    - Ensure that all learners have the chance to share their answers in class.
    - Check for good use of vocabulary and pronunciation. Correct learners as necessary.
  4. **a)–c)** This very last activity of the Learner's Book invites community engagement.
    - Learners to interview different family/ community members or their friends to inquire about how important computers are in the interviewees' lives.
    - Learners to also inquire how important their interviewees find Computer Science to be.
    - Learners to prepare a table to summarise all the information gathered and to present it to the rest of the class.
    - Check your learners' work, and pronunciation, and correct them as necessary.



## ACTIVITÉS FINALES

1. a) Learners study the images (A–F), on page 135 of the Learner's Book, and indicate whether each one shows a good ☒ or a bad ☐ habit towards our world environment.
- Learners to justify their answers. Their justification sentences will vary. Accept any correct ones. Some possible options are included below, for reference.

### Answers

1. a) • Les images qui nous montrent de bons gestes sont les suivantes: **B, D, F**.
- **L'image B** nous montre l'utilisation de deux types d'énergie (l'énergie éolienne et l'énergie solaire) qu'il faut utiliser de plus en plus car ils sont renouvelables, inépuisables et propres.
  - **L'image D** nous sensibilise à l'importance de trier et de recycler nos déchets.
  - **L'image F** nous montre une excellente façon de conserver l'eau (qui est une ressource naturelle et précieuse qu'il ne faut pas gaspiller du tout!).
- Les images qui nous montrent de mauvais gestes sont les suivantes: **A, C, E**.
- **L'image A** nous montre la pollution de l'eau, ce qui menace la vie de beaucoup de poissons et d'oiseaux.
  - **L'image C** nous montre la pollution atmosphérique, la raison pour laquelle l'air de nos villes devienne toxique et difficile à respirer.
  - **L'image E** nous montre le problème de la déforestation, ce qui détruit l'habitat naturel de milliers d'espèces animales et végétales.
- b) From the images provided in 1a, learners will write six slogans (one per image) to educate and create awareness, in their communities, about the importance of environmental protection.
- Your learners' slogans will vary. Accept any correct ones. Some possible options are included in the next column, for reference.

### Answers

1. b) **A** – L'eau est une richesse qu'il faut bien conserver. Ne la polluez pas!
- B** – Tournons-nous vers l'utilisation des ressources 100% naturelles, durables et gratuites!
- C** – Stoppons la pollution atmosphérique qui met notre planète en danger!
- D** – N'oubliez pas de bien trier vos déchets car leur recyclage est crucial pour la protection de notre planète!
- E** – Il faut sauvegarder nos forêts! Elles sont les poumons de la Terre!
- F** – Récupérez l'eau de pluie et utilisez-la pour arroser vos plantes!
2. a)–c) Learners imagine that they work at the Department of Water. In that role, they give a presentation to provide you and their classmates with advice on the importance of water conservation.
- Allow learners enough time to prepare their oral presentations.
  - Remind learners to use as much of the vocabulary learnt in the unit as possible. Encourage them to use a dictionary where necessary.
  - Check for good use of vocabulary and pronunciation. Correct as necessary.
3. a) Learners are to complete the four speech bubbles (in dialogues A and B), using the appropriate vocabulary provided in the word boxes at the top of page 136 of the Learner's Book.

### Answers

#### 3. a) Dialogue A

Je me préoccupe de la **pollution** de l'eau. Il faut **surveiller** les accidents de pétroliers et les **usines** car ils sont souvent responsables de la pollution des rivières et des mers de notre **planète**.



Oui, tu as raison. Il faut stopper les **marées noires** car elles menacent la vie des poissons et aussi des oiseaux. Je suis aussi très concerné par la pollution **atmosphérique** et par les défis **énergétiques** de nos jours. Il faut encourager les gens à se tourner vers l'utilisation des vélos et des **transports en commun** ainsi qu'à l'usage des sources d'énergie **renouvelables**.

### Dialogue B

Le trou dans la **couche d'ozone** me concerne vraiment. Le **réchauffement** de la planète est un problème qui doit nous concerner tous et non seulement les environnementalistes. Il faut **sauvegarder** notre planète et **sensibiliser** les gens à tout ce qui peut **détruire** la Terre.

Oui, bien sûr! Il faut faire attention aussi aux **déchets** qui ne se décomposent pas automatiquement car ils sont des polluants et, cependant, ils menacent notre environnement. D'autre part, il ne faut pas oublier l'importance de trier et de **recycler** nos déchets.

**b)** Learners to role-play dialogues A and B in pairs.

- Invite a few learners to take turns to role-play the dialogues in front of the class.
- Check for good pronunciation and correct learners as appropriate.

- 4.** Learners to listen to a dialogue between a customer and the sales agent of an online shoe shop.
- Learners to take notes as they listen to the dialogue. These will help them to do the related "Vrai/ Faux" activity (at the top of page 137 of the Learner's Book).



### Listening activity script

**Agent de vente:** Magasin "Les Chaussures Magiques", bonjour!

**Madame:** Bonjour, Monsieur! Je viens de consulter votre nouveau catalogue en ligne et je voudrais commander quelques articles à partir de celui-là. Ce sera possible?

**Agent de vente:** Bien sûr, Madame. Il n'y a pas de problème. Vous pouvez passer votre commande par téléphone et il me fera plaisir de vous aider.

**Madame:** Alors, je voudrais commander une paire de sandales rouges (référence 11132) et une paire de bottes noires (référence 34571) en pointure 38, s'il vous plaît.

**Agent de vente:** C'est noté, Madame. Tous ces articles-là sont disponibles et le colis partira aussitôt que votre paiement sera reçu.

**Madame:** Quel est le total de la commande, Monsieur?

**Agent de vente:** Ça fait 480 cedis plus 20 cedis pour les frais d'envoi, s'il vous plaît (malheureusement, la livraison de nos articles n'est plus gratuite, Madame). Alors, le total sera 500 cedis et il inclut la TVA.

**Madame:** D'accord, Monsieur. Je m'appelle Wilma Dubois et j'ai déjà un compte client. Je payerai par carte de crédit.

**Agent de vente:** Votre commande est passée, Madame. Je vous remercie, encore une fois, d'avoir choisi notre magasin.

**Madame:** Merci beaucoup. Au revoir!

- Invite five learners (one per statement) to share their answers aloud. Learners to correct the false statements orally.
- Guide and correct learners as necessary.



## Answers

4. a) Faux. Madame Wilma veut commander des chaussures.  
b) Vrai.  
c) Faux. Elle veut commander à partir d'un catalogue en ligne.  
d) Vrai.  
e) Faux. Le colis ne partira qu'après la réception du paiement et la livraison ne sera pas gratuite.
5. a)–b) Learners to interview some family members to inquire about the interviewee's favourite tourist sites.
- Learners should take notes and then prepare a table to summarise their findings.
  - Invite a few learners to share their findings in class.
  - Check for good use of vocabulary and pronunciation. Correct learners as necessary and appropriate.
6. a)–c) For this activity, learners are to prepare an eye-catching leaflet about a national tourist site of their choice.
- Learners are to do some research (by talking to people, contacting different Visitor Information Centres, visiting local tourism websites or their local library, etc.) and gather as much information as possible about their chosen site.
  - Allow learners enough time for this activity and encourage them to use a dictionary where necessary.
  - After you have checked and corrected their work, invite a few volunteers to share their leaflets with the rest of the class. Ensure good use of vocabulary and pronunciation.
7. The purpose of this activity is to give learners an opportunity to revise the list of French verbs that use "être" (as their auxiliary) for their conjugations in "le passé composé".

Learners were introduced (in Theme 4, Unit 2 of the Learner's Book) to a famous memory-aid, called "la maison d'être". They should now remember that and select one of the verbs from that "maison". This provides a great opportunity to review the required core competencies from that particular unit of the Learner's Book.

- a) Learners should then write a sample sentence in which they conjugate their chosen verb, in "le passé composé", for all the subject personal pronouns. Check your learners' sentences and correct them where necessary.
- b) Invite a few learners to share their "passé composé" sentences aloud. Ensure good pronunciation, guiding your learners as appropriate.
8. a) Learners write a short text (in their exercise books) about their first day at school. How did it go? What did they do? Who did they meet?
- Encourage your learners to include as much detailed information as possible.
  - Check and correct your learners' texts, ensuring good use of vocabulary and the correct conjugation of the French past tenses "l'imparfait" and "le passé composé".
  - Check your learners' texts and correct them as appropriate and necessary.
- b) After you have corrected their work, learners are to record themselves reading their texts (at home and in their own time). Learners should then play their recordings back and check their own pronunciation.
9. a)–b) Learners are to look at the photo (at the top of page 138 of the Learner's Book) and imagine appropriate words for Madame Rebecca's speech bubble.
- Learners are to be creative and imagine that Madame Rebecca is sharing some of her childhood memories.
  - Encourage learners to be as descriptive as possible, paying careful attention to their use of vocabulary as well as to their conjugations of verbs in "l'imparfait".
  - Accept any appropriate sentences. Correct learners as necessary.



10. a)–e) Learners are to study the photo (in the middle of page 138 of the Learner's Book). Learners are to imagine that they are journalists who are about to report on what seems to have happened, based on what they see.
- For their reports, learners are to answer the questions (a–e) in writing, using “le passé composé.”
  - Encourage learners to be creative and as descriptive as possible. Remind them to pay special attention to the conjugation of the verbs in “le passé composé”.
  - Your learners' answers will vary. Accept any appropriate ones. Correct your learners as necessary.
11. In their exercise books, learners are to write letters to their French penfriends to talk about (and compare) the worlds of yesterday and today.
- Learners are expected to refer to changes that have taken place from the past to the present.
  - Encourage your learners to use a dictionary when necessary.
  - Check your learners' letters and allow them to rewrite their texts correctly in response to your feedback.
12. a)–b) This activity gives learners the opportunity to revise and practise the verbs “vouloir”, “souhaiter” and “espérer”, while writing an email to a friend to express their own wishes for the future.
- Learners are expected to provide as much detail as possible, for good practice.
  - Check for the good use of vocabulary and confirm that the verbs have been conjugated correctly. Correct learners as necessary and appropriate.
13. Choose a few pieces of music to play to your learners, selecting those which you think clearly reflect different feelings/ emotions.
- Note:** When selecting music for this activity, we suggest that you consider a combination of pieces – some with vocals and others without. When vocals are included, please ensure that the lyrics are in French.

- Prompt a quick class discussion (in French), giving learners the opportunity to share aloud which feelings/ emotions they believe are expressed in each song played.

14. Learners are to study the big poster on page 139 of the Learner's Book and familiarise themselves with the context. They should quickly figure out that the images and messages refer to road safety and security.

- a) Learners are to read the four captions (below the activity instruction) and to match each one to the correct image (A–D) on the poster.
- Invite two volunteers each to read part of the poster aloud (“Attention! Sécurité routière: quatre conseils importants” and “Soyez un défenseur de la sécurité routière!”, respectively). Check their pronunciation and correct them as necessary.
  - Then, invite four learners (one per caption/ image) to share their answers aloud. The rest of the class should state whether they agree or disagree. Correct learners as appropriate.

### Answers

14. a)

D

Ne traversez jamais la route quand le feu des piétons est rouge! Attendez que la silhouette devienne verte.

C

Si vous faites du vélo, portez un casque en permanence sur la route!

B

En voiture, n'oubliez pas de boucler votre ceinture de sécurité!

A

Traversez toujours la route sur le passage piéton!

- b) This activity prompts learners to think autonomously and responsibly, by coming up with two extra pieces of advice that could be added to the list in 14a.



- Your learners' ideas will vary. Accept any appropriate and correct pieces of advice. Some ideas are included below, for reference.
    - Si vous êtes au volant, surveillez la vitesse et évitez les distractions (comme les téléphones portables, par exemple)!
    - Si vous conduisez, ne consommez pas de l'alcool!
    - Avant de traverser la route, vérifiez que les véhicules se sont arrêtés!
- 15.** This is another great activity that prompts learners to revise and practise content while thinking autonomously and responsibly.
- a)** Learners are to do research and write a few pieces of advice on what to do in case of a home fire.
- Your learners' ideas will vary. Accept any appropriate and correct pieces of advice. Some ideas are included below, for reference.
    - Gardez votre calme et appelez les pompiers!
    - Si vos vêtements prennent feu, arrêtez, jetez-vous par terre et roulez!
    - Si une porte est fermée et sa poignée est chaude, trouvez une autre sortie!
  - Invite a few learners to share their pieces of advice aloud. Correct and guide learners as necessary and appropriate.
- 16.** Prompt your learners to read the speech bubble (in the middle of page 140 of the Learner's Book). They should notice that it expresses the opinion that the world of today is better than that of yesterday. Learners should then indicate, in writing, whether they agree or disagree with that opinion, justifying their answers.
- Your learners' answers and opinions will vary. Accept any appropriate ones. Guide learners as necessary.
- 17.** This is another great activity to give your learners further practise on the topic of expressing an opinion in French. This time, they will have the opportunity to say what they think about the importance of (print and electronic) media.
- a)–b)** Learners are to say whether they think that both forms of media are equally important today, justifying their point of view.
- Your learners' texts and opinions will vary. Accept any appropriate ones. Guide learners as necessary.
  - Encourage your learners to consult a dictionary should they need help with any French words.
- 18.** Learners to write a newspaper article (in their exercise books) to express and justify their opinions on the advantages and disadvantages of Computer Science.
- Your learners' texts and opinions will vary. Accept any appropriate ones. Guide learners as necessary.
  - After you have checked and corrected their work, invite a few volunteers to share their articles aloud.
- 19. a)–b)** Learners to interview a few members of their school community to find out what the interviewee's usually do online.
- Learners to take notes and prepare a table to summarise their findings.
  - Learners to share their findings with the rest of the class.
  - Monitor, guide and correct learners as necessary.



## SECTION C: EXTRA RESOURCES

### SUGGESTIONS: Extra projects/ activities for learners (by Learner's Book theme)

The suggested projects/ activities presented below aim to give learners further opportunity to **practise, consolidate and self-assess** their knowledge.

All these projects/ activities can be also used for **diagnostic assessment**, and/ or **regular reviews of the required core competencies** while allowing for **community engagement** and the use of **local materials**.

Project/ Activity	Theme	Materials needed	What to do	Notes for the teacher
<b>ALLONS RECYCLER!</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Local/ recyclable materials (old plastic bottles, paper and boxes that are no longer needed, old plastic bags, old pieces of fabric, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Learners create as many different useful or decorative objects as their imagination allows.</li> <li>Learners to name their objects in French and to present them to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 1, Unit 1</b>.</li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year.</li> </ul> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• During the teaching of Theme 3, you may like to take your class on an excursion to a local beach and prompt them to help to clean the environment while collecting old objects that could be recycled and used to make, for example, a piece of art for the school. (Please remind your learners to wear gloves when collecting the recyclable materials.)</li> <li>• During the teaching of Theme 5, you may like to suggest that your learners decorate their greeting cards with old pieces of fabric.</li> <li>• During the teaching of Theme 7, you may like to suggest that your learners use old, glossy magazine pages to cover and protect their French dictionary or books.</li> </ul> <ul style="list-style-type: none"> <li>✓ This is to be done as an individual, pair or group activity.</li> </ul>
<b>JE VOUDRAIS COMMANDER ...</b>	<b>2</b>	<ul style="list-style-type: none"> <li>A notebook</li> <li>A mobile phone or a computer with internet access</li> </ul>	<ul style="list-style-type: none"> <li>Following on from the activities suggested throughout the theme, learners are to simulate ordering additional items (telephonically, via email or online).</li> <li>Learners to write down the script for their orders. They then record themselves, play their recordings back and check their own pronunciation.</li> <li>After you have checked your learners' texts, let them share their simulated orders aloud.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 2, Unit 1</b>.</li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year.</li> </ul> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• During the teaching of Theme 4, you may like to ask your learners to simulate ordering, in French, a vintage object (an old-fashioned camera or record player, for example) from a website like <i>Amazon</i>.</li> <li>• During the teaching of Theme 7, you may like to ask your learners to simulate ordering (telephonically, via email or online) back issues of their favourite French newspaper or magazine.</li> </ul> <ul style="list-style-type: none"> <li>✓ This is to be done as an individual homework activity.</li> </ul>



Project/ Activity	Theme	Materials needed	What to do	Notes for the teacher
<b>EXCURSION TOURISTIQUE</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• A notebook</li> <li>• A camera</li> </ul>	<p><b>Part 1 of the project:</b></p> <ul style="list-style-type: none"> <li>– Learners to assist you in planning/ preparing a class outing to visit some local tourist sites. (All of the discussions are to be conducted in French.)</li> </ul> <p><b>Part 2 of the project:</b></p> <ul style="list-style-type: none"> <li>– During the excursion, learners are to take notes and photos as they learn interesting information about the different sites.</li> <li>– Learners to share their notes (in French) and photos in the classroom afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 3, Unit 1.</b></li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year. You may like to organise different class outings – always related to the theme under study.</li> </ul> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• During the teaching of Theme 4, you may like to take your learners to a local museum, giving them the opportunity to observe and learn about the history (and past memories/ objects, etc.) of their communities or nation.</li> <li>• During the teaching of Theme 6, you may like to take your learners to a local theatre, giving them the opportunity to see a local production and to notice the different emotions expressed by the actors in the play. Learners to then discuss those emotions and the reasons behind them.</li> </ul> <ul style="list-style-type: none"> <li>✓ This is to be done as a class (part 1) and individual (part 2) activity.</li> </ul>
<b>L'HISTOIRE DE NOTRE VILLAGE/ VILLE/ CITÉ</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• A notebook</li> <li>• A copy of photos from old/ local magazines or newspapers</li> <li>• A3 cardboard</li> <li>• Glue</li> <li>• Colouring pens</li> </ul>	<ul style="list-style-type: none"> <li>– Organised in groups of four, learners do some research about the history of the village/ town/ city where their school is located.</li> <li>– Learners to prepare a big poster, describing some of the most relevant facts and events that have taken place there over the years.</li> <li>– Learners to include copies of old photos (wherever possible) or draw pictures to illustrate each fact/ event described.</li> <li>– Each group to present their poster to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 4, Unit 3.</b></li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year.</li> </ul> <p>Suggestion:</p> <ul style="list-style-type: none"> <li>• At the end of Theme 7 (i.e. at the end of the school year), you may like to ask your class to prepare (also in groups of four) a poster to illustrate and describe the most remarkable and important facts/ events that took place at their school during the year. Remind learners to use “le passé composé” or “l'imparfait” (as appropriate), when reporting those facts/ events.</li> </ul> <ul style="list-style-type: none"> <li>✓ Correct your learners' work (vocabulary, language use and pronunciation) whenever necessary.</li> <li>✓ This is to be done, in groups of four, as a homework activity.</li> </ul>



Project/ Activity	Theme	Materials needed	What to do	Notes for the teacher
DES CARTES DE SOUHAITS	5	<ul style="list-style-type: none"> <li>• Cardboard</li> <li>• Glue</li> <li>• Colouring pens</li> <li>• Small items that can be used for decoration</li> </ul>	<ul style="list-style-type: none"> <li>– Learners to prepare their own greeting cards as different events (Christmas, Diwali, Aïd El-Fitr, Mother's Day, Father's Day, etc.) are celebrated throughout the year.</li> <li>– Learners to use their creativity, imagination and crafting skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 5, Unit 1.</b></li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year.</li> </ul> <p>Suggestion:</p> <ul style="list-style-type: none"> <li>• Learners to prepare birthday cards for their peers to celebrate their birthdays in class. (Be mindful that some learners, due to their religion or beliefs, may not celebrate their birthdays. Their religion/ beliefs should be respected and no greeting cards should be prepared for those particular learners.)</li> </ul> <ul style="list-style-type: none"> <li>✓ This activity also invites interdisciplinary learning. Learners may use some of the skills learnt in Creative Arts &amp; Design for this project.</li> <li>✓ This is to be done as an individual homework activity.</li> </ul>
LES PANNEAUX DE SIGNALISATION ET LES CODES DE LA ROUTE	6	<ul style="list-style-type: none"> <li>• A notebook</li> <li>• A3 cardboard</li> <li>• Colouring pens</li> </ul>	<p><b>Part 1 of the project:</b></p> <ul style="list-style-type: none"> <li>– Learners do some research (by talking to people, searching on the internet, etc.) about the different road signs that can be found in francophone countries.</li> <li>– Learners to take notes and prepare a poster showing pictures (or drawings) of the different road signs, including an appropriate warning (in French) for each one. Learners should practise what has been learnt in the unit when it comes to “avertir/ donner des avertissements”.</li> <li>– Learners to take note of any differences that they might find between the road signs in the francophone countries and in Ghana.</li> <li>– After you have checked their posters, learners to share their work and findings in class.</li> </ul> <p><b>Part 2 of the project:</b></p> <ul style="list-style-type: none"> <li>– Learners do some research (by talking to people, searching on the internet, etc.) about the different highway codes used in francophone countries. How do they compare to those used in Ghana?</li> <li>– Learners to take notes.</li> <li>– Learners to prepare a short presentation, in French (using a dictionary, as necessary), and share their findings in class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 6, Unit 2.</b></li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year.</li> </ul> <p>Suggestion:</p> <ul style="list-style-type: none"> <li>• During the teaching of Theme 3, you may like to suggest that your learners do some research to find out whether some other countries in the world (not necessarily francophone ones, in this case) use different road signs (and why). Learners to then share their findings in class, focusing on those signs that they found to be unique.</li> </ul> <p>(Take the opportunity to remind your learners, in French, that when we travel to another country, we must be mindful that different road signs/ highway codes may apply.)</p> <ul style="list-style-type: none"> <li>✓ When looking at the differences between road signs in francophone countries and in Ghana, learners should notice that, in francophone countries, most of the road signs are written in French. They will also most probably notice that, in some of those francophone countries, there are signs warning about snowy weather conditions.</li> <li>✓ This is to be done as an individual homework activity.</li> </ul>



Project/ Activity	Theme	Materials needed	What to do	Notes for the teacher
LE JOURNAL DE NOTRE ÉCOLE	7	<ul style="list-style-type: none"> <li>• A video camera</li> <li>• A weather chart</li> <li>• A desk</li> <li>• Cardboard</li> <li>• Colouring pens</li> <li>• Different, relevant objects to be used as props and for sets</li> </ul>	<ul style="list-style-type: none"> <li>– Learners to pretend to be TV presenters for the day.</li> <li>– They should imagine that their classroom is a TV station, and that different groups present different TV programmes. For example: <ul style="list-style-type: none"> <li>• Group 1 presents the morning news</li> <li>• Group 2 presents the weather report</li> <li>• Group 3 presents a documentary about a tourist site</li> <li>• Group 4 presents a talk show</li> <li>• Group 5 presents a quiz show</li> <li>• Group 6 presents the evening news</li> <li>• Group 7 presents a children's show, etc.</li> </ul> </li> <li>– Each group to prepare their own scripts and sets.</li> <li>– Groups are to rehearse before presenting their work to the rest of the class. Learners to record themselves and to play their recordings back. Learners to correct their own pronunciation as necessary.</li> <li>– Each group takes a turn to present their work, ensuring that everyone in the group plays a role.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This is a great activity to be done <b>at the end of Theme 7, Unit 1.</b></li> <li>✓ This activity is also suitable for <b>diagnostic assessment</b> and/ or review of the <b>required core competencies</b>, whenever you find it necessary, relevant and appropriate throughout the year.</li> </ul> <p>Suggestion:</p> <ul style="list-style-type: none"> <li>• During the course of Theme 6, you may like to ask your learners to simulate a few TV talk shows where their guests express their opinions on different topics or give some pieces of advice/ warnings to the viewers.</li> </ul> <ul style="list-style-type: none"> <li>✓ This is to be done as a group activity. (It is up to you to decide on the number of groups – as well as on the number of learners per group – depending on the size of your class.)</li> </ul>



# TEMPLATE: Monitoring learner progress

For the Basic 9 teacher



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

DATE: \_\_\_\_\_

[Photo of learner]

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

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

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

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

CONTENT STANDARD: \_\_\_\_\_

## Monitoring progress:

### Key:

★★★★★ Excellent / ★★★★ Very good / ★★★ Good / ★★ Sufficient / ★ Insufficient

### 1. Achievement of the INDICATORS:

- a) Réception orale/ Compréhension de l'oral
- b) Production orale/ Interaction orale
- c) Réception écrite/ Compréhension des écrits
- d) Production écrite/ Interaction 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) Commençons!
- b) Pour s'amuser
- c) Pratiquer, Pratiquer, Pratiquer!
- d) Activités Finales

★★★★★	★★★★	★★★	★★	★
★★★★★	★★★★	★★★	★★	★
★★★★★	★★★★	★★★	★★	★
★★★★★	★★★★	★★★	★★	★

### OBSERVATIONS/ COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# TEMPLATE: Monitoring learner achievement of core competencies/ skills

For the Basic 9 teacher

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

DATE: \_\_\_\_\_

[Photo of learner]

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

Does the learner have special needs?\*

Yes ☐

No ☐

\* Remember these inclusivity issues when assessing learners with special needs on the core competencies/ skills outlined below: a) the use of realia for visual and visually challenged learners must be considered; b) a system of creating alternatives for tasks must be adopted.

Core competencies/ skills		Term 1	Term 2	Term 3
1. Communication and Collaboration (CC)	CC7: Listening			
	CC8: Presenting			
	CC9: Teamwork			
2. Critical thinking and Problem-solving (CP)	CP5: Critical thinking			
	CP6: Problem-solving			
3. Personal development and Leadership (PL)	PL5: Personal development			
	PL6: Leadership			
4. Cultural identity and Global citizenship (CG)	CG5: Cultural identity			
	CG6: Global citizenship			
5. Creativity and Innovation (CI)	CI5: Knowledge, understanding, skills and strategies			
	CI6: Reflection and evaluation			
6. Digital Literacy (DL)	DL5: Photo-visual and information literacy			
	DL6: Socio-emotional and reproduction literacy			

✓ achieved

✗ not achieved

OBSERVATIONS/ COMMENTS:

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# TEMPLATE: Monitoring own progress

For the individual Basic 9 learner

FULL NAME: \_\_\_\_\_

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

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

DATE: \_\_\_\_\_

## HOW WELL AM I DOING?

YES ☺

NO ☹

*I will need  
to revise this  
content!*

THEME 1: L'ENVIRONNEMENT		
Unit	Am I able to ...	
1	talk about environmental protection in French?	
THEME 2: LES ACHATS		
Unit	Am I able to ...	
1	order something in French?	
THEME 3: LES LOISIRS		
Unit	Am I able to ...	
1	talk about tourism in French?	
THEME 4: LES HABITUDES ET LES FAITS DU PASSÉ		
Unit	Am I able to ...	
1	talk about past events in French?	
2	report a fact or an event in French?	
3	talk about the worlds of yesterday and today in French?	
THEME 5: LES PROJETS D'AVENIR		
Unit	Am I able to ...	
1	express wishes in French?	
THEME 6: LES SENTIMENTS ET LES OPINIONS		
Unit	Am I able to ...	
1	express and explain feelings in French?	
2	give advice and warnings in French?	
3	give opinions in French?	
THEME 7: LES MOYENS DE COMMUNICATION		
Unit	Am I able to ...	
1	talk about media (print and electronic) in French?	
2	talk about Computer Science in French?	



# TEMPLATE: Self-assessment of activity performance

For the individual Basic 9 learner

FULL NAME: \_\_\_\_\_ TERM: \_\_\_\_\_

DATE: \_\_\_\_\_

Activity: (indicate which theme, unit, section and page of the Learner's Book it relates to):

Activity type:

☐

Individual

☐

Pair

☐

Group

How well did I do?

☐

Excellent

☐

Very good

☐

Good

☐

Sufficient

☐

Insufficient

What did I learn and achieve from this activity?

OBSERVATIONS/ COMMENTS:

Will I need to improve?

☐

No

☐

Yes

Action plan I will be taking, from today, to improve my work next time on this type of activity:







# ESSENTIAL

# French

## Basic 9

### Facilitator's Guide

**ESSENTIAL** French offers you a premium course in French. The material has been developed to meet the full requirements of the Common Core curriculum for JHS, as developed by the National Council for Curriculum and Assessment (NaCCA), carefully addressing all strands, sub-strands, content standards, indicators and core competencies. Throughout the series, attitudes, values and skills - as indicated in the curriculum - are addressed.

**ESSENTIAL** French encourages learners to be responsible and creative citizens who are self-confident, digitally literate and excellent communicators.

The **ESSENTIAL** Basic 9 Learner's Book offers you attractive pages with:

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- clear language for easy understanding
- clear explanations of basic concepts
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- assessment pages that can be used to evaluate progress and achievement.

Each Learner's Book comes with a FREE digital edition of the book. The code for the digital edition appears on the inside front cover of the book and provides access for one year.



The **ESSENTIAL** Basic 9 Facilitator's Guide supports you to teach the new curriculum with confidence and offers:

- step-by-step teaching guidelines
- answers to activities in the Learner's Book
- suggestions for activities that can be used for Diagnostic assessment or as extra exercises and projects
- suggestions for how to include local materials and ICT in the learning process
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- a Curriculum coverage table indicating how the strands, sub-strands, content standards and indicators are covered in the course.

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