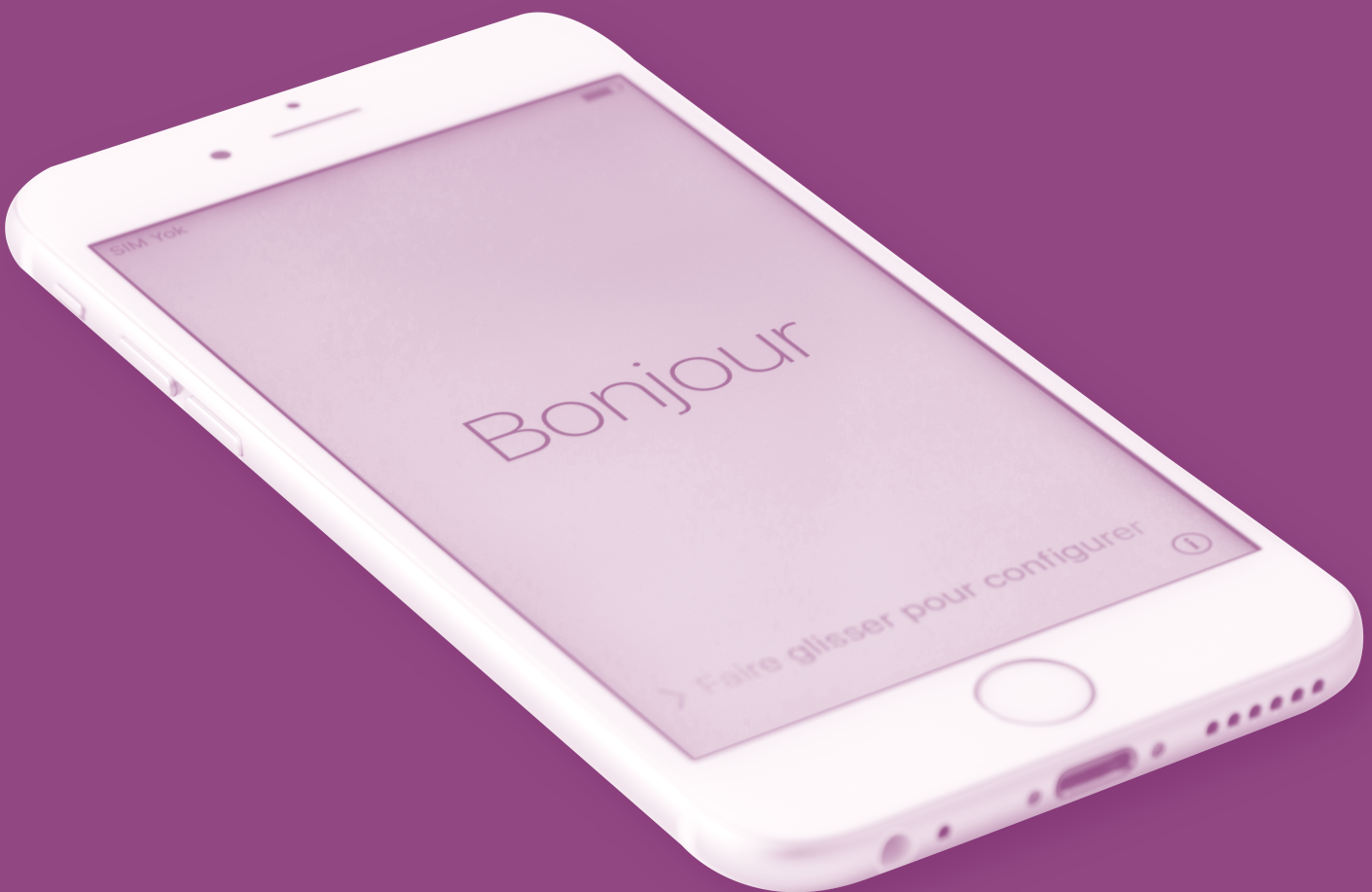


ESSENTIAL French Primary 5



Teacher's Guide



CAMBRIDGE



ESSENTIAL French Primary 5

Teacher's Guide

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INTRODUCTION

Dear Teacher,

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

This Basic 5 Teacher's Guide **has been developed in conjunction with the French Learner's Book** for Basic 5. We hope that you will find it an important and useful tool to assist and guide you as you introduce and teach the French language to your young learners through a task-oriented, communicative approach.

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

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

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

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

This Teacher's Guide is divided into three sections:

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

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

Section B: Teaching guidelines

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

Section C: Extra resources

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

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

With warm wishes,
The Author

SECTION A: THE NEW PRIMARY CURRICULUM AND THE FRENCH SYLLABUS (UPPER PRIMARY: BASIC 4 – BASIC 6)

1. THE NEW PRIMARY CURRICULUM

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

1.1 Values

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

1.2 Core skills and competencies

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

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

1.3 Organisation

The new curriculum has a four-column structure:

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

1.4 A learner-centred classroom: Your role as a teacher

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

2. THE NEW FRENCH SYLLABUS

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

2.1 General Scope and Sequence

STRANDS	SUB-STRANDS	CONTENT STANDARDS
1. Définir les aspects de l'identité	1. Saluer et prendre congé 2. Se présenter 3. Présenter quelqu'un 4. Décrire quelqu'un 5. Décrire la famille et les liens familiaux	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
2. Parler de son environnement	1. Parler de sa maison 2. Parler de son école	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime 2. Dire ce que l'on n'aime pas	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
4. Les activités	1. Compter et faire des calculs simples 2. Demander et donner l'heure 3. Parler des jours de la semaine 4. Situer les mois et les saisons dans le temps 5. Entrer en contact par téléphone 6. Inviter quelqu'un et accepter une invitation 7. Identifier les professions et les métiers 8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres 9. Donner et réagir à un ordre	Compréhension Orale Production Orale Compréhension Écrite Production Écrite

2.2 Period allocation / Time on task for the French subject

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

2.3 Yearly Scheme of Learning by Term

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

3. HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM AND SYLLABUS FOR BASIC 5

BASIC 5					
4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
1. Définir les aspects de l'identité	1. Saluer et prendre congé	B5.1.1.1.1 B5.1.1.2.1 B5.1.1.3.1 B5.1.1.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	2–4	15–17
	2. Se présenter	B5.1.2.1.1 B5.1.2.2.1 B5.1.2.2.2 B5.1.2.3.1 B5.1.2.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	5–9	18–20
	3. Présenter quelqu'un	B5.1.3.1.1 B5.1.3.2.1 B5.1.3.2.2 B5.1.3.3.1 B5.1.3.3.2 B5.1.3.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	10–13	21–24
	4. Décrire quelqu'un	B5.1.4.1.1 B5.1.4.2.1 B5.1.4.2.2 B5.1.4.3.1 B5.1.4.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	14–19	25–27
	5. Décrire la famille et les liens familiaux	B5.1.5.1.1 B5.1.5.2.1 B5.1.5.2.2 B5.1.5.3.1 B5.1.5.4.1 B5.1.5.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	20–22	28–30

BASIC 5

4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
2. Parler de son environnement	1. Parler de sa maison	B5.2.1.1.1 B5.2.1.2.1 B5.2.1.2.2 B5.2.1.3.1 B5.2.1.4.1 B5.2.1.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	28–33	32–35
	2. Parler de son école	B5.2.2.1.1 B5.2.2.2.1 B5.2.2.2.2 B5.2.2.2.3 B5.2.2.3.1 B5.2.2.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	34–39	36–39
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime	B5.3.1.1.1 B5.3.1.2.1 B5.3.1.2.2 B5.3.1.3.1 B5.3.1.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	44–47	41–43
	2. Dire ce que l'on n'aime pas	B5.3.2.1.1 B5.3.2.2.1 B5.3.2.2.2 B5.3.2.3.1 B5.3.2.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	48–51	44–46
4. Les activités	1. Compter et faire des calculs simples	B5.4.1.1.1 B5.4.1.2.1 B5.4.1.2.2 B5.4.1.2.3 B5.4.1.3.1 B5.4.1.4.1 B5.4.1.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	56–61	48–51
	2. Demander et donner l'heure	B5.4.2.1.1 B5.4.2.2.1 B5.4.2.2.2 B5.4.2.3.1 B5.4.2.4.1 B5.4.2.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	62–68	52–55

BASIC 5

4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
	3. Parler des jours de la semaine	B5.4.3.1.1 B5.4.3.2.1 B5.4.3.2.2 B5.4.3.3.1 B5.4.3.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	69–72	56–58
	4. Situer les mois et les saisons dans le temps	B5.4.4.1.1 B5.4.4.2.1 B5.4.4.2.2 B5.4.4.3.1 B5.4.4.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	73–80	59–62
	5. Entrer en contact par téléphone	B5.4.5.1.1 B5.4.5.2.1 B5.4.5.2.2 B5.4.5.3.1 B5.4.5.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	81–84	63–65
	6. Inviter quelqu'un et accepter une invitation	B5.4.6.1.1 B5.4.6.2.1 B5.4.6.2.2 B5.4.6.2.3 B5.4.6.3.1 B5.4.6.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	85–90	66–68
	7. Identifier les professions et les métiers	B5.4.7.1.1 B5.4.7.2.1 B5.4.7.2.2 B5.4.7.3.1 B5.4.7.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	91–97	69–72

BASIC 5

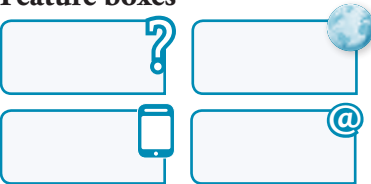
4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
	8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres	B5.4.8.1.1 B5.4.8.2.1 B5.4.8.2.2 B5.4.8.3.1 B5.4.8.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	98–103	73–75
	9. Donner et réagir à un ordre	B5.4.9.1.1 B5.4.9.2.1 B5.4.9.3.1 B5.4.9.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	104–110	76–78

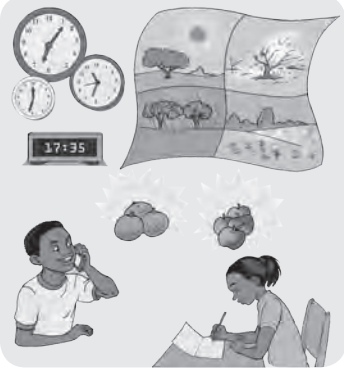
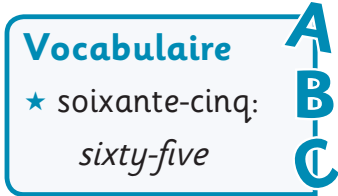
4. STRUCTURE AND SPECIAL FEATURES OF THE LEARNER'S BOOK

4.1 Structure

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

4.2 Special features

SPECIAL FEATURES in the Learner's Book (These are also reflected within the detailed teaching guidelines in the Teacher's Guide)	
Aims and Objectives: • to address the new curriculum and the new French syllabus core, general features and criteria • to provide Learner's Books that are user-friendly	
FEATURE	Description
 LET'S START!	✓ Introduces the content slowly and gradually. ✓ Allows for diagnostic assessment. ✓ Builds excitement for the new content to be learnt in the unit. ✓ Prompts debates and content integration with ICT, where relevant and appropriate.
Feature boxes 	✓ Content integration with ICT. ✓ Research activities. ✓ Emphasis on the core competencies. ✓ Extra activities for multi-ability learning.
Pair work  Group work 	✓ Pair and group work activities (in addition to individual activities) are presented throughout the book.
Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	✓ The syllabus content standards and core competencies are addressed, unit by unit (sub-strand by sub-strand) through all the activities presented. ✓ Activities are accurate and current. ✓ Content is appropriate to the level of the learners and for their age and possible different backgrounds. ✓ Representation of Ghana's diversity. ✓ Gender balance and no gender stereotypes. ✓ Representation of indicators. ✓ Social inclusiveness. ✓ Ideas for the use of local materials. ✓ Instructions are consistent and presented simply and clearly.

Texts, Songs, Poems	✓ These use language that is appropriate to the level, age, knowledge and background of the learners. ✓ They are representative of Ghana's diversity. ✓ Gender balance and no gender stereotypes. ✓ Text that is consistent and clearly presented to the learners. ✓ Representation of Ghana's diversity.
Illustrations and Photos 	✓ A selection of high-quality illustrations and photos gives a good balance with the texts and content of the book. ✓ Captions and labels that are simple, relevant, appropriate and clear. ✓ Illustrations that reflect a variety of learners (including learners with special needs) and which reflect gender balance and social inclusiveness. ✓ Gender balance and no gender stereotypes.
★ New words / Vocabulary boxes 	✓ These build the French vocabulary gradually and give learners the confidence to understand clearly and apply new vocabulary in context and through different exercises. ✓ We suggest and highly recommend that learners build their own “mini-dictionary” (“Petit-dictionnaire”) to give them the independence and responsibility to organise their new learning and knowledge acquisition in a practical and meaningful way.
Look and Learn boxes	✓ Prompt problem-solving and subject understanding. ✓ Facilitate multi-ability learning.
Fun time!	✓ These provide additional appropriate content and activities, inviting your learners to have fun while practising their language skills.
Project Time	✓ Learners practise core skills, in context, and engage in practical activities. ✓ Some of the projects encourage the use of local materials.
Practise, Practise, Practise! Final activities	✓ An opportunity for you to assess your learners. ✓ Learners can revise content. ✓ Learners have the opportunity to self-assess their knowledge. ✓ Review questions. ✓ Assessment exercises with an inclusive approach to assessment for learning, as learning and of learning. ✓ Representation of indicators.

SECTION B: TEACHING GUIDELINES

Thème

1

DÉFINIR LES ASPECTS DE L'IDENTITÉ

UNITÉ 1 Comment ça va?



Suggested teaching time:

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

Saluer et prendre congé



Introduction

This is the first unit of the Basic 5 Learner's Book and its focus will be on French greetings.

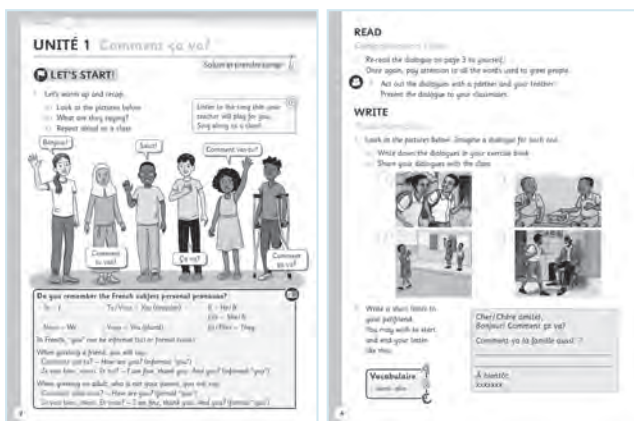
Learners will have the opportunity to revise what they learnt about greetings in Basic 4 and expand their knowledge.

Following on from the previous year, encourage your learners – from this very first unit – to build their own “petit-dictionnaire”. They should add to their dictionaries and record all key or new vocabulary learnt throughout the title.



RESOURCES

- Learner's Book: pp. 2–4



Optional extra materials:

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



KEY WORDS

- Bonjour
- Salut
- Voilà
- Aussi

In addition to the key words, this unit also introduces (and gives learners the chance to revise) key sentences for a basic dialogue in French, such as:

- ★ Comment vas-tu? / Comment tu vas?
- ★ Ça va? / Comment ça va?
- ★ Comment allez-vous?
- ★ Ça va bien, merci. / Je vais bien, merci. / Très bien, merci. Et toi/ vous?
- ★ Au revoir! ★ À demain!

GUIDELINES AND SUGGESTIONS

- Start teaching this theme by prompting the learners to look at the theme-opener page.
- Explain to the learners that they will start this new theme by revising how to greet others in French.



LET'S START!

- a) – b)** This is a warm-up and recap activity to get learners into the topic of greetings.
 - Learners look at the images and translate the speech bubbles into English.
- c)** Learners read the speech bubbles aloud, as a class.
 - Check their pronunciation and correct / guide them as necessary.

Play this song to the learners:

- <https://www.youtube.com/watch?v=atNkI6QFZ50>
- Then sing all together as a class.



- Refer learners to the Teaching box at the bottom of page 2 of the Learner's Book.
- Do a quick recap of the informal, and formal, singular "you" in French.
- Also recap the French subject personal pronouns: Je/Tu (singular, informal "you") / Vous (singular, formal "you") / Il / Elle / Nous / Vous (plural "you"), Ils/Elles.



Indicator:

- B5.1.1.1.1: *Écouter/Regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent.*

LISTEN – Compréhension Orale

1. Learners look and listen while you read the dialogues on the page.
 - Allow them some time to engage with the images and with the respective greetings you have just read to them.

Indicator:

- B5.1.1.2.1: *Saluer et répondre oralement aux salutations en respectant le code et les valeurs sociaux.*

SPEAK – Production Orale

1. Re-read the dialogues on page 3 of the Learner's Book.
 - Learners should repeat each dialogue after you.
2. Learners to reflect and think about the key words that were used in the different dialogues to greet people. They should say these aloud.
 - Guide and correct the learners as necessary.

- This is a great activity to encourage learners to involve their families and community in their progress of learning a foreign language. It also allows them to share their knowledge outside the classroom environment.
- Encourage learners to ask an adult to help them to record their greetings.
- Learners practise greeting others in French and check their own pronunciation.



Indicator:

- B5.1.1.3.1: *Lire et comprendre un texte, regarder une image qui décrit une scène de personnes qui se saluent.*

READ – Compréhension Écrite

1. Learners now re-read the dialogues on page 3 of the Learner's Book to themselves.
 - Highlight the key words used in those greetings, as discussed in the previous exercise.
2. Learners work in pairs and practise the same dialogues with their partners.
 - Join in with the pairs of learners as they practise.
 - Check their pronunciation. Correct and guide learners as necessary.
 - Select two pairs to present the dialogues to the rest of the class.

Indicator:

- B5.1.1.4.1: *Écrire pour saluer quelqu'un.*

WRITE – Production Écrite

1. Learners look at the pictures on page 4 of the Learner's Book and imagine a possible dialogue for each one.
 - a) Learners write down the imagined dialogues in their exercise books.
 - b) Invite learners to share their dialogues with their classmates.
 - Let the rest of the class listen carefully and compare the different dialogues. Allow them to offer one another kind and helpful feedback or correction. Guide and correct the learners as necessary.



Answers

1. Possible answers are provided below, but dialogues may vary from learner to learner.
 - ① – Bonjour! Ça va? / Salut! Comment vas-tu? / Comment tu vas?
– Ça va bien, merci. Et toi? / Très bien, merci. Et toi? / Je vais bien, merci. Et toi?
 - ② – Bonjour! Ça va? / Salut! Comment vas-tu? / Comment tu vas?

- 3

- 4

- ## 2.

[illegible]

UNITÉ 2 Quel âge as-tu? Tu habites où? Quelle est ta profession?

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

Se présenter 

Introduction

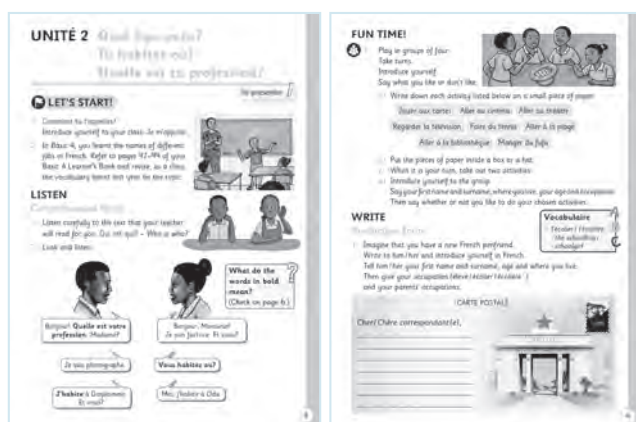
In this unit, the focus is on learners revising how to introduce themselves in French and how to ask questions about the identity of others (including age, address and occupation).

Learners will also revise the French subject personal pronouns and learn more about the French possessive adjectives.

This unit also provides a good opportunity to revise some key French verbs (“aller”, “être” and “avoir”), in the present tense.

RESOURCES

- Learner's Book: pp. 5–9



Optional extra materials:

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

KEY WORDS

- ★ Âge
- ★ Habiter
- ★ Écolier / Écolière

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

- ★ Quel âge as-tu? / Quel âge avez-vous?
- ★ Tu habites où? / Vous habitez où?
- ★ Quelle est ta / votre profession?
- ★ Moi, j'habite à ... / J'habite à ...
- ★ J'ai ...

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn how to introduce themselves in French. They will build on what they learnt in Basic 4 about introducing themselves.

LET'S START!

- Learners introduce themselves to the class in French.
 - Check their pronunciation and guide them as necessary.
- Prompt the learners to revise the names of professions and occupations in French. Refer them to pages 97–99 of the Basic 4 Learner's Book.
 - Read the names of jobs listed on those pages. Learners to repeat after you.
 - Check their pronunciation and guide them as necessary.

Indicator:

- B5.1.2.1.1: Écouter et comprendre un dialogue entre deux personnes qui se présentent et identifier oralement les personnes.

LISTEN – Compréhension Orale

- Pre-record the texts below and play them back to your learners.
 - Bonjour! Je m'appelle Ama. Je suis professeure.
 - Bonjour! Je m'appelle Kofi. Je suis pilote.
 - Ask learners the following questions:
 - *Comment s'appelle-t-elle?*
(Answer: Elle s'appelle Ama.)
 - *Comment s'appelle-t-il?*
(Answer: Il s'appelle Kofi.)
 - *Kofi: Est-ce qu'il est professeur?*
(Answer: Non, Kofi / il est pilote.)
 - *Ama: Est-ce qu'elle est photographe?*
(Answer: Non, Ama / elle est professeure.)
 - Write the following sentences on the writing board: "Je suis professeur(e)." / "Il est pilote."
 - Highlight the use of "suis" and "est" and take the opportunity to remind learners about the key French verb "être" and how it is conjugated in the present tense, singular, for Je / Tu / Vous / Il / Elle.

- Read the dialogue (on page 5 of the Learner's Book) to your learners and invite them to suggest what the words in bold might mean.
 - Clarify and guide as necessary.



LOOK AND LEARN

What is your profession?

What is his / her profession?

To live

- Allow enough time to guide learners through these two Look and Learn boxes on the page.
- It is important for learners to understand the meaning of the verb "habiter" and to be clear about how to conjugate it for the different French subject personal pronouns (Je / Tu / Vous / Il / Elle).
- Check your learners' understanding and clarify further (providing some extra examples and exercises), if necessary.
- It may be helpful, at this stage, to revise the French possessive adjectives. You may use the table below for reference.

English meaning	Singular		Plural
	Masculine	Feminine	Masculine and feminine
My	Mon	Ma Mon*	Mes
Your (singular)	(Informal) Ton	Ta Ton*	Tes
	(Formal) Votre	Votre	Vos
His/Her	Son	Sa Son*	Ses
Our	Notre		Nos
Your (plural)	Votre		Vos
Their	Leur		Leurs

* Before a vowel or a silent "h"

- Depending on the academic strength of your learners, you might decide to revise only the possessive adjectives for Je / Tu / Vous / Il and Elle (i.e. My; Your, singular; His / Her), since these are the ones that the learners will use the most at this stage.

Indicator:

- B5.1.2.2.1: Poser et répondre à des questions sur l'âge, la profession/occupation, l'adresse.

SPEAK – Production Orale

- In pairs, learners role-play the dialogue from page 5 of the Learner's Book.
 - Check their pronunciation.
 - Bring learners' attention to the box with the question mark on page 6 of the Learner's Book. This will prompt them to reflect and apply their new knowledge of grammar practically.

- Guide the learners to the correct answers.
(1. Où habites-tu? ; J'habite à ...
2. Où habite-t-il/ elle?; Il/Elle habite à ...)
 - Correct and clarify as necessary.
- 2. a) – c)** Still in pairs, learners now practise asking a partner about his/her profession and providing that information about themselves.
- Allow learners to be creative and imagine that they are adults and have a job.
 - Revise the vocabulary learnt, guide and assist the learners as necessary.
- 3.** Learners look at the image and listen as you read the speech bubble to them.
- Highlight the use of “ai” and “as” and take the opportunity to remind learners about another key French verb, “avoir”, and its conjugation in the present tense (singular) for the different French subject personal pronouns (Je/Tu/Vous/Il/Elle). They can see this information summarised in the Teaching box at the bottom of page 7.
- a)** Learners answer the question “Quel âge as-tu?” (“How old are you?”) appropriately.
(Ask a few learners to share their answers aloud.)
- Check their pronunciation and correct them as necessary.
- b)** In pairs, learners now practise asking a partner his/ her age and providing that information about themselves.
- Guide learners through the speech bubbles on the page. They should know when to ask “Quel âge as-tu?” (informal, to a peer) and when to ask “Quel âge avez-vous?” (formal, to an adult).

Indicator:

- *B5.1.2.3.1: Lire et comprendre un dialogue dans lequel deux personnes se présentent.*

READ – Compréhension Écrite

- 1.** Learners read the dialogue to themselves.
- Allow them enough time to read the dialogue and look at the questions (a – f) that follow.
 - Ask each of the questions aloud. Invite learners to raise their hands if they know the answer.
 - Ask six learners to share their answers.
 - The rest of the class should listen attentively and compare with their own answers. Guide and correct the learners as necessary.

Answers

- a)** Sibidoo / Il a dix ans.
- b)** Lariba / Elle a neuf ans.
- c)** Sibidoo / Il habite à Accra.
- d)** Lariba / Elle habite à Wa.
- e)** Sibidoo / Il aime jouer aux cartes avec son ami Daniel.
- f)** Lariba / Elle n’aime pas faire du tennis.

Indicator:

- *B5.1.2.2.2: Se présenter à quelqu’un et donner ses goûts et ses préférences.*

FUN TIME!

- 1.** In groups of four, learners play the game as indicated in steps a) to d).
- Before they begin, take a few minutes to confirm learners’ understanding of all the activities listed under a). Prompt some discussion about their meanings and, if needed, allow learners to use a dictionary.
 - Learners introduce themselves, indicating their first name, surname, age, where they live and their occupation, as well as their likes and dislikes (based on the list of activities provided). When learners refer to their occupation, prompt them to say: “Je ne travaille pas. Je suis élève/ écolier/ écolière.”, bringing their attention to the vocabulary box on the page.
 - Guide, monitor and correct the learners as necessary.

Indicator:

- *B5.1.2.4.1: Écrire une carte postale à un(e) correspondant(e): donner son âge, sa profession/ occupation, son adresse.*

WRITE – Production Écrite

- 1.** Learners write a letter to their new French penfriend.
- They should say a little about themselves, including their first name and surname, age and where they live.
 - They should then give their occupation and their parents’ occupations.
 - Learners should use the appropriate subject personal pronouns in their sentences (Je/ Il/ Elle).
 - Guide and correct them as necessary.

UNITÉ 3 Je vous présente ...

Préserver quelqu'un



Suggested teaching time:

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

Introduction

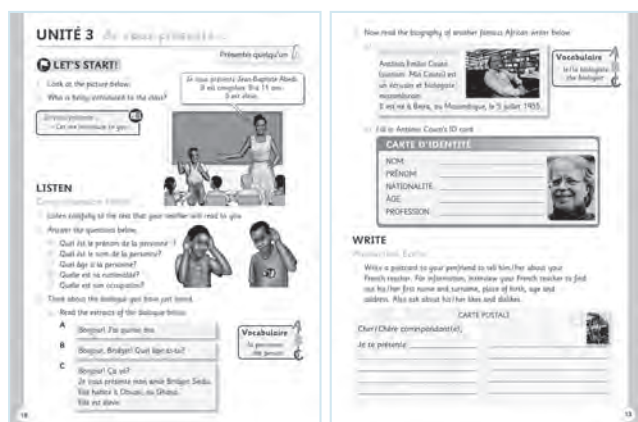
In this unit, as they first did in Basic 4, learners will introduce one person to another. This year, though, learners will expand on the information they provide. In addition to giving the name, surname

and nationality of the person being introduced, learners will now also learn to provide the age, place of residence and job / profession of the person being introduced.



RESOURCES

- Learner's Book: pp. 10–13



Optional extra materials:

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



KEY WORDS

- ★ Personne
- ★ Actuellement
- ★ Écrivain(e)
- ★ Biologiste

In addition to the key words, this unit also introduces a key phrase that learners might use in their French dialogues related to the focus of this unit:

- ★ Je vous présente ...

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will revise and build on what they learnt in Basic 4 about introducing people to one another in French.



LET'S START!

- Learners look at the picture on page 10 of the Learner's Book and familiarise themselves with the context.
 - Read the speech bubble aloud to the learners.
 - Bring learners' attention to the "vous" in the sentence. Without giving any specific explanation about it at this stage, just remind them that "vous", in French, is used both in the singular (for "you", formal) and in the plural (for "you", formal and informal).
 - Learners to identify that, in the case of this particular sentence, "vous" refers to the plural (teacher is addressing the class in general).
- Ask learners the question. Learners to reply: "Jean-Baptiste Abedi".

EXTRA ACTIVITY

- You may wish to ask further questions to consolidate the learners' understanding and to revise a few key words in this unit.

Examples:

- Quel est son nom?
- Quel est son prénom?
- Quelle est sa nationalité?
- Quel âge a-t-il?
- Quelle est son occupation?

Answers

- a) Son nom est Abedi.
- b) Son prénom est Jean-Baptiste.
- c) Il est congolais.
- d) Il a 11 ans.
- e) Il est élève.

Indicator:

- B5.1.3.1.1: *Écouter et comprendre un texte dans lequel on présente quelqu'un.*

LISTEN – Compréhension Orale

1. This activity provides a great opportunity for learners to listen attentively and to keep mastering their listening skills.
 - Read the dialogue text below to the learners. Read slowly and clearly.
Mark: Bonjour! Ça va?
Je vous présente mon amie Bridget Seidu.
Elle habite à Obuasi, au Ghana.
Elle est élève.
Les amis: Bonjour, Bridget! Quel âge as-tu?
Bridget: Bonjour! J'ai quinze ans.
 - Re-read the dialogue twice more to give learners a good understanding of it.
2. Learners should answer questions a) – e) orally.
 - Invite learners to raise their hands if they are ready to share their answers.
 - Ask five different learners to share their answers (one answer from each learner).
 - The rest of the class should say whether they agree or disagree and share their own answers if they disagree.
 - Monitor and guide the discussion. Correct learners as necessary.

Answers

- a) Son prénom est Bridget.
 - b) Son nom est Seidu.
 - c) Elle a quinze ans.
 - d) Elle est ghanéenne.
 - e) Elle est élève.
3. Learners should think about the dialogue that they have just heard.

- a) Learners read the extracts of the dialogue in the text boxes.
- b) Ask learners to look at the picture on page 11 of the Learner's Book which illustrates the situation.
 - Readers match each extract of the dialogue with the correct speech bubble.

Answers

- *Speech bubble of boy who is pointing at the girl (Mark):* Bonjour! Ça va? Je vous présente mon amie Bridget Seidu. Elle habite à Obuasi, au Ghana. Elle est élève. (Extract C)
- *Speech bubble of group of friends:* Bonjour, Bridget! Quel âge as-tu? (Extract B)
- *Speech bubble of girl who is being introduced (Bridget):* Bonjour! J'ai quinze ans. (Extract A)

Indicators:

- B5.1.3.2.1: *Présenter quelqu'un en donnant son âge, sa profession / son occupation, son adresse.*
- B5.1.3.2.2: *Présenter quelqu'un en donnant ses goûts et ses préférences.*

SPEAK – Production Orale

1. a) and b) Learners work in pairs and take turns. They practise asking and answering questions about each other's name, age, where they live, occupation, likes and dislikes.
2. Learners introduce one another to the class, starting by saying: "Je vous présente ...".
 - Remind learners that they need to use "vous" because they are addressing a group of people (plural "you"). To address only one person, they would say either "Je te présente ..." (for singular, informal "you") or "Je vous présente ..." (singular, formal "you"). Provide some examples, if needed.

Indicators:

- B5.1.3.3.1: *Lire et comprendre la présentation d'un personnage dans un conte / un roman / une nouvelle.*
- B5.1.3.3.2: *Lire et comprendre le portrait / la biographie d'une personne.*

READ – Compréhension Écrite

1. Select a simple, short extract (4 to 5 lines maximum) of your choice from a children's book written in French. The extract must describe a specific, well-known character that learners should be able to recognise and easily identify. Adapt the extract slightly, if needed, to ensure that your learners are able to understand the grammar and vocabulary of the text.
 - Learners should work in groups of four for this exercise.
- a) Learners read the extract provided and look up any new words in a dictionary.
- b) Prepare between three and five questions to ask the learners about the character described in the extract. You can ask, for example:
 - Quel est son nom?
 - Quel est son prénom?
 - Quelle est sa nationalité?
 - Quel âge a-t-il/ elle?
 - Write the questions on the writing board.
 - Allow some time for learners to discuss the questions in their groups.
 - Invite one learner from each group to share their answers with the class.
 - Guide and correct the learners as necessary.
2. a) Learners read the biography of Ayesha Harruna Attah and pay attention to the new vocabulary.
- b) Learners fill in Ayesha's ID card based on the information given in the text.
 - Guide and correct the learners as necessary.



Answers

Nom: Attah
Prénom: Ayesha
Nationalité: ghanéenne
Âge: Learners to do the maths, considering the year they are using the Learner's Book minus 1983.
Profession: écrivaine



- Learners to do some research (at the library or on the internet) on a different famous writer from Ghana or elsewhere in the world. (They may wish to talk to family and friends for ideas.)
- Learners search for the biography of their chosen writer and write down the details to share in class.
- This can work well as a homework activity or as an "extra research project". You could then allow some class time for learners to report on their research.

3. a) Learners read now about another famous African author (Mia Couto) whose nationality is Mozambican.
- b) Learners fill in Mia Couto's ID card based on the information given in the text.



Answers

Nom: Couto
Prénom: António (surnom: Mia Couto)
Nationalité: mozambicaine*
*Remind your learners that, when completing a form, nationality is always given in the feminine form. This is because "nationalité" is a feminine word in French.
Âge: Learners to do the maths, considering the year they are using the Learner's Book minus 1955.
Profession: écrivain / biologiste

Indicator:

- B5.1.3.4.1: Écrire une carte postale à un(e) correspondant(e) pour lui présenter quelqu'un: âge, profession/occupation, son adresse.

EXTRA ACTIVITY

- Learners write a postcard to their French penfriend to tell him/her about the writer they researched earlier in the unit (page 12).

WRITE – Production Écrite

1. Learners write a postcard to their French penfriend to tell him/ her about you.
 - Allow learners to interview you in order to gather the information they need for the activity.

 Answers

- Check each learner's work and provide correction and guidance as necessary.
- Learners should then rewrite their postcards correctly.

Notes:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNITÉ 4 Comment est-il? Comment est-elle?

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

Décrire quelqu'un

Introduction

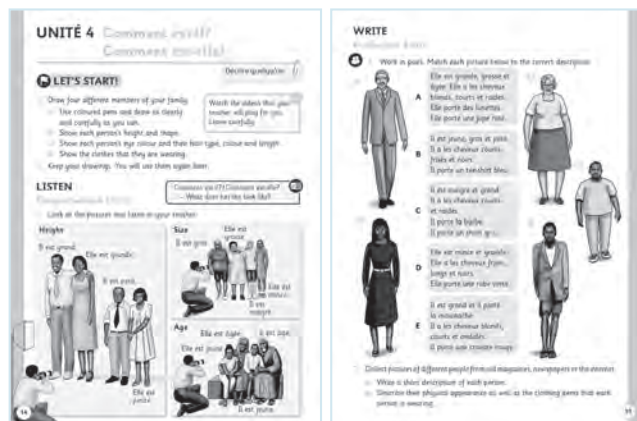
In this unit, learners will be describing people, expanding on the vocabulary (adjectives) that they have already learnt on this topic.

Learners are reminded that adjectives in French will almost always need to agree in gender and in number with the nouns they are qualifying.

Learners will also revise the names of specific body parts (such as “les yeux” and “les cheveux”), which they will be using to give physical descriptions of people. Learners will also learn how to describe what different people are wearing.

RESOURCES

- Learner's Book: pp. 14–19



Optional extra materials:

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

KEY WORDS

- ★ Grand(e)
- ★ Petit(e)
- ★ Gros(se)
- ★ Maigre/Mince
- ★ Jeune
- ★ Âgé(e)

- ★ Cheveux blonds / roux / noirs / bruns (marron) / longs / courts / raides / ondulés / frisés / bouclés
- ★ Oeil
- ★ Yeux verts / bleus / marron / noirs
- ★ jupe
- ★ chemisier
- ★ chaussures
- ★ veste
- ★ pantalon
- ★ chemise
- ★ cravate
- ★ robe
- ★ chapeau
- ★ sandales
- ★ short
- ★ tee-shirt
- ★ casquette
- ★ pull
- ★ maillot de sport
- ★ lunettes
- ★ barbe
- ★ moustache

In addition to the key words, this unit also introduces some French sentences that learners may use to describe someone physically and the clothing items that people are wearing.

- ★ Il / Elle porte des lunettes.
- ★ Il porte la barbe.
- ★ Il porte la moustache.
- ★ Comment est-il/ elle?
- ★ Comment est-il / elle habillé(e)?
- ★ Qu'est-ce qu'il / elle porte?
- ★ Il / Elle porte ...

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn more words (adjectives) to describe people physically in French as well as how to describe the clothing items that people are wearing.

LET'S START!

- a) – c)** Learners each draw four different members of their family, showing each person's height, shape and eye colour, as well as his /her hair type, colour and length.
d) In their drawings, learners should also show the clothes that the different family members are wearing.
- Learners keep their drawings. They will come back to those later in the unit.

Play the first 15 minutes of the following video from YouTube:

- <https://www.youtube.com/watch?v=UqEKm8Y5wCk>
 - Learners revise the body parts.

Play also these videos from YouTube which will help you to introduce the topic of clothing items in French while teaching the learners how to describe what people are wearing.

- <https://www.youtube.com/watch?v=JDidxfQ4qB4>
- <https://www.youtube.com/watch?v=C5FQrSImJGg>

You may also wish to play the first 1.21 minutes of this additional video from YouTube:

- <https://www.youtube.com/watch?v=y8N4D2VwVpk>

Depending on the academic level of your learners, you may also wish to play the following video / game sometime during the course of this unit:

- <https://www.youtube.com/watch?v=i4Yvo9b39Rs>
 - Assist the learners in understanding the extra vocabulary that they might find a bit more challenging in the videos.

Indicator:

- B5.1.4.1.1: Écouter / Regarder et comprendre un document sur les caractéristiques physiques et l'habillement d'une personne.*

LISTEN – Compréhension Orale

- Turn learners' attention to the pictures on pages 14 to 16 of the Learner's Book.
 - Slowly read each caption aloud to the learners.
 - Bring also learners' attention to the Teaching boxes on the pages.
- Learners should listen attentively, as you re-read each caption, and repeat each one after you.

LOOK AND LEARN

Brown hair and brown eyes

- Guide learners through the Look and Learn box on page 16 of the Learner's Book.
- The text in the box introduces learners to the new vocabulary terms “les cheveux bruns” (“brown hair”) and “les yeux marron” (“brown eyes”).
- Ensure that learners understand that “marron” is one of the French adjectives which does not change form to agree in gender and number with the noun they are describing.
- Such adjectives are called “invariable adjectives”. Learners should see this in the Question box just below the Look and Learn one.
- Take the opportunity to remind your learners that there is also a specific French adjective that is used to refer to red hair: “roux”.
- Turn learners' attention back to the sentences “Il / Elle a les cheveux roux.” (on page 15 of the Learner's Book). Read it to the learners. Ask learners to repeat after you.
- Check your learners' pronunciation and correct them where necessary.

Indicators:

- B5.1.4.2.1: Poser et répondre à des questions sur les caractéristiques physiques et l'habillement d'une personne.*
- B5.1.4.2.2: Réciter un poème / Chanter une chanson sur les caractéristiques physiques et l'habillement d'une personne.*

SPEAK – Production Orale

1. Learners work in pairs for this activity.
 - They should use the drawings that they made during the “Let’s start!” exercise (at the beginning of this unit).
 - Learners describe their family members to their partners. They should speak in French, using the vocabulary that they have already learnt.
 - Monitor, guide, check and correct the learners as necessary.
2. Two sets of pairs from exercise 1 join together so that learners work in groups of four for this activity.
 - Learners look at each other’s drawings and take turns to describe the people in the drawings.
 - Monitor, guide, check and correct the learners as necessary.
3. Learners work in pairs for this activity and then take turns to ask and answer questions.
 - a) Each learner should think about a friend and draw him/her (without showing all those drawing to his/her partner).
 - b) They should then take turns to try and draw a picture of their partner’s friend by asking up to six relevant questions and creating a drawing based on the information gathered.
 - c) The learner who did the original drawing will now reveal his/her drawing. Learners to compare their drawings. Are they similar?
 - Monitor, guide and correct the learners as necessary.
4. Read the poem (on page 17 of the Learner’s Book) aloud to the learners.
 - Then repeat your reading. Learners should repeat each verse after you.
 - Check their pronunciation and guide them as necessary.

Indicator:

- B5.1.4.3.1: Lire et comprendre des textes simples qui décrivent les caractéristiques physiques et l’habillement d’une personne.

READ – Compréhension Écrite

1. Learners read the two texts on page 18 of the Learner’s Book.

2. Learners re-read the texts and complete the table, indicating if each statement is true or false.
 - Learners correct the false sentences.



Answers

- a) Faux. Anthony est grand.
- b) Vrai.
- c) Faux. Anthony a les yeux noirs.
- d) Faux. Akosua est jeune.
- e) Vrai.
- f) Faux. Akosua a les cheveux noirs et raides.

Indicator:

- B5.1.4.4.1: Décrire quelqu’un en indiquant ses caractéristiques physiques et son habillement.

WRITE – Production Écrite

1. Learners should work in pairs for this activity. They should match each picture with the correct description.
 - Check, guide and correct the learners as necessary.



Answers

- a) E
 - b) A
 - c) B
 - d) C
 - e) D
2. a) and b) This is a great homework activity.
 - Learners describe each person physically as well as what he/she is wearing.
 - Check, guide and correct learners as necessary.
 - Allow learners to rewrite their work once you have checked it.
 - Clarify any queries that learners might still have about the feminine and plural forms that some adjectives can take when describing the colour of an item.
 - Remind learners about the invariable ones (like “marron”, for example).

UNITÉ 5 Comment est ta famille?



Suggested teaching time:

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

Décrire la famille et les liens familiaux

Introduction

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

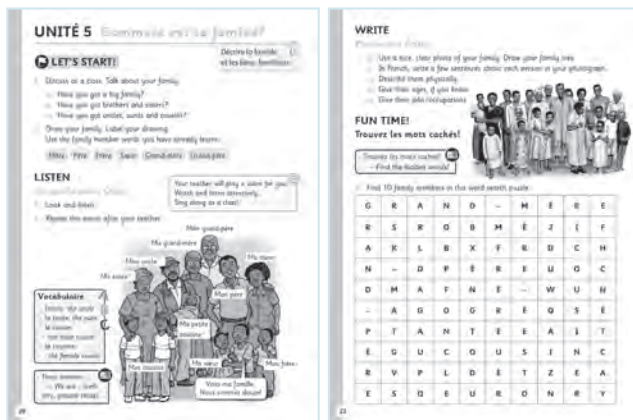
Learners will also keep practising key concepts and vocabulary from the previous units.

Learners will expand their knowledge of the verb “être” by learning its conjugation, in the present tense, for “nous” as well.



RESOURCES

- Learner's Book: pp. 20–22



Optional extra materials:

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



KEY WORDS

- ★ Famille
- ★ Père
- ★ Mère
- ★ Sœur
- ★ Frère
- ★ Grand-père
- ★ Grand-mère
- ★ Tante
- ★ Oncle
- ★ Cousin
- ★ Cousine

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn more words in French to talk about their family.
- Throughout this unit, be sensitive to the fact that there may be a variety of different family structures and family employment histories represented in your class.



LET'S START!

- Have a class discussion about learners' families.
- Learners draw pictures of their families and label them using the words provided (which they learnt in Basic 4 on the same topic).
 - While labelling their drawings, learners are likely to notice that they don't yet know the French words for “aunt”, “uncle” and “cousin”.
 - Explain to the learners that those words are part of the new vocabulary that they will learn in this unit.

Indicator:

- B5.1.5.1.1: Écouter / Regarder et comprendre un document audio-visuel qui décrit une famille élargie.

LISTEN – Compréhension Orale

1. Learners should look at the picture on page 20 of the Learner's Book while you read the labels aloud to them.
 - Learners should notice the new words explained in the Vocabulary and Teaching boxes on the same page.
2. Re-read the labels. This time, learners should repeat each label after you.
 - Encourage them to point to the appropriate person in the picture as they repeat each label.

Play the following video (song) from YouTube:

• <https://www.youtube.com/watch?v=MFk9YmJv-jc>

- Replay the video twice more. All sing along as a class.

- Take some time to explain the sentence "Nous sommes douze!" in the speech bubble.
 - Start by revising the verb "être" in the present tense, singular, for Je / Tu / Vous / Il / Elle.
 - Learners repeat after you.
 - Now add "Nous sommes" ("We are"). Explain and provide an example: "Nous sommes dans la salle de classe." ("We are in the classroom.").
 - Provide further examples using vocabulary that the learners already know.
 - Remind learners, once again, that "être" is a key French verb that they will be using quite often as they progress.
3. Learners re-look at their drawings from the beginning of the unit and now add in the extra labels (tante, oncle, cousin, cousine), if applicable.
 - Learners should add these new words to their "petit-dictionnaire".
 - Check, guide and correct learners as necessary.

Indicators:

- B5.1.5.2.1: Poser et réagir à des questions sur les liens de parenté d'une famille nucléaire.
- B5.1.5.2.2: Présenter les membres de sa famille et donner leurs professions.

SPEAK – Production Orale

1. Learners work in pairs and take turns to ask and answer questions about their extended families.
2. a) – b) Still in pairs, learners share the drawings of their families (used for the previous activity) with each other.
 - Learners tell their partners the job / occupation of each family member and add a label with that information to their drawings.

Indicator:

- B5.1.5.3.1: Lire et comprendre un texte simple sur les membres de la famille d'une personnalité publique.

READ – Compréhension Écrite

1. Learners read about another writer from Ghana. This time, the writer is Ama Ata Aidoo.
 - Refer learners to the Vocabulary and Question boxes on page 21 of the Learner's Book.
 - This is another great opportunity to reinforce the importance of using a dictionary effectively when learning a foreign language. (Answers: The French words for "son" and "grandson" are "fils" and "petit-fils", respectively.)
2. Learners check their comprehension of the text that they have just read by answering the questions.
 - Remind learners to answer the questions in full sentences.



Answers

- a) La mère de Kinna est Ama.
- b) La petite-fille de Maame est Kinna.
- c) Le père d'Ama est Nana Yaw Fama.
- d) La mère d'Ama est Maame Abasema.

Indicators:

- B5.1.5.4.1: Dessiner l'arbre généalogique de sa famille et donner les liens de parenté et les professions.
- B5.1.5.4.2: Décrire les membres de sa famille nucléaire et leurs professions.

WRITE – Production Écrite

- Learners need to use a clear photo of their families for this exercise.
 - Learners should draw their family trees (including parents, brothers, sisters, aunts, oncles and cousins) and indicate how they are related to each person using appropriate French labels (“ma mère”, “mon père”, “mon frère”, etc.).
 - e) Learners write a few sentences, in French, about each family member (describing them physically and giving their ages – if possible – and their jobs / occupations).

FUN TIME!

- Learners find the 10 family member words that are hidden in the word search puzzle.



Answers

MÈRE	COUSINE
PÈRE	TANTE
FRÈRE	ONCLE
SŒUR	GRAND-MÈRE
COUSIN	GRAND-PÈRE

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

PROJECT TIME

LB p. 23

Nous sommes écrivains!

- This Project time gives learners the opportunity to think creatively while practising key concepts and vocabulary.
 - Encourage learners to be as creative and detailed as possible in the physical description of their hero characters.
- Learners should imagine that they are working as a writer.
 - They should create a character or hero for a short story or novel, using their imagination.
 - Learners draw the character / hero that they imagined, clearly showing his / her physical characteristics.
 - Learners pretend now that they are going to write the first page of a story about that same character / hero.
 - That first page of the story must include the following information about the imagined character / hero:
 - first name and surname
 - nationality
 - age
 - address
 - physical description
 - job / occupation
 - the character / hero's family tree.
 - Check that your learners' drawings match their written descriptions.

1. In this exercise, learners revise and practise the topic of introductions in French (giving one's name – first name and surname – age and nationality, as well as saying where one lives).

a) Learners should look at the pictures and imagine what each person pictured might be saying.

b) Learners should fill in the speech bubble for each person, including the information outlined in the Hint box.

- Note that learners may provide different answers. Accept any correct and appropriate answers.

2. a) Learners should provide a physical description of each person in the picture. Sample answers are provided here, but accept any correct and appropriate answers.

A Elle est grande et mince. Elle a les cheveux blonds, longs et ondulés.

B Il est petit et maigre. Il a les cheveux courts, noirs et raides. Il porte des lunettes.

C Il est grand et maigre. Il a les cheveux courts, bruns et raides.

D Elle est petite et mince. Elle a les cheveux courts, bruns et frisés / bouclés.

b) Learners indicate what each person in the picture is wearing.

A Elle porte un tee-shirt blanc et vert, un pantalon violet et des chaussures marron.

B Il porte un tee-shirt jaune, un pantalon gris et des chaussures marron.

C Il porte un tee-shirt bleu, un pantalon noir et des chaussures bleues.

D Elle porte une robe verte et des chaussures vertes.

3. Learners look at the family tree shown in the picture and match the words to the correct numbers on the picture.

① Mon grand-père

② Ma grand-mère

③ Mon oncle

④ Mon père

⑤ Ma mère

⑥ Ma tante

⑦ Ma cousine

⑧ Mon cousin

⑨ Mon frère

4. Learners match each description to the correct picture.

a) D

b) C

c) A

d) B

5. Learners check their knowledge of the French words for jobs / occupations.

a) Learners should give the trades / occupations of each person in question 4.

A Il est photographe.

B Elle est médecin.

C Elle est coiffeuse.

D Il est couturier.

b) Learners should complete the sentence for each person.

A Je suis **facteur**.

B Je suis **pilote**.

C Je suis **professeure**.

6. Learners write a letter to a new penfriend, introducing themselves and their parents.

a) and b) Learners provide the information outlined in the questions.

- Learners practise both describing themselves to others (using the French subject personal pronoun "Je") and describing one person to another (using the French subject personal pronouns "Il" and "Elle").
- Ensure that learners use the correct verbs in their sentences and that they conjugate it correctly.
- Guide and correct them as necessary.

UNITÉ 1 Ma maison est bien éclairée

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

Parler de sa maison 

Introduction

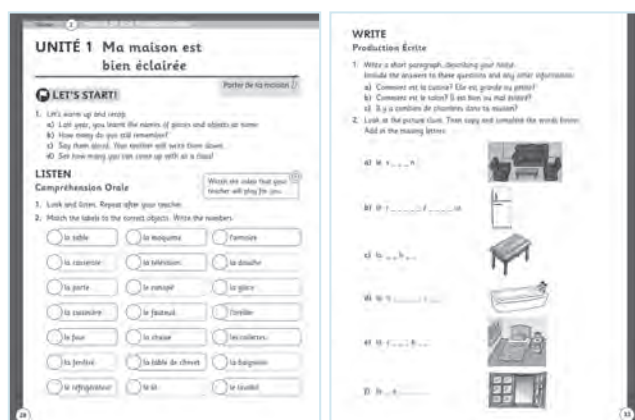
In this unit, learners will expand on their knowledge of the vocabulary used to describe their house in French.

Learners will revise vocabulary related to pets as well as the use of “Il y a...” or “Il n'y a pas...” (for the affirmative and negative sentences, respectively).

Learners will add new adjectives to their “petit-dictionnaire” and be reminded about the different forms that adjectives take based on the gender (masculine / feminine) and number (singular / plural) of the nouns they describe.

RESOURCES

- Learner's Book: pp. 28–33



Optional extra materials:

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

KEY WORDS

- ★ Bien / Mal Éclairé(e)
- ★ Beau (Bel) / Belle
- ★ Nouveau (Nouvel) / Nouvelle
- ★ Long / Longue
- ★ Vert / Verte

- ★ Frais / Fraîche
- ★ Près de / d'
- ★ Chemin
- ★ Rivière

GUIDELINES AND SUGGESTIONS

- Start this theme by asking the learners to examine the theme-opener page. Ask learners to describe what they see. Can they guess what they will be learning about in this new theme?

LET'S START!

- a) – d) This is a warm-up and recap activity that will help learners to revise the home environment vocabulary they learnt in Basic 4. Ask learners if they can still remember the French names for places and objects at home. Ask learners to say the words that they can remember and write these down on the writing board.

To revise the vocabulary and pronunciation of French words on the topic of home environment, play the following video from YouTube (from 0.22 minutes to 1.11 minutes):
 • <https://www.youtube.com/watch?v=4V2srYL1VC0>



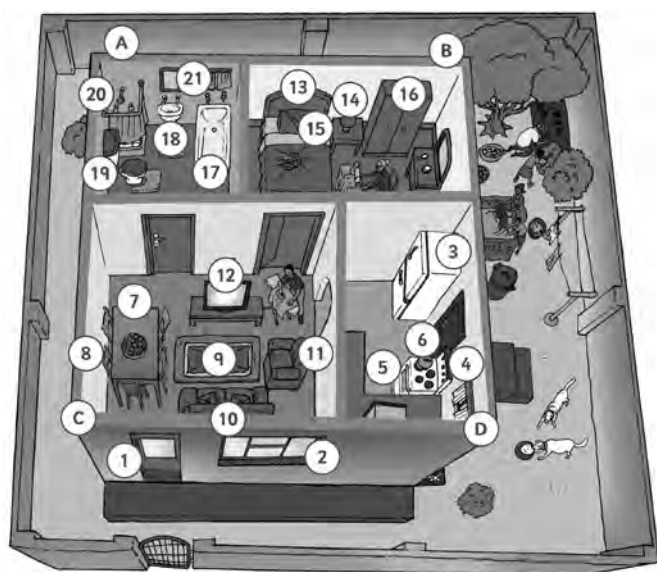
Indicator:

- B5.2.1.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison et les animaux domestiques.*

LISTEN – Compréhension Orale

1. Learners look at the labels for the objects in a home which are provided on page 28 of the Learner's Book. Say each label aloud and ask the learners to repeat each label after you. Pay attention to the learners' pronunciation of the words and assist them with the correct pronunciation. Ask them to repeat any words that they pronounce incorrectly.
2. Learners look at the illustration on page 29. Tell them to match the labels on page 28 to the objects in the illustration. They should write the number of each object next to the correct label.

Answers



- | | |
|----------------------|-------------------|
| ① – la porte | ② – la fenêtre |
| ③ – le réfrigérateur | ④ – la cuisinière |
| ⑤ – le four | ⑥ – la casserole |
| ⑦ – la table | ⑧ – la chaise |
| ⑨ – la moquette | ⑩ – le canapé |
| ⑪ – le fauteuil | ⑫ – la télévision |

- | | |
|-------------------|------------------------|
| ⑬ – le lit | ⑭ – la table de chevet |
| ⑮ – l'oreiller | ⑯ – l'armoire |
| ⑰ – la baignoire | ⑱ – le lavabo |
| ⑲ – les toilettes | ⑳ – la douche |
| ㉑ – la glace | |

3. Learners look at the labels for the rooms in a home. Say each label aloud. Ask the learners to repeat each label after you. Pay attention to their pronunciation of the words. Assist them with the correct pronunciation. Ask them to repeat any words that they pronounce incorrectly. Learners should match the labels to the rooms in the illustration. They write the letter of the room next to the correct label.

Answers

- A – la salle de bain
B – la chambre
C – le salon
D – la cuisine

4. Ask the learners if they can see any animals in the picture.
 - Ask the learners if they can remember the names of any animals that they learnt in Basic 4. Revise this vocabulary with the learners. If necessary, use the “flashcards” from page 48 of the Basic 4 Learner's Book.
 - Say the question in French and ask the learners to repeat after you.
 - Tell learners to start their answer sentence with “Dans la maison, il y a ...”. Ask them to repeat the starting phrase after you.
 - Revise the words “chat” (“cat”) and “chien” (“dog”) with the learners.
 - Revise numbers in French with the learners.
 - Learners should then tick the correct answer(s) in the boxes provided.

Answers

Dans la maison, il y a ...

☒ Deux chiens

☒ Un chat

EXTRA ACTIVITY

The vocabulary covered in this unit includes words that the learners have already learnt in Basic 4.

Depending on the academic level of your learners, you may consider adding some extra ones to their vocabulary list on this topic. For this purpose, you may wish to play the following YouTube video for your learners:

- https://www.youtube.com/watch?v=ms_bjzkKlMO

Indicators:

- B5.2.1.2.1: Poser et répondre à des questions sur les objets et les animaux de la maison.
- B5.2.1.2.2: Réciter des poèmes, chanter des chansons sur des objets, des animaux, des fruits, etc.

LOOK AND LEARN

There is(n't) ... / There are(n't) ...

- Tell the learners to look at the Look and Learn box on page 30 of the Learner's Book.
- Read each French sentence and then say the English meaning for the learners. Tell the learners to pay special attention to whether each sentence is positive or negative.
- Check their understanding. Provide further examples and exercises, if needed.

SPEAK – Production Orale

1. In pairs, learners re-look at the illustration on page 29.
 - Revise the use of “Il y a” or “Il n’y a pas” for the affirmative and negative sentences, respectively.
 - Go through the questions on page 30 with the learners. Check their understanding and pronunciation. Assist and correct, if necessary.
- a) – b) In pairs, learners take turns to ask and answer questions, using the examples provided. These are a few example questions but learners should not be limited by them.

Encourage them to ask and answer as many relevant questions as they can.

- Make sure that learners understand by checking their answers and correcting them, if necessary.
2. Using the picture on page 29 as a reference, learners draw a picture of their own houses, including objects, animals and any fruit.
 - a) In pairs, learners take turns to describe their picture and what is – and is not – inside their houses.
 - b) Learners use the sentence starters provided. Say the positive and negative sentence starters and ask the learners to repeat them after you. Pay attention to their pronunciation. Correct and assist, if necessary.
 3. Sing the song on page 31 of the Learner's Book to the learners (to the tune of “Frère Jacques”).
 - Tell the learners to follow the words as you sing.
 - Sing the song a few times and ask the learners to sing and clap along with you.
 - Check their understanding and pronunciation.
 - Assist and correct where necessary.

EXTRA ACTIVITY

This activity gives learners another opportunity to discuss the illustration on page 29 and to practise the use of “Il y a ...” and “Il n’y a pas ...”.

Ask your learners some questions, for example:

- Est-ce qu’il y a un lit dans la chambre?
- Est-ce qu’il y a des fruits dans la maison?
- Est-ce qu’il y a une vache et une chèvre dans la maison?
- Est-ce qu’il y a des chaises dans la cuisine?

Indicator:

- B5.2.1.3.1: Lire et comprendre un texte sur les objets, les pièces, les animaux, les fruits; dire ce qui se passe.

READ – Compréhension Écrite

1. Learners read the text (at the bottom of page 31 of the Learner's Book) to themselves.
2. Refer learners to the Teaching box, on page 32, and to the Vocabulary box, on page 31. Explain any other words that the learners do not understand. They should then add any new words to their “petit-dictionnaire”.

- Point out the Question box at the top of page 32 of the Learner's Book. Prompt learners to discuss and assist them, as necessary, in finding the correct answer to the question. Learners should clearly understand that "Bel" is only used before masculine nouns that start with a vowel or a silent "h".

LOOK AND LEARN

Adjectives

- Remind learners that, in most cases, French adjectives change form to match the gender (masculine / feminine) and number (singular / plural) of the nouns they describe. Depending on the academic strength of your learners, you may like to take the opportunity to explain that the French adjective "nouveau/nouvelle" also has an extra form - "nouvel" - that is used before masculine nouns that start with a vowel or a silent "h".
 - Allow enough time to discuss all the examples provided. Say each word aloud and ask the learners to repeat after you. Check their understanding and pronunciation.
 - Draw learners' attention to the extra table provided just below the Look and Learn box. Go through it with your learners and check for understanding.
3. Draw learners' attention to the Question box at the bottom of page 32 of the Learner's Book. Ask them to suggest why "d'" is used in "Ma maison se trouve près d'un long chemin.". (Answer: It comes before the word "un" which starts with a vowel.)
- Tell the learners to re-read the text on page 31 and then to answer the questions based on the text. Select five learners to share their answers aloud while the rest of the class listens attentively. Correct and assist where necessary.

Answers

- Oui, Adriana aime sa maison.
- Oui, il y a beaucoup d'animaux domestiques dans la maison: il y a un chien, une vache, une poule, des chèvres et un cochon.

- La cuisine est grande.
- La maison se trouve près d'un (long) chemin et d'une (longue) rivière.
- Le chemin est long.

Indicators:

- B5.2.1.4.1: Décrire les pièces de sa maison.
- B5.2.1.4.2: Décrire les différents objets dans sa maison.

WRITE – Production Écrite

1. a) – c) Revise the vocabulary and the adjectives to use – when describing a home and its objects – with the learners.
 - Learners should read the questions on page 33 of the Learner's Book and then write a short paragraph, using the vocabulary they have learnt, to answer it. Check their understanding and assist them as necessary.
 - This is a great activity for homework. Learners should look around in their houses and describe both the rooms and the objects in them. Encourage learners to do research (searching on the internet and looking in a dictionary) should they wish to use any new adjectives or other words that they have not yet learnt. They should then add these new words to their "petit-dictionnaire".
 - Learners' answers will vary. Accept any correct and appropriate answers.
2. Learners look at the picture clues. They then fill in the missing letters to complete the correct French words for each picture.

Answers

- le salon
- le réfrigérateur
- la table
- la baignoire
- la chambre
- la fenêtre

UNITÉ 2 C'est une belle école!



Suggested teaching time:

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

Parler de son école



Introduction

This is a short unit in which learners will revise the French vocabulary related to the school environment.

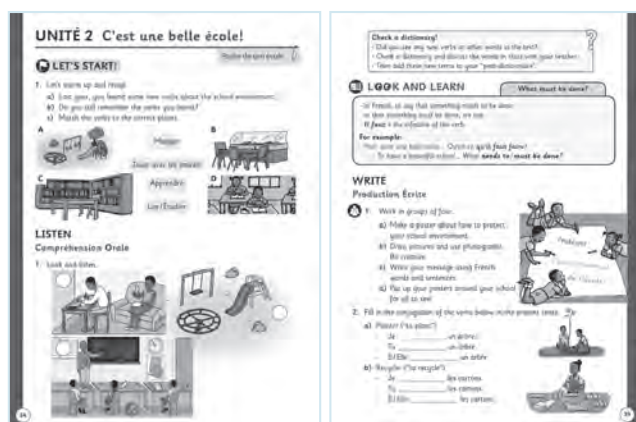
In this unit, learners will be exposed to some new verbs in French when they learn the names of activities that they normally do at school.

They will also be introduced to the French expression “Il faut ...” and learn how to use it appropriately.



RESOURCES

- Learner's Book: pp. 34–39



Optional extra materials:

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



KEY WORDS

- | | |
|--------------------------|---|
| ★ Manger | ★ Cantine |
| ★ Jouer avec les ami(e)s | ★ Terrain de sport |
| ★ Lire | ★ Bureau du directeur/ de la directrice |
| ★ Étudier | ★ Salle de classe |
| ★ Célébrer | ★ Salle des professeurs |
| ★ Protéger | ★ Cour de récréation |
| ★ Apprendre | |
| ★ Bibliothèque | |

Learners are also introduced to the expression: “faire la vaisselle” as part of the new vocabulary learnt in the unit.

GUIDELINES AND SUGGESTIONS

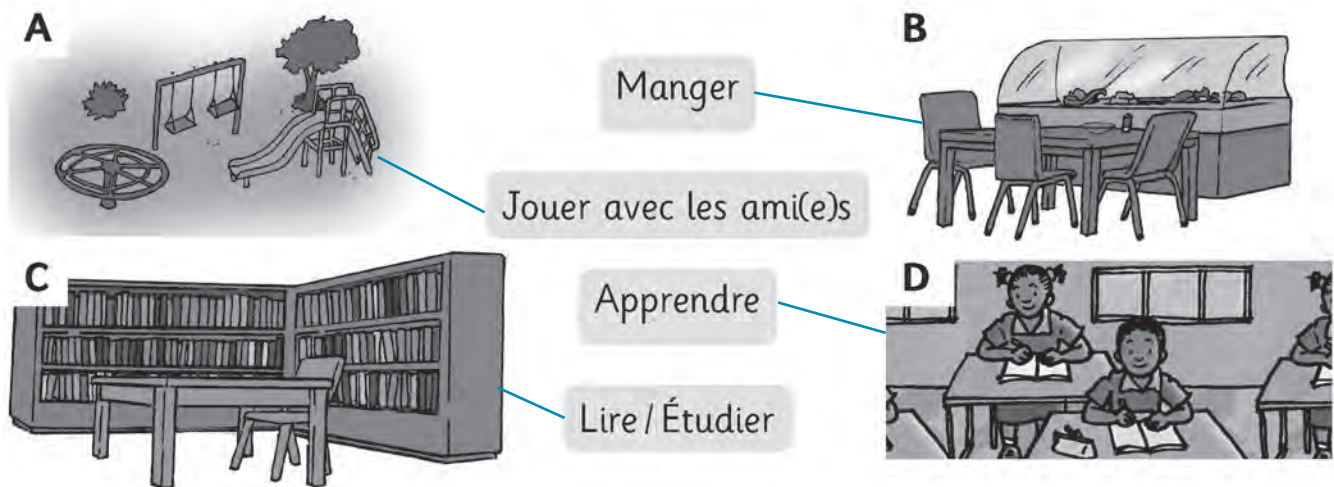
- Let learners know that, in this unit, they will revise and build on the vocabulary that they learnt in Basic 4 about objects / places in the school environment.
- They will also learn new verbs to describe activities that take place at school.



LET'S START!

- This is a warm-up and recap activity that will help learners to revise the school environment vocabulary that they learnt in Basic 4. Ask learners if they can still remember the French names for places and objects at school. Ask the learners to say the words that they can remember and write these down on the writing board.
 - b) Ask the learners to list the French school environment verbs that they remember from Basic 4. Add these words to the list on the writing board.
 - Learners look at the list of words on page 34 of the Learner's Book. Say the words aloud and ask the learners to repeat after you. Check their pronunciation and correct where necessary.
 - Learners match the words to the correct pictures.

Answers



Indicator:

- B5.2.2.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur l'environnement de l'école.*

LISTEN – Compréhension Orale

1. Tell the learners to look at the pictures on pages 34 and 35. Ask them if they can identify each picture. If necessary, revise the vocabulary learnt in Basic 4.
 - Learners should then look at the labels on page 35. Read the labels aloud to the class. Check their understanding.

Answers



Indicators:

- B5.2.2.2.1: Poser et répondre à des questions sur l'environnement de l'école.
- B5.2.2.2.2: Discuter des différentes activités de l'école.
- B5.2.2.2.3: Réciter des slogans sur l'environnement de l'école.

SPEAK – Production Orale

1. Learners look at the questions written on the blackboard on page 36 of the Learner's Book. Read the questions to the learners and have a class discussion about the answers.

- Write the following words on the writing board for the learners to revise and use during this activity:

GRAND(E)

PETIT(E)

BIEN / MAL ÉCLAIRÉ(E)

BEAU (BEL) / BELLE

PRÈS DE / D' / DU / DE LA / DES

- Depending on the characteristics and location of your school, add any extra vocabulary that you think would be relevant in assisting learners to complete the activity.
- Learners should also have access to a dictionary to look up any extra words that they need.

2. Read the question in the speech bubble aloud to your learners: "Qu'est-ce que tu fais à l'école?". Ask the learners to repeat it after you. Check for understanding and pronunciation.

- a) In pairs, learners look at the pictures of different activities on pages 36 and 37 of the Learner's Book. Ask the learners to identify what is happening in each picture and discuss it with their partners.
- Learners should then read the labels aloud. Listen for pronunciation and check for understanding.
- b) Ask learners which activities (from the ones listed in the activity) they do at school.
- c) After discussion with their partners, learners should tick the label under each activity that they do at school.
- Ask a few learners to share their answers with the class. Correct and assist where necessary.

Answers

B ☒ Je joue avec mes amis*.

E ☒ Je salue mes ami(e)s*.

*Bring learners' attention to the use of "amis" and "ami(e)s" in sentences B and E. Explain / revise that "amis" is used for masculine groups only or for mixed groups with at least one male element, while "amies" is used for feminine groups only.

F ☒ Je travaille en groupe.

G ☒ Je célèbre.

H ☒ Je salue le / la professeur(e).

J ☒ J'étudie.

K ☒ Je fais du sport.

L ☒ Je protège l'environnement.

LOOK AND LEARN

Some verbs ending in "-er", present tense

- Learners re-look at the picture labels on pages 36 and 37. Turn learners' attention to these new verbs in the picture captions: "célébrer" ("to celebrate"); "étudier" ("to study") and "protéger" ("to protect").
- Highlight the meaning of each verb and go through its conjugation for Je / Tu / Vous / Il / Elle.
- Check their understanding and assist or explain further as needed.

Indicator:

- B5.2.2.3.1: Lire et comprendre des affiches, annonces, sur l'environnement de l'école et dire ce qui se passe.

READ – Compréhension Écrite

1. Learners look at the pictures and read each description to themselves. Learners should be able to understand the meaning of each one by looking at the pictures.
- Read the descriptions aloud to the learners. Learners then repeat each description after you.
 - Point out the Question box at the top of page 39 of the Learner's Book. If learners are unsure about any words in the text, they can research them (as part of their homework) or look them up in a dictionary. Remind the learners to add any new words to their "petit-dictionnaire".

LOOK AND LEARN

What must be done?

- Explain the use of the French phrase “Il faut ...”.
- Provide a few additional examples, if necessary.

Indicator:

- B5.2.2.4.1: Compléter un texte, une annonce, une affiche par des mots sur l'environnement de l'école.

WRITE – Production Écrite

1. Before learners begin this writing exercise, revise the vocabulary that they have learnt in this unit – particularly, the French words for how to protect the school environment. It may be helpful to create a list of key words on the writing board.
 - Learners work in groups of four, using their new vocabulary to make a French poster on how to protect the school environment.
2. Revise the conjugation of French verbs ending in “-er” with the learners.
 - Learners should complete the sentences using the correct form of the conjugated verbs. Assist and correct where necessary.

Answers

- a) Je plante un arbre.
Tu plantes un arbre.
Il / Elle plante un arbre.
- b) Je recycle les cartons.
Tu recycles les cartons.
Il / Elle recycle les cartons.

PROJECT TIME

LB p. 40

Ma maison idéale! Mon école idéale!

- This Project time gives learners the opportunity to think, draw and write in a creative way while practising the key vocabulary learnt and revised in the theme.
 - Encourage learners to be as creative and detailed as possible in their drawings and descriptions.
 - Check that their drawings match the written descriptions.
1. Learners draw a picture of their ideal house.
 2. Learners draw a picture of their ideal school.
 3. Learners label their drawings in French and write a paragraph to describe each one.
 4. Learners share their work with their family and friends.

PRACTISE, PRACTISE, PRACTISE!

LB p. 41

- Revise all the vocabulary learnt throughout this theme with the learners before starting this activity.
1. Learners look at the pictures and write a label for each one in French. Remind the learners to include the correct article in each label.

Answers

- a) la table (et les chaises)
- b) le fauteuil
- c) la fenêtre
- d) la porte
- e) l'armoire
- f) le four (or la cuisinière)

2. a) – b) Learners write a short paragraph of ten lines describing the objects, pets and fruit that they can see inside their home. They start by saying “Dans ma maison, il y a ...”.
 - In this exercise, learners will be practising the vocabulary that they have learnt in the context of the home environment (including the names of objects, pets and fruit that are likely to be found inside a house).
 - Learners will also practise the use of “Il y a ...”.
 - Learners’ answers will vary. Accept any correct and appropriate answers.
3. Learners read the text and then complete its sentences using the correct adjective from the word boxes provided. They must pay attention to the gender of the noun being described and then choose the correct form for each adjective.

Answers

Learners' answers may vary, but all three adjectives should match the feminine nouns they describe. Example answers are provided below.

- a) C'est une belle / grande (accept either) bibliothèque.
- b) Elle est belle / grande (accept either) et bien éclairée.

4. Using the pictures as clues, learners find the six hidden words in the word search puzzle.

Answers

- a) chaise
- b) lit
- c) fauteuil
- d) baignoire
- e) fenêtre

a)



c)



F	A	U	T	E	U	I	L	D
B	A	I	G	N	O	I	R	E
F	E	N	Ê	T	R	E	R	E
C	H	A	I	S	E	L	I	T

b)



d)



e)



5. Learners complete the sentences, selecting the appropriate verb from the list provided and conjugating it in the present tense.

- This is a great activity to get learners practise the conjugation of verbs through a quick and simple exercise.
- Depending on the academic level of your learners, you may wish to provide your learners with further examples of similar exercises.

Answers

- a) J' étudie dans la bibliothèque.
- b) Tu protèges les fleurs.
- c) Il plante un arbre.
- d) Elle recycle des cartons.

6. Learners practise the use of "Il faut..." by completing the three sentences describing the pictures.

Answers

- a) Il faut étudier les leçons!
- b) Il faut protéger l'école!
- c) Il faut écouter le / la professeur(e)!

7. a) – b) As they have done before, learners write a letter to their French penfriend. This time, they describe their school.

- Learners should use as many words and adjectives as they can.
- Check and correct their letters. Then give learners the opportunity to rewrite their letters correctly.

UNITÉ 1 Qu'est-ce que tu aimes faire?



Suggested teaching time:

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

Dire ce que l'on aime

Introduction

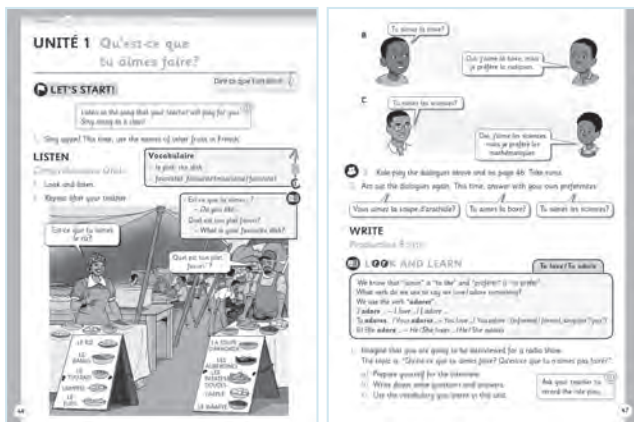
In this unit, learners will revise how to express their own likes as well as the likes of others.

Learners will be introduced to some new vocabulary, including the verbs “préférer” (“to prefer”) and “adorer” (“to adore”).



RESOURCES

- Learner's Book: pp. 44–47



Optional extra materials:

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



KEY WORDS

- | | |
|----------------|---------------|
| ★ Riz | ★ Goûts |
| ★ Soupe | ★ Préférences |
| ★ Arachide | ★ Tennis |
| ★ Patate douce | ★ Ballet |
| ★ Aubergine | ★ Boxe |
| ★ Préféré(e) | ★ Natation |
| ★ Basket-ball | ★ Plat |
| ★ Football | ★ Favori(te) |
| ★ Volley-ball | |

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

- ★ Qu'est-ce que tu aimes faire?
- ★ Qu'est-ce que tu n'aimes pas faire?
- ★ Tu aimes/ Vous aimez... ?
- ★ Quel est ton plat favori?
- ★ Quel est ton sport préféré?
- ★ Quelle est ta matière préférée?
- ★ J'aime..., mais je préfère ...
- ★ J'adore...

GUIDELINES AND SUGGESTIONS

- Start this theme by asking the learners to examine the theme-opener page. Ask the learners to describe what they see. Can they guess what they will be learning about in this new theme?
- Tell the learners that, in this theme, they will revise and learn more about expressing likes and dislikes in French.
- Ask them if they can identify what the two children on the opener page like or dislike.
- Ask the learners to think of a speech bubble to express what each child likes or dislikes.

Note: Learners' answers will vary. Accept any correct and appropriate answers.



LET'S START!

Play the following video from YouTube:

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

- Tell the learners to listen carefully to the song.
- Repeat the song twice for the learners so that they are familiar with the words.
- Sing the song together as a class, revising the names of fruit types in French.

1. Repeat the song. This time, ask the learners to replace the existing names of fruit with any others that they can remember from Basic 4.
 - Pay attention to the learners' pronunciation of the words. Assist them with the correct pronunciation. Ask them to correct and repeat any words that they pronounce incorrectly.

Indicator:

- B5.3.1.1.1: *Écouter / Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un: plats, sports, matières, professions, etc.*

LISTEN – Compréhension Orale

1. Learners look at the illustration (on page 44 of the Learner's Book) and listen while you read the text and labels to them.
2. Re-read the text and ask the learners to repeat after you. Pay attention to their pronunciation of the words. Assist the learners with the correct pronunciation. Ask them to correct and repeat any words that they pronounce incorrectly.
 - When referencing the question “Est-ce que tu aimes le riz?”, take the opportunity to remind the learners that it is very common in French to start a question with “Est-ce que / qu' ...”.
 - Draw learners' attention to the new vocabulary in the Vocabulary and Teaching boxes on the page. Discuss any words that the learners may not understand. Remind the learners to add the new words to their “petit-dictionnaire”.

Indicators:

- B5.3.1.2.1: Poser et répondre à des questions sur les goûts, les préférences.
- B5.3.1.2.2: Dire ce que l'on aime faire et ce que l'on n'aime pas faire.

SPEAK – Production Orale

1. Read the questions to the learners. Ask them to repeat after you.
 - a) – b) Learners work in pairs. They take turns to ask and answer the questions, using the vocabulary that they have already learnt. Walk around the classroom listening to the learners. Assist and correct them where necessary.

2. Read the questions to the learners. Ask them to repeat after you.

- Read each caption to the learners and then ask them to say each one with you.

a) – b) Learners look at the pictures provided and tick the box for the sports that they enjoy doing.

c) Ask some learners to share their answers aloud. Walk around the classroom listening to the learners. Assist and correct where necessary.

d) For the sports that were not ticked, prompt the learners to say “Je n'aime pas...”.

3. a) – b) Read the question and answer prompt to the learners. Ask them to repeat after you.

- In groups of four, learners discuss their favourite sports and school subjects.
- Turn learners' attention to the Vocabulary box for the use of “préfér(e)”. Point out that the adjective takes a masculine or feminine form to match the gender of the word it refers to (sport préféré – masculine, singular; matière préférée – feminine, singular).
- Remind learners that they say this for the equivalent term “favouri(te)” in the Vocabulary box on page 44 of the Learner's Book.

c) Learners draw themselves doing their favourite sport and studying their favourite subject. Learners add captions to their drawings, following the prompt in the Learner's Book. Learners then share their drawing with the class and read the captions aloud. Check learners' understanding, spelling and pronunciation. Correct and assist them where necessary.



LOOK AND LEARN

To prefer

- Introduce the verb “préférrer” to the learners.
- Spend some time talking about the conjugation of the verb for Je / Tu / Vous / Il / Elle.
- Read the example “J'aime le riz, mais je préfère le fufu.”, highlighting the use and meaning of “mais” (“but”). Check learners' understanding and provide further examples, if necessary.

Indicator:

- B5.3.1.3.1: Lire et comprendre un texte simple sur les goûts et les préférences des personnes.

READ – Compréhension Écrite

1. Learners read dialogues A, B and C on pages 46 and 47 of the Learner's Book. Check their understanding and assist them where necessary.
2. In pairs, learners role-play the dialogues. Check the learners' pronunciation. Correct and assist where necessary.
3. Tell learners to think of the dish, sport or school subject that they prefer. In pairs, they should repeat the dialogues, but, this time, giving their own preferences. Check their pronunciation. Correct and assist where necessary.

Indicator:

- B5.3.1.4.1: Écrire des phrases sur ce que l'on aime et ce que l'on n'aime pas.

WRITE – Production Écrite



LOOK AND LEARN

To love / To adore

- Introduce the verb “adorer” (“to love”) to the learners.

- Spend some time talking about the conjugation of the verb for Je / Tu / Vous / Il / Elle.
- Check learners' understanding and provide further examples, if necessary.

1. Tell the learners to pretend that they are going to be interviewed for a radio show. Read the topic to the learners and check their understanding.
 - a) – c) Learners should write down the complete interview, including both the questions and the answers. Encourage learners to use the verbs “aimer” (using “J’aime ...” or “Je n’aime pas ...”), “préférer” and “adorer”. Learners to prepare the script for their interviews as homework. Ask the class for volunteers to role-play their interviews with you as the interviewer. Review the learners' scripts to check for understanding, spelling and grammar.
 - If possible, record the role plays as a teaching tool that will enable you to help learners in improving their French pronunciation.

Notes:

UNITÉ 2 Je n'aime pas l'ananas!



Suggested teaching time:

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

Dire ce que l'on n'aime pas



Introduction

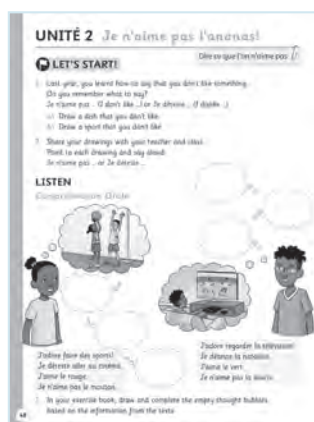
In this unit, learners will revise how to express their own dislikes as well as the dislikes of others.

They will also revise the negative form of the verb "aimer" as well as revising the verb "détester" (in the present tense, singular, for Je/Tu/Vous/ Il/ Elle).



RESOURCES

- Learner's Book: pp. 48–51



Optional extra materials:

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



KEY WORDS

- ★ Détester
- ★ Inondation
- ★ Beau temps
- ★ Tonnerre
- ★ Pourquoi ...?

In addition to the key words, this unit also introduces (and gives learners the chance to revise) key sentences for a basic dialogue in French, such as:

- ★ C'est trop doux!
- ★ C'est très difficile!
- ★ Qu'est-ce que tu n'aimes pas?
- ★ Qu'est-ce que tu détestes?
- ★ Je n'aime pas... / Je déteste...

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will revise and build on the vocabulary they learnt in Basic 4 to be able to discuss their own dislikes and the dislikes of others.
- In the previous unit, they discussed likes. In this unit, the focus changes to dislikes.



LET'S START!

- This is a warm-up and recap activity that will help learners to revise the vocabulary learnt in Basic 4. Ask the learners if they can remember how to say, in French, that they do not like something. Ask them to say any words that they can remember and write these down on the writing board. Revise the vocabulary with the learners.
 - Learners draw a picture of a dish that they do not like.
 - Learners draw a picture of a sport that they do not like.
- Invite some learners to describe their drawings, saying aloud:

“Je n'aime pas ...” or “Je déteste ...”.

 - Check their pronunciation and correct them, if necessary.

Indicator:

- B5.3.2.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un: plats, sports, matières, professions, etc.*

LISTEN – Compréhension Orale

1. Refer learners to the illustrations, thought bubbles and text on page 48 of the Learner's Book. Read the text under each picture to the learners. Ask learners what the girl and the boy in the picture like (and don't like) doing. Discuss any words that the learners may not understand.
 - In their exercise books, learners draw and complete the empty thought bubbles using the information provided.
 - Ask learners to add a little happy or sad face next to each activity (in their drawings) to indicate whether the girl/ boy in the picture like, or dislike, those same activities.
2. Let learners look at the Vocabulary and Teaching boxes at the top of page 49 of the Learner's Book. Read the sentences and ask the learners to repeat after you. Check their pronunciation. Correct and assist where necessary.
 - Read the dialogue to the learners. Discuss any words that the learners may not understand. Remind them to add any new words to their "petit-dictionnaire".

Indicators:

- B5.3.2.2.1: *Poser et répondre à des questions sur les goûts, les préférences.*
- B5.3.2.2.2: *Dire ce que l'on n'aime pas faire.*

SPEAK – Production Orale

1. Let learners read the dialogue to themselves.
 - In pairs, learners role-play the dialogue. Walk around the classroom, listening to the learners. Assist and correct where necessary.
2. Read the questions and the answer prompts and ask the learners to repeat them after you.
 - In pairs, learners should share their dislikes by taking turns to ask and answer the questions.

EXTRA ACTIVITY

- Invite the learners to ask you questions about your dislikes.

- Ask different learners to ask you, one at a time, the same questions (using the informal "vous"):
 - Qu'est-ce que vous n'aimez pas?
 - Qu'est-ce que vous détestez?
- Share your dislikes (in terms of fruit, dishes, sports and activities) with the class.

Indicator:

- B5.3.2.3.1: *Lire et comprendre un texte simple sur quelques phénomènes de la nature.*

READ – Compréhension Écrite

- Let learners look at the Vocabulary box at the top of page 50. Read the words and ask the learners to repeat after you. Check the learners' pronunciation.
1. Learners look at the picture and read the speech bubbles.
 - Discuss any words that the learners may not understand. Correct and assist where necessary.
 - Remind learners to add any new words to their "petit-dictionnaire".
 2. Learners read the questions. Ask them to answer the questions using the correct form of the verbs "aimer", "adorer" and "détester". Walk around the class, listening to the learners. Assist and correct where necessary. Ask a few volunteers to share their answers in front of the class.

Indicator:

- B5.3.2.4.1: *Écrire des phrases sur ce que l'on aime et ce que l'on n'aime pas.*

WRITE – Production Écrite

1. Remind the learners about the interview script that they wrote for a radio show in Unit 1 of this theme. Tell them that they are going to be interviewed again but, this time, the topic has changed.
 - Read the topic to the learners and check their understanding.
- a) – b) Once again, the learners should write the complete interview, including both questions and answers. Learners should use the verbs "détester" and "adorer".

- Let the learners prepare the script for their interviews as homework.
- Ask the class for volunteers to role-play their interview with you as the interviewer. Pay attention to their pronunciation.
- Review the learners' scripts to check for understanding, spelling and grammar.

2. a) – b) Learners look at the illustrations and the text in the table on page 51 of the Learner's Book. Allow the learners to use a dictionary to look up any words that they do not know. Remind the learners to add any new words to their "petit-dictionnaire".
 - Learners write sentences for each picture, indicating what each person likes or does not like. Review the learners' sentences to check for understanding, spelling and grammar.

PROJECT TIME

LB p. 52

L'interviewer!

- This project gives learners the opportunity to practise what they have learnt in this theme. They will be interviewing friends or family members, recording the interviews and making a nice big poster to show other people's likes and dislikes.
1. – 2. Learners should interview five different friends or family members to find out about their likes and dislikes. They should take notes and also record the interviews, if possible.
 3. Learners should write out the words and sentences that they plan to use on their posters. Check these. Then correct and advise the learners where necessary.
 - a) – c) Learners should use the table on page 51 of the Learner's Book as a template for their posters. Encourage learners to draw or add a picture of each person that they interviewed and to write their names across the top of the table.
 - Learners fill in the table with a simple drawing / picture to show each person's likes and dislikes. Learners should add an appropriate French caption to each picture.
 4. Below the table, learners should write down a complete sentence about each person's likes and dislikes.
 5. Encourage learners to put their posters up in their houses. That will be something fun to share while giving them the opportunity to revise the French verbs and other vocabulary that they have learnt.

PRACTISE, PRACTISE, PRACTISE!

LB p. 53

- Revise all the vocabulary learnt throughout this theme with the learners before starting this activity.
1. Learners look at the questions and complete the table by answering what they like and what they don't like.
 - Note that learners' answers will vary. Accept any correct and appropriate answers.
 2. Learners write four sentences using the correct form of the verbs "aimer" and "préférer".
 - Note that learners' answers will vary. Accept any correct and appropriate answers.
 - After you have checked their work, allow learners to rewrite their sentences correctly.
 3. Learners fill in the missing words to complete the sentences. Remind learners to use the picture clues to complete the sentences.



Answers

- a) J'aime la natation.
- b) J'adore regarder la télévision avec mon frère.
- c) Je n'aime pas le tennis.
- d) Je déteste le maïs.
- e) J'aime le rouge, mais je préfère le marron.
- f) J'aime la poire, mais je préfère la banane.

4. Learners must find the missing words from question 3 in the word search puzzle.

N	A	T	A	T	I	O	N	R	E
T	É	L	É	V	I	S	I	O	N
E	R	M	A	İ	S	I	O	U	A
N	A	M	A	R	R	O	N	G	N
N	A	T	A	P	O	I	R	E	A
I	G	A	R	N	A	T	I	S	B
S	R	E	G	A	R	D	E	R	A

a) – b) Learners write down the nine words (found in the word search puzzle) in their exercise books and write a sentence for each one, using the verbs “aimer”, “préférer”, “détester” and “adorer”.

- Note that learners' answers will vary. Accept any correct and appropriate answers.
- After you have checked their work, allow learners to rewrite their sentences correctly.

Notes:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNITÉ 1 Compter de un à cent!



Suggested teaching time:

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

Compter et faire
des calculs simples

Introduction

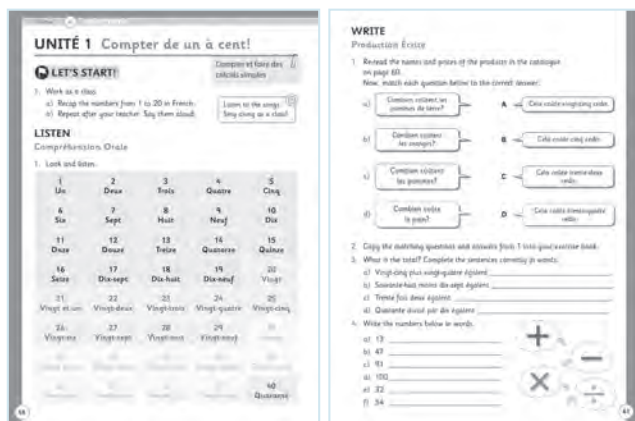
In this unit, learners will revise the numbers 1 to 20 in French. They will expand their number vocabulary by learning numbers 20 to 100 in French.

Learners will also revise the use of “Combien de/d’...”.



RESOURCES

- Learner's Book: pp. 56–61



Optional extra materials:

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



KEY WORDS

- Numbers from 1 to 100 in French (pp. 56–57)
- Combien de/d’ ...
- Escargot
- Gâteau (d’anniversaire)
- Viande
- Pomme
- Pomme de terre
- Bougie
- Cadeau
- Lait
- Pain
- Orange

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

- ★ Combien coûte ...?
- ★ Cela coûte ...
- ★ ... Plus/Moins/Fois/Divisé par ...
- Égalent ...
- ★ Le total est ...
- ★ C’est ...
- ★ Ça (Cela) fait ...

GUIDELINES AND SUGGESTIONS

- Start this theme by asking the learners to examine the theme-opener page. Ask the learners to describe what they see. Can they guess what they will be learning about in this new theme?



LET'S START!

- a)** This is a warm-up and recap activity that will help learners to revise the numbers learnt in Basic 4. Ask the learners if they can remember the names of the numbers from 1 to 20 in French. Ask the learners to say the numbers that they can remember and write these on the writing board.

b) Say each number from 1 to 20 aloud and ask the learners to repeat them after you. Do this a few times to make sure that the learners are confident, before moving on to the next section.

Play the following videos from YouTube:

- <https://www.youtube.com/watch?v=dhj9SqrIZqI>
- <https://www.youtube.com/watch?v=UsEz58BblMY>

- Tell the learners to listen carefully. Repeat the song twice so that your learners can become familiar with the words.
- Sing the song together as a class, revising numbers 1 to 20 in French.
- Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly.

Indicator:

- B5.4.1.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les nombres.*

LISTEN – Compréhension Orale

1. Tell the learners to look at the table on pages 56 and 57 of the Learner's Book.
 - Learners should now recognise the numbers from 1 to 20. Replay the videos for the learners and ask them to point to the words on the page as they hear the numbers.
 - Read each number aloud to the learners. Tell them to follow the words on the page as you read them aloud. Stop at 20 and tell them that they are now going to listen to the numbers from 1 to 100 in French.
 - Learners to listen carefully.

Indicator:

- B5.4.1.2.1: *Compter à haute voix des objets, des personnes, de son environnement.*
- B5.4.1.2.2: *Faire oralement des calculs mentaux simples.*
- B5.4.1.2.3: *Chanter des chansons/Réciter des poèmes sur les nombres.*

SPEAK – Production Orale

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=NmCize5EwbU>

- Break it down, if necessary. For example: Play from 1 to 20, then from 20 to 50, from 50 to 70 and then from 70 onwards.
- Here are three other suggested songs that you could play to your learners to consolidate the French numbers from 20 to 50, from 50 to 70 and then from 70 to 100:
 - <https://www.youtube.com/watch?v=wlYqz2HKc>
 - <https://www.youtube.com/watch?v=oIYvC7r05mU>
 - <https://www.youtube.com/watch?v=AnOXzJfLuU4>

1. Read each number again to the learners. Tell them to repeat the numbers after you. Replay the YouTube videos and sing along together as a class.
 - Learners should be now ready to start doing some basic calculations in French, using all the numbers that they have already learnt in French.
 - Replay the videos and keep singing the songs and revising the numbers, until you feel that your learners are confident to proceed.
2. In pairs, learners look at the picture on page 58 of the Learner's Book. Learners answer the questions based on the picture and by counting the objects, people and animals in it.



Answers

- a) Il y a **onze** personnes.
- b) Il y a **un** chien.
- c) Il y a **quatre** tables.
- d) Il y a **cinq** poules.
- e) Il y a **trois** arbres.
- f) Il y a **huit** fleurs.

3. Tell learners to re-look at the picture on page 58. Ask them to now notice the tiny details in the picture.

- Create a game and challenge your learners to be the first to answer each question correctly in French.

Answers

- a) Il y a **six** escargots.
- b) Il y a **deux** bougies sur le gâteau d'anniversaire.
- c) Il y a **sept** cadeaux.
- d) La grand-mère a **soixante** ans.

LOOK AND LEARN

Calculs mentaux!

- Learners look at the Look and Learn box, on page 59 of the Learner's Book, to revise the vocabulary that they have learnt for basic calculations in French.
 - Revise the vocabulary with the learners. Ask them to repeat the words after you as you do the basic calculation $6 + 9 = 15$ aloud.
 - Now draw learners' attention specifically to the question: "C'est combien?".
 - Take some time to remind learners about the use of "Combien ..." and "Combien de/d" in French. (For reference, you may wish to refer to the Look and Learn box "How much?/How many?" on page 64 of the Basic 4 Learner's Book.)
 - Tell learners (in English) that you went to the market and wanted to know the cost of those 15 snails in total. You then asked the seller, in French: "C'est combien?" ("How much is it?").
 - Explain to the learners that, because each snail was sold for 1 cedi, the seller replied, in French, "Ça fait 15 cedis!" ($15 \text{ escargots} \times 1 \text{ cedi each} = 15 \text{ cedis}$).
4. Tell learners to look at the pictures and do the mental maths. At this initial stage of the activity, learners shouldn't yet pay attention to the question "C'est combien?".
- Guide and assist the learners where necessary.

- Once learners have done the calculations in a) to d), tell them that you are now going to play a quick "purchaser and seller" game, as a class, to practise asking and answering the question "C'est combien?" once more. Tell learners to listen to you very carefully while you tell them a little story about each situation for a) to d).

- Say, for example:

a) Ama went to the market to buy these little toy chicks.

– Ask learners: "What did she then ask the seller, in French?"

(Answer: "C'est combien?")

– "Each set of eight toy chicks costs 4 cedis", explained the seller.

– Ask learners: "How much did the chicks then cost in total? Answer in French."

(Answer: "Ça fait huit cedis." OR "C'est huit cedis." OR "Le total est huit cedis.")

b) Ama then said: "I would also like to buy two loafs of bread, please."

– Ask learners: "What did she then ask the seller, in French?"

(Answer: "C'est combien?")

– The seller showed Ama the 20 and the 10 cedis notes shown in the picture for b) and said to Ama: "Il est 20 cedis moins 10 cedis."

– Ask learners: "What was then the total amount paid by Ama?"

(Answer: "Le total est 10 cedis.")

- In the same way, create similar situations, questions and answers for c) and d). This activity shouldn't take too long. The main purpose is for learners to practise using "combien" for "how much" (by asking and answering related questions), while doing some basic calculations in French.

Answers

- a) **Huit** PLUS **huit** ÉGALENT **seize**.
- b) **Vingt** MOINS **dix** ÉGALENT **dix**.
- c) **Six** FOIS **deux** ÉGALENT **douze**.
- d) **Dix** DIVISÉ PAR **deux** ÉGALENT **cinq**.

Indicator:

- B5.4.1.3.1: Lire et comprendre les prix.

READ – Compréhension Écrite

1. Learners look at the people and speech bubbles at the top of page 60. Ask learners if they can guess what the people are saying.
 - Point out the Teaching box at the bottom of the page and discuss it with the learners. Learners understand that, apart from the quick and easy form “C’est combien?”, il y a aussi d’autres façons de demander le prix (“How much does / do ... cost?”) in French.
 - Then read the speech bubbles to the learners and ask them to repeat after you. Check for understanding and pronunciation.
 - Tell learners to look at the pictures in the catalogue and to read the name of each product.
 - Tell the learners to look at the numbers indicating the price of each item in the catalogue and to say each number aloud.
 - Learners practise asking for the price of an item, and answering the question, in French.

Indicators:

- B5.4.1.4.1: Faire des calculs simples à l’écrit avec des chiffres en lettres.
- B5.4.1.4.2: Écrire en lettres des chiffres proposés.

WRITE – Production Écrite

1. Learners re-look at the prices and pictures in the catalogue on page 60.
 - Learners look at the questions and answers on page 61.
 - Tell learners to match each answer to the correct question.



Answers

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

2. Learners copy the matching questions and answers from question 1 into their exercise books.

EXTRA ACTIVITY

- Working in pairs and taking turns, learners role-play dialogues a) – d) of activity 1 on page 61 of the Learner’s Book.
 - Walk around the classroom listening to their dialogues. Check for understanding and guide learners as necessary.
3. Before your learners begin this exercise, revise the calculation vocabulary (“plus”, “moins”, “fois”, “divisé par” and “égalent”, from the Look and Learn box on page 59 of the Learner’s Book) with them.
 - Tell learners to write the correct answer to each calculation in French words.
 - Walk around the classroom and review their answers. Check for understanding and spelling. Correct and assist where necessary.



Answers

- a) Quarante-neuf
- b) Cinquante et un
- c) Soixante
- d) Quatre

4. Learners write the numbers indicated in words. Walk around the classroom and review their answers. Check for understanding and spelling. Correct and assist where necessary.



Answers

- a) Treize
- b) Quarante-sept
- c) Quatre-vingt-onze
- d) Cent
- e) Trente-deux
- f) Cinquante-quatre

UNITÉ 2 À quelle heure part le train?



Suggested teaching time:

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

Demander et donner l'heure



Introduction

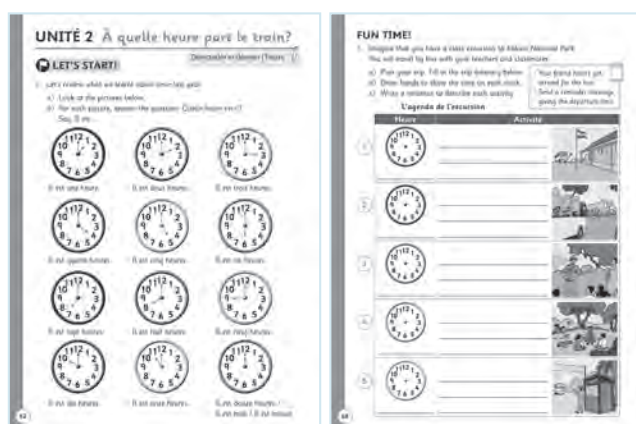
This unit focuses on revising the topic of asking for and giving the time in French.

Learners will be introduced to the French expressions "... et demi(e)" ("half past ...") and "... et quart" ("quarter past ...").



RESOURCES

- Learner's Book: pp. 62–68



Optional extra materials:

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



KEY WORDS

- Midi
- Minuit
- Et demi(e)
- Et quart
- Heure
- Partir
- Arriver
- Heure de départ
- Heure d'arrivée
- Voyager en train
- Billet

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

- ★ Je suis en retard!
- ★ Il est à l'heure.
- ★ Il est en avance?
- ★ À quelle heure?

GUIDELINES AND SUGGESTIONS

1. This is a recap activity for learners to revise the French vocabulary of time learnt in Basic 4. If needed, use the table on pages 70 and 71 of the Basic 4 Learner's Book. Read the question "Quelle heure est-il?" to the learners. Ask them what it means (Answer: "What is the time?").

Tell the learners to repeat the question after you.

- Tell the learners to look at the pictures of the clocks on page 62 of the Learner's Book.
- Learners should read the caption under each clock by themselves.
- Then read the captions aloud to the class. Ask learners to repeat after you.
- Check for understanding and pronunciation. Correct and assist where necessary.



LET'S START!

More about giving the time in French ...

- Guide learners through the Look and Learn box on page 63 of the Learner's Book.
- Building on what they learnt in Basic 4, learners will now learn to use minutes when they tell the time.
- Say each French sentence aloud and provide the English meaning for each sentence.
- Check their understanding. Provide further examples and exercises, if needed.

- Ensure that learners understand that the expressions “et demie / “et demi” (used after midday and midnight)” and “et quart” are only to be used when giving the time in French from 1 to 11 hours or after the French words “midi” and “minuit”.
- Ensure also that your learners clearly understand that the expression “et demie” becomes “et demi” when used after “midi” or “minuit”.
- Clarify any queries that your learners may have and provide as many extra examples as necessary.

Indicator:

- B5.4.2.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les horaires simples.*

LISTEN – Compréhension Orale

1. Learners look at the illustration on page 63 and the train timetable on page 64 of the Learner’s Book.
 - Read the text in the speech bubbles and on the train timetable aloud to the learners.
 - Highlight the use of hours and minutes on the train timetable.
 - Turn learners’ attention to the Vocabulary and Teaching boxes on page 63. Read the words aloud and ask the learners to repeat after you. Check their pronunciation.
 - Remind learners to add any new words to their “petit-dictionnaire”.
 - Check their understanding. Provide further examples and exercises, if needed.

- Encourage learners to look at other train, aeroplane and bus schedules from around the world. This may be a useful homework or research exercise. Allow time in class for learners to discuss their findings.

Indicators:

- B5.4.2.2.1: *Se renseigner sur l’heure.*
- B5.4.2.2.2: *Raconter ce que l’on fait à certaines heures de la journée.*

SPEAK – Production Orale

1. In pairs, learners re-look at the train timetable on page 64 of the Learner’s Book.
 - Turn learners’ attention to the Vocabulary and Teaching boxes on page 65.
 - Read the words and phrases aloud and ask the learners to repeat them after you. Check their pronunciation and remind learners to add any new words to their “petit-dictionnaire”.
- a) – c) Learners take turns to play the role of the traveller and the train station assistant. In their roles, they take turns to ask and answer the questions. Walk around the classroom listening to the learners. Assist and correct where necessary.
- d) Learners fill in the missing information on the tickets (on page 65 of the Learner’s Book).
 - For each ticket, invite a pair of learners to role-play the dialogue – between a traveller and the train station assistant – in front of the class. The rest of the learners should listen carefully and check their work.

EXTRA ACTIVITY

As an extra activity, play the following video from YouTube:

- https://www.youtube.com/watch?v=HW_mCb11SV4

- This video introduces learners to the vocabulary used to describe daily routines.
- Tell learners to listen carefully and replay the video so that they can become familiar with the words.
- Let learners repeat the words and sentences.
- Pay attention to their pronunciation.
- Guide and correct them as necessary.

2. a) – e) Learners look at the pictures showing Ali’s daily routine on page 66 of the Learner’s Book. Ask the learners if they can identify what Ali is doing in each picture. Your learners should then answer the five questions below each picture. There are a number of different ways in which the learners can express the time in each case. Accept any correct and appropriate answers.

Answers

- a) Ali se lève à six heures et quart / à six heures quinze (du matin).
- b) Ali prend le petit déjeuner à sept heures (du matin).
- c) Ali arrive à l'école à huit heures (du matin).
- d) Ali fait les devoirs à cinq heures et demie (de l'après-midi) / à cinq heures trente (de l'après-midi) / à dix-sept heures trente.
- e) Ali se couche à neuf heures et demie (du soir) / à neuf heures trente (du soir) / à vingt et une heures trente.

3. a) – b) Learners draw their own daily routines (including clocks in their drawings) and indicate the time of the day (and specific times) they normally do the different activities.
- c) Ask for volunteers to share their routine with their classmates. Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation.

Indicator:

- B5.4.2.3.1: Lire et comprendre l'agenda d'une personne.

READ – Compréhension Écrite

1. Learners read the diary of a government minister on page 67 of the Learner's Book. Draw learners' attention to the new vocabulary. Discuss any words that the learners may not understand and remind them to add those new words to their "petit-dictionnaire".

Indicators:

- B5.4.2.4.1: Programmer son agenda.
- B5.4.2.4.2: Indiquer dans un agenda les heures des activités de la journée.

WRITE – Production Écrite

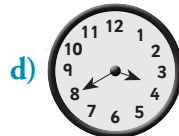
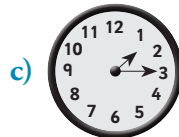
1. Learners re-look at the diary of the government minister in the "Read" section (on page 67 of the Learner's Book). Then, they should look at the clocks and at the minister's activities shown in each picture.

- a) Learners copy and complete the sentence starters in their exercise books. The purpose of the activity is to get learners to write down the diary information in a more practical and interactive way.
- Encourage learners to write the times in words. If necessary, complete the first sentence, as an example, with the class.
 - Review learners' sentences to check for understanding and spelling. Guide and correct them as necessary.

Answers

- a) À huit heures: Réunion
 - b) À dix heures et demie: Inauguration d'une nouvelle école
 - c) À une heure et quart: Déjeuner avec l'ambassadeur de France
 - d) À quinze heures quarante: Rencontrer le président
 - e) À dix-huit heures trente: Interview à la télévision
 - Accept any other suitable and correct variations of the answers above.
- b) Learners draw the correct time on each clock.
- Guide and correct them as necessary.

Answers



FUN TIME!

1. Learners imagine that they are going on a bus excursion to Kakum National Park.
 - a) Explain what an itinerary is, if necessary. Learners must plan their trip, and fill in their itinerary, in the table on page 68 of the Learner's Book.
 - b) Learners fill in the agenda, indicating suitable times (on the clocks and in words) for each activity.
 - c) Learners use the illustrations as clues to the activities and write a sentence to describe them. Review the learners' agendas to check for understanding and spelling.

Answers

Learner's answers will vary. Accept any correct and appropriate answers.

- Depending on the academic strength of your learners, you might decide to prepare a vocabulary list (and write the words down on the writing board) to assist and guide your learners with the exercise.

- Alternatively, should the activity be too challenging for your learners, it is suggested that you prepare five suitable and appropriate sentences yourself (one per picture). Write these down on the writing board and ask learners to match each sentence to the relevant picture.

Learners practise the vocabulary that they have learnt in this unit. Revise the vocabulary with the learners. Review their messages to check for understanding and spelling.

Answers:

"Tu es en retard!"
"Le bus part à ..."



Notes:

UNITÉ 3 Les activités de la semaine



Suggested teaching time:

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

Parler des jours de la semaine

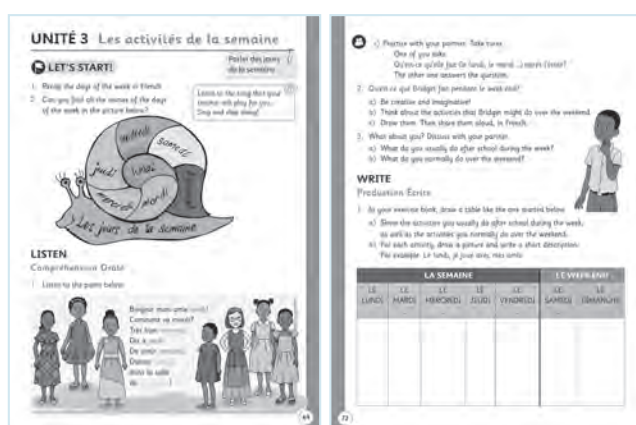
Introduction

In this unit, learners will revise how to say the seven days of the week in French and how to use those words when describing weekly activities.



RESOURCES

- Learner's Book: pp. 69–72



Optional extra materials:

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



KEY WORDS

- Hier
- Aujourd'hui
- Demain
- Jour
- Semaine
- Lundi
- Mardi
- Mercredi
- Jeudi
- Vendredi
- Samedi
- Dimanche
- Week-end
- Aller
- Faire

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

- ★ Quel est le jour d'aujourd'hui?
- ★ Et demain, c'est quel jour?
- ★ Et hier, c'était quel jour?
- ★ Qu'est-ce que tu fais ...?
- ★ Qu'est-ce qu'il / elle fait ...?

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn how to talk about the days of the week in French. They will build on what they learnt in Basic 4 about this same topic.



LET'S START!

- This is a quick, warm-up activity that will help learners to revise the French vocabulary for the days of the week that they learnt in Basic 4.
 - Ask learners whether they can remember the days of the week in French. Invite them to say the days that they're able to remember.
- Learners look at the picture on page 69 of the Learner's Book. Ask them to find all the days of the week in the snail's shell. Tell them to say the names of the days aloud.
 - Write the days of the week on the writing board as the learners say them. Say each day and ask learners to repeat it after you. Pay attention to their pronunciation. Assist and correct them where necessary.

Play the following video from YouTube:



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

- Tell the learners to listen carefully to the song. Repeat it twice for learners to become familiar with the words.
- Sing the song together as a class, revising the days of the week in French.
- Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly.

Indicator:

- B5.4.3.1.1: *Écouter/Regarder et comprendre un document audio/audio-visuel sur les jours de la semaine.*

LISTEN – Compréhension Orale

1. Read the poem on page 69 of the Learner's Book to the learners.
 - Re-read the poem and ask learners to repeat each line after you. Ask the learners to identify the days of the week in the poem. Ask them to read just those words aloud.

SPEAK – Production Orale

- Draw learners' attention to the Vocabulary and Teaching boxes on page 70 of the Learner's Book. Read the words and questions aloud and ask learners to repeat each one after you. Check their pronunciation and guide learners as necessary.
 - Remind learners to add any new words to their "petit-dictionnaire".
1. Before learners begin their pair work, read the question and answer prompts aloud to the class. Ask learners to repeat each one after you. Check their pronunciation and understanding. Assist and correct them where necessary.
 - a) – b) In pairs, learners take turns to ask and answer the questions.
 - Walk around the classroom listening to the learners. Assist and correct them where necessary.

Indicators:

- B5.4.3.2.1: *Poser et répondre à des questions sur les activités de la semaine.*
- B5.4.3.2.2: *Dire ce que l'on fait à l'école chaque jour de la semaine.*
- B5.4.3.3.1: *Lire et comprendre un texte simple sur les activités d'une personne dans la semaine.*

READ – Compréhension Écrite

1. a) – b) This is a "Read and speak" activity. Tell learners to look at the table on page 71 of the Learner's Book. Ask them to read the text and look at the pictures.
 - Read the question aloud to the learners and check that they understand it.
 - c) In pairs, learners take turns to ask and answer the question. Walk around the classroom listening to the learners. Assist and correct where necessary.
2. Read the question aloud to the learners. Ask them to repeat after you.
 - a) – b) Learners use their imagination and think of any activities that Bridget may do over the weekend.
 - c) Learners then draw these activities. Ask for volunteers to share and talk about their drawings, in French, in front of the class. Check their pronunciation and understanding. Assist and correct where necessary.
3. a) – b) With their partners, learners discuss (in French) what activities they usually do after school (during the week) and over the weekend. Walk around the classroom listening to the learners. Assist and correct them where necessary. Ask a few learners to share their activities with the class.

Indicator:

- B5.4.3.4.1: *Écrire ce que l'on fait chaque jour de la semaine.*

WRITE – Production Écrite

1. Tell learners to re-look at the table of Bridget's activities on page 71 of the Learner's Book.

Learners should use that table as a guide to create a summary of their own weekly routine.

- Learners copy the table on page 72 into their exercise books. Then, using the information they shared orally during the previous activity, they complete the table with their weekly routines. They should draw pictures and write short sentences to describe the activities that they normally do on each day of the week. Review their tables and check for understanding and spelling.

- Remind learners of the verbs “faire” (“to do” / “to make”) and “aller” (“to go”) and how to conjugate these in the present tense, singular, for Je / Tu / Vous / Il and Elle.
- Add in the conjugation for “Nous”:
Examples:
 - Le samedi, nous faisons un gâteau au chocolat.
 - Le dimanche, nous allons chez nos grands-parents.
- Check learners’ understanding. Provide further examples and exercises, if needed.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings on the page.

UNITÉ 4 Mon calendrier

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

Situer les mois et les saisons dans le temps

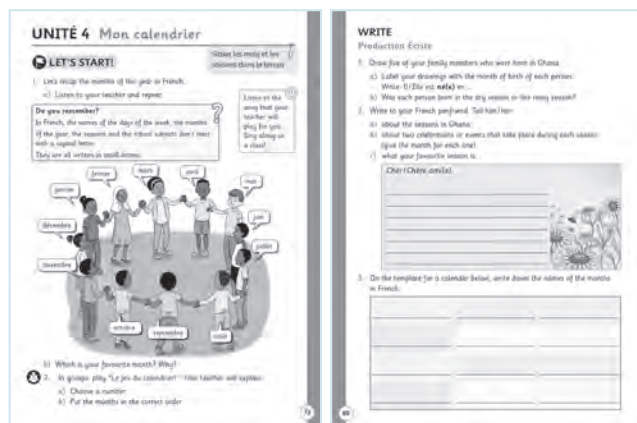
Introduction

In this unit, learners revise the months of the year in French. Learners will briefly look at national celebrations.

This unit will expand learners' knowledge of the seasons and introduce them to the names of clothing items in French.

RESOURCES

- Learner's Book: pp. 73–80



Optional extra materials:

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

KEY WORDS

- | | |
|-------------|---------------------|
| ★ Mois | ★ Novembre |
| ★ Janvier | ★ Décembre |
| ★ Février | ★ Printemps |
| ★ Mars | ★ Été |
| ★ Avril | ★ Automne |
| ★ Mai | ★ Hiver |
| ★ Juin | ★ Saison des pluies |
| ★ Juillet | ★ Saison sèche |
| ★ Août | ★ Pendant |
| ★ Septembre | ★ Maintenant |
| ★ Octobre | ★ Harmattan |

- | | |
|---------------|----------------------|
| ★ Valise | ★ Sec/Sèche |
| ★ Là-bas | ★ Short |
| ★ Chaussettes | ★ Pantalon |
| ★ Tee-shirt | ★ Lunettes de soleil |
| ★ Sandales | ★ Imperméable |
| ★ Bottes | ★ Gants |
| ★ Bonnet | ★ Écharpe |
| ★ Parapluie | ★ Pull |
| ★ Chapeau | ★ Casquette |
| ★ Vent | ★ Chaud |

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

- | | |
|--------------------|------------------|
| ★ Il fait chaud. | ★ Il fait froid. |
| ★ Il fait du vent. | |

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn French words to describe the months and the different seasons of the year. They will build on what they learnt in Basic 4. They'll also learn new French words for clothing.

LET'S START!

- This is a quick, warm-up activity that will help learners revise the French vocabulary for the months of the year that they learnt in Basic 4. Ask learners whether they can remember the months of the year in French. Ask the learners to say the months that they can remember.
 - Say the months of the year and ask the learners to repeat each one after you. Remind your class that, in French, the days of the week, the months of the year and the seasons are all written in small letters. They don't start with a capital letter.

- b) Ask learners what their favourite month of the year is and why. Allow them to explain in English.
2. Prepare the cards that you need for this activity ahead of time, so that you have everything ready for the learners to play the game.
- Write the names of the 12 months of the year on 12 different cards. Write the number of the month on the back of each card. Place all 12 cards inside a bag or a hat.
 - Tell learners that they will play a game called “Le jeu du calendrier!” in groups. They should listen carefully as you tell them the instructions.
 - Organise your class into 12 groups.
- a) Each group should draw out one card from the bag or hat.
- In their groups, learners look at the number / month they have drawn.
 - Ask the class: “Who has the first / second / third, etc. month of the year?”
 - When their number is called, learners in the groups should, together, say “We do!”, followed by the French name of the month.
- b) Once all of the groups have been called, ask them to stand in the correct (12 month) order. Say “Now, let’s say the months all together!”
- Each group says the name of their month in French, ensuring that the months are said in the right order.

Play the following video from YouTube:

- https://www.youtube.com/watch?v=7_u2SigckNQ

- Tell the learners to listen carefully to the song. Repeat it twice for learners to become familiar with the words.
- Sing the song together as a class, revising the months of the year in French.
- Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly.

Indicator:

- B5.4.4.1.1: *Écouter et comprendre une chanson ou un poème sur les saisons.*

LISTEN – Compréhension Orale

1. Learners should look at the pictures on page 74 of the Learner’s Book.
- Read the text to them and draw their attention to the Teaching box at the top of the page.
 - Draw learners’ attention to the Vocabulary box on the page and clarify, if necessary, that “sèche” and “chaude” are the feminine forms of the French adjectives “sec” and “chaud”, respectively.
 - Discuss any words that learners may not understand. Remind the learners to add the new words to their “petit-dictionnaire”.

- As homework, ask learners to do research about the rainy and dry seasons in Ghana.
- Also ask learners to find out which months in Ghana make up the two seasons and the harmattan.
- Encourage learners to use the library and the internet and also to interview members of their community. This is an opportunity to involve the community in sharing information and cultural knowledge.

- Give learners an opportunity to share, in class, what they have learnt. Ask learners questions about the seasons and which months make up each one in Ghana.

- Discuss seasons around the world with your learners.
- Ask them to research the four different seasons and share their findings with the class.

Indicators:

- B5.4.4.2.1: Poser et répondre à des questions sur les saisons.
- B5.4.4.2.2: Réciter des poèmes ou chanter des chansons sur les saisons.

SPEAK – Production Orale

1. Say the names of the seasons:

- saison sèche
- saison des pluies
- le printemps
- l'été
- l'automne
- l'hiver

- Ask the learners to repeat each word after you. Check their pronunciation. Assist and correct where necessary.

2. a) – c) In pairs, learners take turns to ask and answer the questions. These questions are based on the research they did earlier about the months of the two main seasons in Ghana. Walk around the classroom listening to the learners. Assist and correct them where necessary.

Answers

- a) La saison pluvieuse commence en **mai**.
- b) La saison sèche est en **décembre, janvier, février, mars et avril**.
- c) Il y a l'harmattan en **décembre, janvier et février**.

Play this song from YouTube:

- <https://www.youtube.com/watch?v=Vf2-0AyXm2c>

- Play this song as a quick, fun, visual reference for learners about the annual Homowo festival in Ghana.
- The song is in English and learners won't need to sing along.
- Tell learners to listen to the song. They should recognise that it is about the Homowo festival.

3. Learners look at the pictures on page 76 of the Learner's Book. Learners should complete the sentences and say in which month each activity is celebrated. It may be helpful to allow learners to look at a calendar for this activity.

Answers

- a) juillet
- b) This will vary from year to year. Learners should consult a calendar for the correct answer.
- c) mai
- d) mai

Indicator:

- B5.4.4.3.1: Lire et comprendre un texte simple sur les saisons où se passent les événements.

READ – Compréhension Écrite

- Before they begin the activity, guide learners through the Vocabulary and Teaching boxes on page 77 of the Learner's Book.
 - Read the words and sentences and ask the learners to repeat each one after you. Check their pronunciation. Assist and correct them as necessary.
 - Discuss any words that learners may not understand. Remind the learners to add any new words to their "petit-dictionnaire".
- ### 1. Learners should look at the picture and read the text before answering the questions. You may wish to start by reading the text aloud to the learners. Assist, guide and correct learners where necessary. Invite learners to give their answers in front of the class.

Answers

- a) Non, il est un mois de la saison sèche.
- b) Non, en décembre il ne fait pas froid au Ghana. Il fait chaud au Ghana. En France, il fait froid en décembre.
- c) Non, en France, décembre est un mois de l'hiver.

FUN TIME!

- Learners are re-introduced to the vocabulary related to clothing items.
 - This is a great activity for learners to recap the vocabulary already learnt and to build on that.
1. Learners tick the clothing items that David should pack to keep warm on his holiday.
 2. Read the names of the clothing items to the learners. Ask them to repeat each name after you.
 3. Remind learners to add any new words to their “petit-dictionnaire”.

Indicator:

- *B5.4.4.4.1: Écrire les mois où sont nés les membres de sa famille.*

WRITE – Production Écrite

1. Learners draw pictures showing five of their family members who were born in Ghana.

- a) They label their drawing with a sentence giving the month of birth for each person. Learners practise using the sentence “Il/Elle est né(e) en ...”.
 - Review the learners’ drawings and sentences to check their understanding and spelling.
 - b) Learners indicate whether each month of birth in their drawing is during the rainy season or the dry season. For each one, they should say: “C’est pendant la saison des pluies / la saison sèche”.
2. Learners write a letter to a French penfriend.
- a) – b) Learners should describe the main seasons in Ghana and two different events, or celebrations, that take place during each season. (They should specify the month in which each event, or celebration, occurs.)
 - c) Learners should also say which is their favourite season.
3. Learners write the months of the year, in French, on the calendar provided.

Notes:

This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced, horizontal light blue lines across the entire width of the page. The background is plain white, providing a clear guide for letter height and placement. There are no margins, text, or other markings present.

UNITÉ 5 Allô! Qui est à l'appareil?

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

Entrer en contact
par téléphone

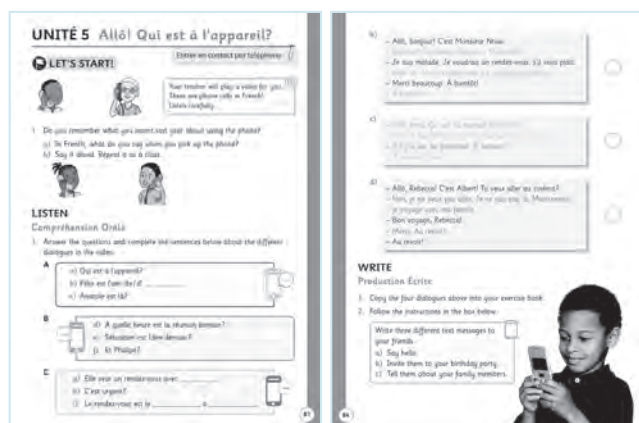
Introduction

In this unit, learners will revise and reinforce the importance of oral communication as one of the key skills when learning a foreign language.

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

RESOURCES

- Learner's Book: pp. 81–84



Optional extra materials:

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

KEY WORDS

- Allô
- S'il vous / te plaît

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

- ★ Qui est à l'appareil?
- ★ Ne quitte / quittez pas. Je te / vous le / la passe.
- ★ Je voudrais ...
- ★ Il n'y a pas de problème.
- ★ Rappele / Rappelez plus tard, s'il te / vous plaît.
- ★ Je t'en / vous en prie.

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 about communicating over the telephone in French.

LET'S START!

- a) – b)** This is a warm-up and recap activity that will help learners to revise the vocabulary that they learnt in Basic 4. Ask the learners if they can remember what to say in French when answering the phone. Ask them to share the words that they can remember and write these down on the writing board. Revise the vocabulary with the learners. Say the words as a class.

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=RVKnkh4yP0Q>
- Replay the video as many times as necessary for learners to revise the vocabulary and the pronunciation of the words.

Indicator:

- B5.4.5.1.1: *Écouter / Regarder et comprendre un clip sur deux personnes qui communiquent par téléphone et répondre aux questions.*

LISTEN – Compréhension Orale

1. Learners read the questions related to the dialogue which they have just heard. Replay the audio, if necessary.
 - Learners should answer the questions orally. Ask for volunteers to answer each of the questions. The rest of the class should state whether they agree or disagree with the answers provided.
 - Check for understanding and pronunciation. Correct and assist where necessary.



Answers

A

- a) C'est Félix.
- b) Anatole (Explain to the learners that, because "Anatole" starts with a vowel, the full sentence for b) should read "Félix est l'ami d'Anatole". Write it on the writing board for their reference.)
- c) Oui, il est là.

B

- d) La réunion, demain, c'est de quatorze heures à quinze heures.
- e) Non, il n'est pas libre. Demain, il est en déplacement. (Explain that the French word "déplacement" means "trip".)
- f) Non, demain Phillipe est en rendez-vous.

C

- g) le docteur Gaillard
- h) Oui, un peu. (Explain the meaning of "un peu" ("a little bit").)
- i) mercredi / douze heures (midi)

Indicators:

- B5.4.5.2.1: *Simuler la conversation téléphonique entre deux interlocuteurs.*
- B5.4.5.2.2: *Présenter au téléphone des membres de sa famille à un(e) camarade de classe, à un(e) ami(e), etc.*

SPEAK – Production Orale

1. Draw the learners' attention to the new words and sentences in the Vocabulary and Teaching boxes on page 82 of the Learner's Book. Read the words aloud and ask the learners to repeat after you.
 - a) Check their pronunciation. Remind the learners to add any new words to their "petit-dictionnaire".
 - Tell the learners to listen as you read the dialogue. They should follow along as you read.
 - Re-read the dialogue and ask the learners to repeat after you.
 - Learners may have some difficulty in pronouncing the long word "maintenant". Bring this word to their attention in the text. Read the word slowly to the learners and ask them to repeat it after you.
 - Ask your learners if they still remember what the word means. If not, refer them back to the Vocabulary box on page 77 of the Learner's Book.
 - b) In pairs, learners role-play the dialogue.
2. Learners pretend to phone their partners. (You may choose to let them use the tin phones that they made in Basic 4.)
 - a) – b) Learners take turns to describe their family members physically and tell their partner about their respective jobs/occupations.
 - If possible, record the role plays. Learners can then review the recordings and correct their own pronunciation.
 - Guide and assist them where necessary.

FUN TIME!

1. This is a quick consolidation activity for the learners to practise the French vocabulary that they used earlier to make their "phone calls".
 - a) – b) In groups of nine, learners write the dialogue sentences on pieces of paper and place them in a bag or hat.
 - c) Learners then take turns to pick a card from the bag or hat.
 - d) Learners read their selected card and place it face-up on the table.
 - e) Learners then rearrange the cards to put the dialogue into the correct sequence.

Answers

- Allô!
- Bonjour! Je veux parler à Monsieur Boateng.
- C'est de la part de qui?
- C'est Madame Danso. Il est là?
- Oui, ne quittez pas. Je vous le passe.
- Merci!

2. In pairs, learners role-play the dialogue. Check their pronunciation and correct them where necessary.

- If possible, record the role plays. Learners can then review the recordings and correct their own pronunciation. Guide and assist them where necessary.

Indicator:

- *B5.4.5.3.1: Lire et comprendre de petites scènes d'entretiens téléphoniques entre deux personnes.*

READ – Compréhension Écrite

1. Learners look at the pictures and read the telephone conversations on pages 83 and 84 of the Learner's Book.
 - Allow time for learners to re-read each dialogue a few times. Discuss and explain any words that the learners do not understand.
 - Learners should match each dialogue with the correct picture.

Answers

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

Indicator:

- *B5.4.5.4.1: Envoyer des textos.*

WRITE – Production Écrite

1. Learners re-read and copy the dialogues from the previous activity into their exercise books.
2. Learners write text messages following the instructions in the ICT box on page 84 of the Learner's Book.

- Using the dialogues from the previous activity as a reference, learners write three different text messages to their friends. Review their messages while walking around the classroom. Check for understanding and spelling. Correct and assist where necessary.

Notes:

UNITÉ 6 Tu viens chez moi demain?



Suggested teaching time:

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

Inviter quelqu'un et accepter une invitation

Introduction

The focus in this unit is on receiving and sending invitations to parties and special occasions.

Learners will revise how to write an invitation as well as how to respond when accepting or refusing an invitation. They will also be able to give a reason

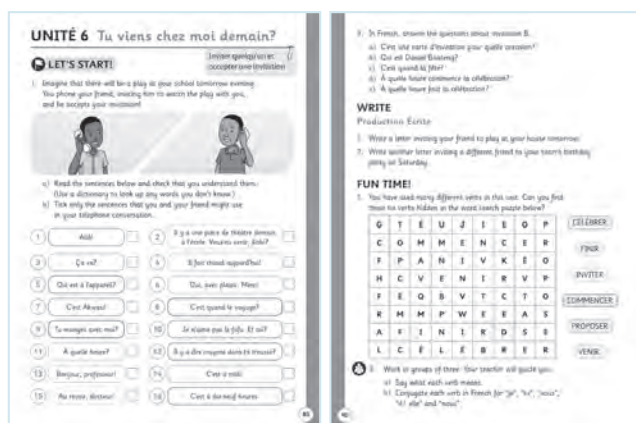
for their responses, using “parce que” and “car” (“because”) in their sentences for the first time.

Learners will build on their vocabulary on the topic and will be introduced briefly to the meaning and use of “ce/ cet/ cette/ ces” (“this” / “these”).



RESOURCES

- Learner's Book: pp. 85–90



Optional extra materials:

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



KEY WORDS

- | | |
|-----------------------|----------------|
| ★ Fête | ★ Commencer |
| ★ Vacances | ★ Célébrer |
| ★ Jusqu'à | ★ Inviter |
| ★ Quand | ★ Finir |
| ★ De ... à ... | ★ Lieu |
| ★ Ce/ Cet/ Cette/ Ces | ★ Anniversaire |
| ★ Venir | ★ Célébration |
| ★ Proposer | |

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

- ★ Tu veux ...? / Tu viens ...?
- ★ Veux-tu? / Voulez-vous ...?
- ★ Je te propose de ...
- ★ Tu es libre ...?
- ★ Je t'invite ...
- ★ Parce que ... / Car ...
- ★ J'ai le plaisir ...
- ★ Meilleures salutations
- ★ Oui, merci.
- ★ Avec plaisir.
- ★ Oui, je suis libre.
- ★ J'accepte ton invitation.
- ★ Non, je suis désolé(e).
- ★ Non, je ne peux pas.
- ★ Je suis occupé(e).

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 about offering and responding to invitations in French.



LET'S START!

- This is a warm-up activity for learners to revise their vocabulary. Learners pretend to phone a friend and invite him/ her to a play at their school.
 - Learners read the sentences by themselves. Encourage them to use a dictionary to look up any words that they do not understand.
 - Learners tick the sentences (questions and answers) which they might use in their telephone conversation.

Answers

- 1 Allô!
- 2 Il y a une pièce de théâtre demain à l'école. Veux-tu venir, Kobi?
- 3 Ça va?
- 5 Qui est à l'appareil?
- 6 Oui, avec plaisir. Merci.
- 7 C'est Akwasi!
- 11 À quelle heure?
- 16 C'est à dix-neuf heures.

Indicator:

- B5.4.6.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur l'invitation.*

LISTEN – Compréhension Orale

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=eh2JqVnx5bo>

- Tell the learners to listen carefully as they follow the words of the song.
- Repeat the song twice so your learners can become familiar with the words.
- Sing the song together as a class.
- Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly. Explain and discuss any words that the learners do not know or understand.

Indicators:

- B5.4.6.2.1: *Inviter quelqu'un par téléphone.*
- B5.4.6.2.2: *Accepter/refuser une invitation.*
- B5.4.6.2.3: *Dire pourquoi on accepte ou on refuse une invitation.*

SPEAK – Production Orale

- Draw learners' attention to the vocabulary used to accept or decline an invitation in the Teaching box on page 86 of the Learner's Book. Read the words aloud and ask the learners to repeat them after you. Check their pronunciation and understanding.
1. Learners are to imagine that they receive six phone invitations (A – F).
 - a) Read the six invitations to your learners. Re-read them, if necessary, and check your learners' understanding.
 - b) – c) Learners must choose two invitations that they will accept and two that they will decline. Learners to do the activity individually. They should tell you their answers as you walk around the classroom and listen to them. Assist and correct them where necessary. Invite volunteers to role-play the dialogues in front of the class.

LOOK AND LEARN

French demonstrative adjectives: This/ These

- Draw learners' attention to the first Look and Learn box on page 88 of the Learner's Book. Introduce the French demonstrative adjectives to the learners.
- Spend some time talking about its different forms. Check learners' understanding and provide further examples, if necessary.

LOOK AND LEARN

Because/ But

- Draw learners' attention to the second Look and Learn box on page 88. Introduce the words "parce que", "car" ("because") and "mais" ("but") to the learners.
 - Spend some time talking about each word and when to use it. Check learners' understanding and provide further examples, if necessary.
2. In pairs, learners practise the six phone calls (on page 87 of the Learner's Book), taking turns to play the different roles. This time, they will need to provide a reason for accepting or declining the invitations. This will give them an opportunity to practise the use of "parce que..." / "car..." and "mais". Walk around the classroom listening to the learners. Assist and correct them where necessary.

Indicator:

- B5.4.6.3.1: Lire et comprendre une lettre / une carte d'invitation.

READ – Compréhension Écrite

1. Learners read the two invitation letters (A and B) on page 87 of the Learner's Book. Check their understanding and assist them as necessary. Remind the learners to add any new words to their "petit-dictionnaire".
2. Learners answer the questions based on invitation A. Walk around the classroom reviewing the learners' answers. Assist and correct them where necessary. Invite volunteers to share their answers in front of the class. The rest of the class should say whether they agree or disagree with the answers given. Correct and assist them where necessary.

Answers

- a) C'est une carte d'invitation pour une fête d'anniversaire.
 - b) La célébration commence à seize heures (à quatre heures de l'après-midi).
 - c) La célébration finit à dix-huit heures trente (à six heures et demie).
 - d) La fête est chez Lariba.
 - e) La fête, c'est en septembre.
3. Learners answer the questions based on invitation B. Walk around the classroom reviewing the learners' answers. Assist and correct them where necessary. Invite volunteers to share their answers in front of the class. The rest of the class should say whether they agree or disagree with the answers given. Correct and assist them where necessary.

Answers

- a) C'est une carte d'invitation pour la célébration, à l'école, de la Journée Internationale de la Jeunesse.
- b) Daniel Boateng est (Il est) le Directeur de l'école.
- c) La fête, c'est le 12 août.
- d) La célébration commence à dix heures (du matin).
- e) La célébration finit à midi (à douze heures).

Indicator:

- B5.4.6.4.1: Écrire une carte postale ou une carte d'invitation.

WRITE – Production Écrite

1. Learners should write a letter, inviting a friend to play at their house.
2. Learners write a second letter, inviting a different friend to their sister's birthday party. Walk around the classroom reviewing the learners' answers. Assist and correct them where necessary. This can be also a homework activity.

FUN TIME!

1. Learners find the six hidden verbs in the word search puzzle.

Answers

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

2. Learners work in groups of three.
 - a) Learners should discuss and say what each verb from the word search puzzle means. Allow them to do research or to use a dictionary, if necessary.
 - b) In their groups, learners conjugate each French verb for Je / Tu / Vous / Il / Elle and Nous.
 - Walk around the classroom, listening to your learners.
 - Write the answers on the writing board. Assist and correct the learners where necessary.

UNITÉ 7 Dans l'avenir, je veux être ...



Suggested teaching time:

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

Identifier les professions
et les métiers



Introduction

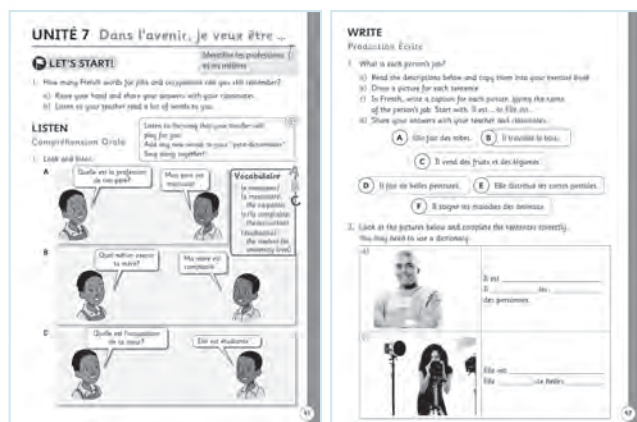
Learners will revise the topic of jobs and occupations. They will learn more French vocabulary and extra grammatical structures to describe other people's jobs or indicate what job they would like to do when they grow up.

Learners will also expand their knowledge on the verbs "être" and "avoir", now learning how to conjugate them both for "Ils" and "elles" in the present tense.



RESOURCES

- Learner's Book: pp. 91–97



Optional extra materials:

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



KEY WORDS

- Métier
- Profession
- Occupation
- Dans l'avenir
- Être
- Avoir
- Menuisier

- ★ Comptable
- ★ Pilote
- ★ Hôtesse de l'air
- ★ Professeur(e)
- ★ Coiffeur/ Coiffeuse
- ★ Étudiant(e)
- ★ Commerçant(e)
- ★ Journaliste
- ★ Peintre
- ★ Agent de police
- ★ Photographe

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

- ★ Quel métier exerce ton / ta ...?
- ★ Quelle est la profession / l'occupation de ton / ta ...?
- ★ Qu'est-ce que tu veux être dans l'avenir?
- ★ Qu'est-ce que tu veux devenir?
- ★ Qu'est-ce qu'il / elle veut être dans l'avenir?
- ★ Dans l'avenir, je veux être ...
- ★ Il / Elle veut être ... dans l'avenir.
- ★ J'aime cette profession / occupation parce que / car ...
- ★ J'aime ce métier parce que / car ...

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 about professions, occupations, jobs and trades.

LET'S START!

1. This is a warm-up activity that will help learners to revise the French words that they have learnt for jobs and occupations.
 - a) Ask the learners if they can remember any French words for jobs and occupations. Ask the learners to share the jobs and occupations that they can remember and write these down on the writing board.
 - b) Read the list aloud to the learners and add in the rest of the words that they learnt in Basic 4 (please refer to pages 97–102 of the Basic 4 Learner's Book).

Indicator:

- B5.4.7.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les professions et les métiers.*

LISTEN – Compréhension Orale

- Refer learners to pages 97 to 99 of the Basic 4 Learner's Book for a review of the French names of jobs and occupations that they learnt last year.
- Read dialogues (A, B and C) on page 91 of the Learner's Book to the learners.
- Draw learner's attention to the Vocabulary box on that page.
- Tell learners that you will now watch a video together to learn the names of even more jobs and occupations in French.

Play the following video from YouTube:

- https://www.youtube.com/watch?v=IXrBEYSV_K0

- Write the words below on the writing board:
 - L'astronaute
 - Le boulanger
 - Le pompier
 - Le docteur
 - Le plombier
 - Le jardinier
- Repeat the song twice for the learners so that they become familiar with the words.
- Sing the song together as a class.
- Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly.

Explain and discuss any words that they do not know or understand. @

- As a homework exercise, let learners review the female form of each job name that you wrote on the writing board.

Answers

- L'astronaute
 - La boulangère
 - La pompière
 - La docteur
 - La plombière
 - La jardinière
- Remind the learners to add the new words to their "petit-dictionnaire".

Indicators:

- B5.4.7.2.1: *Poser et répondre à des questions sur ce que font les membres d'une famille.*
- B5.4.7.2.2: *Dire la profession ou le métier que l'on veut exercer dans l'avenir.*

- Invite volunteers to share their answers aloud. Check their pronunciation.
- Write these occupations on the writing board so that learners see how to spell the words correctly.

SPEAK – Production Orale

1. Tell the learners to read and think about answers to the two questions on page 92 of the Learner's Book.

2. a) – b) In pairs, learners take turns to ask and answer questions about the jobs and occupations of their family members. Ensure that learners provide the jobs / occupations of different family members (including aunts, uncles, cousins, older sisters / brothers, etc.) and that they use the masculine or feminine version of the word correctly. Walk around the classroom listening to learners' answers. Assist and correct them where necessary.
3. a) – b) Tell the learners to look at the thought bubbles in the pictures (at the bottom of page 92 of the Learner's Book). Learners should say aloud, and in full sentences, what the two children would like to do in the future.

Answers

- a) Dans l'avenir, il / (David) veut être agent de police. / Il veut devenir agent de police.
- b) Dans l'avenir, elle (Yvonne) veut être médecin / docteur. / Elle veut devenir médecin / docteur. Also accept: Dans l'avenir, elle (Yvonne) veut être / devenir vétérinaire.
4. Read the questions to the class: "Qu'est-ce que tu veux devenir?" / "Qu'est-ce que tu veux être dans l'avenir?"
- a) Learners draw pictures of themselves doing the job that they would like to do one day.
- b) – c) Learners should add a caption to their drawings. They should then write a full sentence, in French, to indicate why they would like to do that particular job one day. You may wish to give them some sentence prompts to start, such as:
Je veux être ... dans l'avenir parce que ... / car ...
Je veux devenir ... parce que ... / car...
- d) Invite volunteers to share their drawings and answers in front of the class. Correct and assist them where necessary.

LOOK AND LEARN

French subject personal pronouns

- Use the Look and Learn box on page 93 of the Learner's Book to revise the French subject personal pronouns with the learners. Draw learners' attention to the plural form of these pronouns.
- Check learners' understanding and provide further examples, if necessary.
- Remind your learners that "Ils" is used for masculine groups only or for mixed groups with at least one male element.

LOOK AND LEARN

To be / To have

- Revise the verbs "être" and "avoir" with the learners.
- Add the conjugation for "Ils / Elles" (in the present tense).
- Discuss and explain the examples.
- Check learners' understanding and provide further examples and exercises for the learners to practise, if necessary.

Indicator:

- B5.4.7.3.1: Identifier et associer les noms de professions et métiers à leurs dessins.

READ – Compréhension Écrite

- Learners look at the pictures and read the speech bubbles on page 95 of the Learner's Book.
 - Read the speech bubbles to the learners and ask them to repeat after you. Check their pronunciation and correct where necessary.
- Before learners begin this exercise, revise the conjugation of the verb "être" once more. Learners should read the sentences and look at the pictures. They should then match each sentence to the correct picture.

Answers

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

Indicator:

- B5.4.7.4.1: *Écrire ce que font des personnes qui exercent différents professions et métiers.*

WRITE – Production Écrite

1. This exercise gives learners the opportunity to consolidate their French vocabulary for jobs and occupations and also introduces some new words. Explain to learners that the descriptions in the boxes serve as clues to the job / occupation of six different people.

- a) Learners read the descriptions in the boxes and then copy the sentences into their exercise books. Encourage the learners to think about the sentences in context to try and work out the meaning of the new vocabulary. To simplify the sentences for the learners, isolate the new verbs from the other vocabulary.

– Verbs: faire / travailler / vendre / distribuer / soigner

- Give learners access to a dictionary and allow them to do extra research, if needed (as part of their homework). Correct and assist them where necessary.
 - Remind the learners to add the new words to their “petit-dictionnaire”.
- b) Learners should draw a picture to illustrate each sentence. Remind them to show whether each person is male or female.

- c) Learners should then write a French caption for each picture, giving the name of the person’s job. Remind the learners to use full sentences, starting with the word prompts in the Learner’s Book.
- d) Invite volunteers to share their drawings and captions with their classmates. Correct and assist them where necessary.

Answers

- A – Elle est couturière. (She is a dressmaker.)
B – Il est menuisier. (He is a carpenter.)
(new vocabulary: “le bois” – “the wood”)
C – Il est vendeur. (He is a market vendor/seller.)
(new vocabulary: “les légumes”: “the vegetables”)
D – Il est peintre. (He is a painter.)
(new vocabulary: “la peinture”: “the painting”)
E – Elle est factrice. (She is a mail carrier.)
F – Il est vétérinaire. (He is a veterinarian.)

2. Learners look at the pictures and complete the sentences correctly. Encourage the learners to use a dictionary.

Answers

- a) Il est **médecin**.
Il **soigne** les **maladies** des personnes.
b) Elle est **photographe**.
Elle **prend** de belles **photos**.

Notes:

UNITÉ 8 Où se trouve la pharmacie?

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

Demander et expliquer la position de personnes ou d'objets les uns par rapport aux autres

Introduction

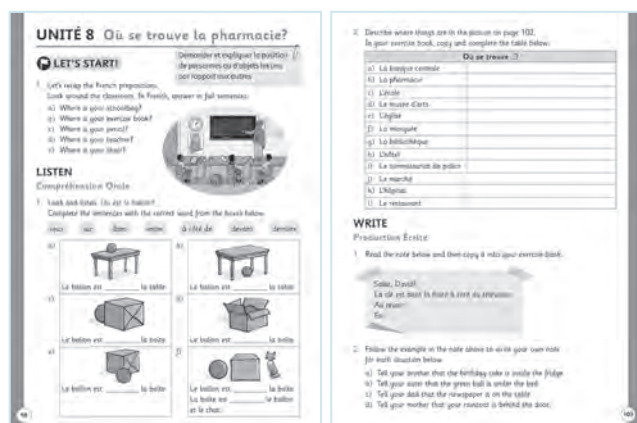
In this unit, learners will revise the French prepositions of place that they learnt in Basic 4. They will expand their vocabulary and learn new prepositions.

Through a number of visual and practical activities, learners will use the prepositions that they have learnt to locate objects, people and buildings.

This unit provides a great opportunity to take learners outside the classroom and encourage them to engage, observe and think about the location of different objects, people and buildings in their home and school environments.

RESOURCES

- Learner's Book: pp. 98–103



- Au milieu de
- Banque centrale
- Pharmacie
- École
- Musée d'arts
- Église
- Commissariat de police
- Mosquée
- Bibliothèque
- Hôtel
- Marché
- Hôpital
- Restaurant

In addition to the key words, this unit also introduces (and gives learners the chance to revise) some key sentences for a basic dialogue in French, such as:

- Où se trouve ...? / Où est ...?
- Il / Elle se trouve ...
- Il / Elle est ...

Optional extra materials:

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

KEY WORDS

- Sur
- Sous
- À côté de
- Derrière
- Entre
- Dans
- Devant
- Proche de / Près de
- Loin de
- En face de

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 about French prepositions and describing the location of objects, people and buildings.

LET'S START!

- Read the title of this unit ("Où se trouve la pharmacie?") and then give the English meaning ("Where is the pharmacy?"). Remind the learners that, in French, we can also start this same question with "Où est ...?".
- 1. a) – e)** Revise and practise the French prepositions with the learners. Learners should answer in full French sentences. Correct and assist them where necessary.

Indicator:

- B5.4.8.1.1: *Écouter/Regarder et comprendre un document audio-visuel et noter les positions des personnes et des objets.*

LISTEN – Compréhension Orale

1. Read the question “Où est le ballon?” to the learners and ask them to repeat it after you. Check their pronunciation.
 - Read the French prepositions of place (in the word boxes) to the learners. Then read the incomplete captions. Again, learners should repeat each word or phrase after you.
 - For each caption, ask the learners to say the preposition which completes the sentence. Guide and correct them where necessary.

Answers

- a) Le ballon est **sur** la table.
- b) Le ballon est **sous** la table.
- c) Le ballon est **derrière** la boîte.
- d) Le ballon est **dans** la boîte.
- e) Le ballon est **devant** la boîte.
- f) Le ballon est à **côté de** la boîte.
- g) La boîte est entre le ballon et le chat.

Indicators:

- B5.4.8.2.1: *Poser et répondre à des questions sur la position d'une personne ou d'un objet.*
- B5.4.8.2.2: *Indiquer à quelqu'un la position des objets de la maison.*

SPEAK – Production Orale

1. In pairs, learners look at the family photograph on page 99 of the Learner's Book. They then take turns to ask and answer the questions about the relative positions of the people in the photo. Walk around the classroom listening to the learners' answers. Guide and correct them where necessary.
 - Learners' answers will vary. Accept any correct answers.
 - Some sample answers are provided here.

Answers

- a) Maman se trouve derrière la tante Baaba.
- b) Papa se trouve entre Maman et la tante Ama.
- c) La grand-mère est à côté du grand-père.
- d) Le grand-père est devant la tante Ama.
- e) La cousine est à côté de la tante Baaba.
- f) La tante Baaba se trouve devant Maman.
- g) La tante Ama se trouve derrière le grand-père.

2. a) – b) Tell the learners to look at the picture on page 100. In groups of three, learners should take turns to describe the position of different objects in the picture. Learners start their sentences with: “Il y a ...”.
 - Walk around the classroom listening to the learners' answers. Assist and correct them where necessary.
 - Learners' answers will vary. Accept any correct answers.

Answers

- Le garçon est derrière le canapé.
 - La cuisinière est à côté de la porte.
 - Le vase est sur la table. / Les fleurs sont sur la table.
 - Le chat est sous la table.
 - Le chien est en face de la télé.
 - La fille est dans le lit.
 - Le ballon rouge est dans la boîte.
 - La casserole est sur la cuisinière.
 - Le stylo est sur la table.
 - Les livres sont sur la table.
 - La règle est dans le cartable.
 - Le cartable est entre la chaise et la boîte.
- Using the picture as a reference example, take this opportunity to introduce the preposition “au milieu de”. Say the following sentence to the learners and ask them if they can guess what that new French preposition means: “La table est au milieu de la maison.” Ask the learners to repeat the sentence after you. Check their understanding and pronunciation.

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=3zRAjXA8uJg>

- Tell the learners to listen carefully and follow the words of the song. Draw learners' attention to the new prepositions: "Proche de" / "Près de" / "Loin de" / "En face de". They can see these words in the Question box at the bottom of page 100 of the Learner's Book.
- Remind the learners to pay attention to the pronunciation of the words. Assist them with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly.
- Explain and discuss any words that the learners do not know or understand.

LOOK AND LEARN

The use of "De" with some of the French prepositions of place

- Work through the Look and Learn box on page 101 of the Learner's Book with the learners.
- Remind learners of the new prepositions that they heard in the YouTube video: "proche de" / "près de" / "loin de" / "en face de".
- Explain that the French word "de" changes form according to the gender and number of the word that follows it.
- Discuss the examples.
- Check learners' understanding and provide further examples and exercises for the learners to practise.

Indicator:

- B5.4.8.3.1: *Situer sur une carte de la ville, la position des lieux publics.*

READ – Compréhension Écrite

1. Tell the learners to look at the picture and read the labels on page 102 of the Learner's Book.
 - Ask the learners to think about the location of the various buildings in relation to one another.

2. Learners use the table, on page 103, to describe the location of the buildings that are found in the picture on page 102.

Answers

- Learners' answers will vary. Accept any correct and appropriate answers.
- Ensure that learners use a variety of different prepositions.

Indicator:

- B5.4.8.4.1: *Écrire pour indiquer à quelqu'un où se trouve un objet dans un lieu.*

WRITE – Production Écrite

1. Learners read the note on page 103 and copy it into their exercise books. Check that learners understand what the note means and assist them as necessary.
2. Using the note provided as an example, learners write their own notes for each situation listed in a) – d). Learners' answers will vary. They should include both the name of the person they are addressing and their own name on each note. Accept any correct and appropriate answers.

Answers

- a) Salut _____!
Le gâteau d'anniversaire est dans le réfrigérateur.
Au revoir,

- b) Salut _____!
Le ballon vert est sous le lit.
Au revoir,

- c) Salut Papa!
Le journal est sur la table.
Au revoir,

- d) Salut Maman!
L'imperméable est derrière la porte.
Au revoir,

UNITÉ 9 Chantez plus fort!



Suggested teaching time:

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

Donner et réagir à un ordre



Introduction

This is the last unit of the Learner's Book and it is a short one.

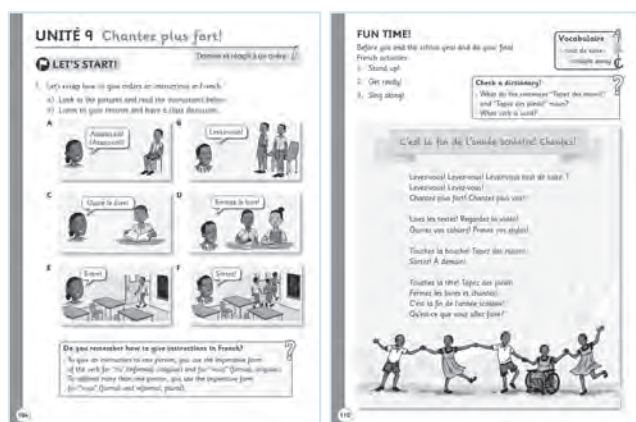
The focus of this unit is on giving and receiving orders or instructions in French, following on from what was learnt in Basic 4.

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



RESOURCES

- Learner's Book: pp. 104–110



Optional extra materials:

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



KEY WORDS

- ★ Lire (lis / lisez)
- ★ Écouter (écoute / écoutez)
- ★ Parler (parle / parlez)
- ★ Chanter (chante / chantez)
- ★ Ouvrir (ouvre / ouvrez)
- ★ Fermer (ferme / fermez)
- ★ Se lever (lève-toi / levez-vous)
- ★ S'asseoir (assieds-toi / asseyez-vous)
(assois-toi / assoyez-vous)

- ★ Répéter (répète / répétez)
- ★ Traduire (traduis / traduisez)
- ★ Sortir (sors / sortez)
- ★ Répondre (réponds / répondez)
- ★ Regarder (regarde / regardez)
- ★ Écrire (écris / écrivez)
- ★ Aller (va / allez)
- ★ Prendre (prends / prenez)
- ★ Tout de suite

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 about giving and following instructions.



LET'S START!

- This is a warm-up and recap activity that will help learners to revise the vocabulary that they learnt in Basic 4. Ask learners whether they can remember how to give orders or instructions in French. Invite them to share the words that they can remember and write these down on the writing board. Revise the vocabulary with the learners. Say the words as a class.
 - Learners look at the pictures and instructions on page 104 of the Learner's Book.
 - Read the speech bubbles to your learners. Then discuss the pictures and text as a class. Ask the learners to tell you what each instruction means.
- Draw learners' attention to the Question box at the bottom of page 104, before drawing their attention to the Look and Learn box on the following page.

LOOK AND LEARN

French imperative forms for “tu” and “vous”

- Ask learners to look at the table on page 105 of the Learner’s Book. Read the words, line by line, to the learners and ask them to repeat each line after you. Check their understanding.
- The Question box at the bottom of the page introduces learners to the idea that there is also a French imperative form for “nous”. Learners will learn more about this in Basic 6.

Indicator:

- B5.4.9.1.1: *Écouter/Regarder et comprendre un document audio/audio-visuel où l’on parle des ordres simples.*

LISTEN – Compréhension Orale

1. a) – h) Read the instructions below each picture to the learners. Ask them to repeat each one after you. Check their pronunciation and understanding. Repeat the instructions once more. This time, learners should clap along as they repeat the instructions after you.

Play the following video from YouTube:

- <https://www.youtube.com/watch?v=UBuHpMXWJMs>
- Remind learners to pay attention to the pronunciation of the vocabulary and to add any new words to their “petit-dictionnaire”.

2. Tell the learners that you are going to give them an instruction to which they should respond by doing the action. First, read through the instructions listed on page 107 of the Learner’s Book and check learners’ understanding. Then call out instructions from the list at random. Encourage the learners to act as quickly as they can.

Indicator:

- B5.4.9.2.1: *Donner et réagir à des ordres.*

SPEAK – Production Orale

1. Learners work in pairs for this exercise. First, they re-look at the verbs in the Look and Learn table on page 105 of the Learner’s Book. They then choose some of the verbs and take turns to practise giving and receiving orders with their partner (using the correct form for “tu”). Walk around the classroom listening to your learners’ answers. Assist and correct them where necessary.
2. In groups of four or five, learners now take turns to give orders to a group of people (using the correct form for “vous” from the table on page 105). Walk around the classroom listening to your learners’ answers. Assist and correct them where necessary.

Indicator:

- B5.4.9.3.1: *Lire et comprendre des ordres.*

READ – Compréhension Écrite

1. Learners read the instructions and look at the pictures on page 108 of the Learner’s Book. They should match each instruction to the correct picture.

Answers

- a) E
- b) C
- c) G
- d) H
- e) A
- f) D
- g) F
- h) B

Indicator:

- B5.4.9.4.1: *Écrire pour donner des ordres.*

WRITE – Production Écrite

1. Learners look at the pictures and think about the French verbs that can be used to describe the action shown in each picture. Learners write the instructions, using the correct imperative form. Walk around the classroom reviewing your learners’ answers. Assist and correct them where necessary.

Answers

- a) Lisez les / vos livres! Ouvrez les / vos livres!
- b) Ferme ton livre!
- c) Parlez (plus fort)! (Also accept “Chantez (plus fort)!”)
- d) Sors de la salle de classe!
- e) Allez au tableau noir!
- f) Donne-moi ton livre!
- g) Levez-vous!
- h) Écrivez dans les / vos cahiers!

FUN TIME!

- This is a fun activity for the end of the school year. Learners say, or sing, the poem together as a class.
- Think of a simple, well-known tune for the text so that the learners can sing along.
- Bring learners’ attention to the Question box on the page. Allow them access to a dictionary to look up the meanings of the words.

Answers

- Tapez des mains! – Clap your hands!
- Tapez des pieds! – Stamp your feet!
- Verb used is: “Taper”.

PROJECT TIME

LB p. 111

Explorer!

1. This is a homework activity. Learners observe and explore the environment around their school and community. If possible, learners should take a minimum of five photographs of different objects, places, etc. Otherwise, they can draw a minimum of five pictures of what they see.
2. For each picture, learners should write a single sentence in French (as a caption). Point out the

Hint box and remind learners that they should use the correct French prepositions to describe where they saw the different objects and places shown in their pictures (photos / drawings).

3. Encourage learners to use a dictionary to look up any new French words they might need. Remind the learners to add any new words to their “petit-dictionnaire”.

PRACTISE, PRACTISE, PRACTISE!

LB p. 112

- Revise all the vocabulary learnt throughout this theme with the learners before starting this activity.

1. Learners look at the picture and answer the questions in French.

Answers

- a) Il y a sept personnes.
- b) Il y a six cahiers.
- c) Il y a quatre tables.

2. Learners practise basic calculations in French.

Answers

- a) Quarante-cinq
- b) Cinquante
- c) Vingt-quatre
- d) Quatre

3. Learners look at the daily routine illustrated in the exercise and complete the captions accordingly.

Answers

- a) Je **me lève à six heures et demie**. (Also accept “Je **me lève à six heures trente**.” / “Je **me réveille à six heures et demie**.” or “Je **me réveille à six heures trente**.”)

- b) Je **prends** mon **petit déjeuner** à **sept heures et quart**. (Also accept “Je **prends** mon **petit déjeuner** à **sept heures quinze**.”)
- c) Je **me couche** à **neuf heures (du soir)**. (Also accept “Je **me couche** à **vingt et une heures**.”)

4. The purpose of this activity is for learners to practise not only the days of the week in French but also the French words for today (“aujourd’hui”), tomorrow (“demain”) and yesterday (“hier”).

Answers

- Learners’ answers will depend on when they do the exercise. Check their answers and ensure that they have indicated the correct days.

5. Learners draw two family members of their choice. They label each drawing with the person’s month of birth in French.
- They should write a full sentence, starting with: “Il/Elle est né(e) en ...”.

Answers

- Learners’ answers will vary. Accept any correct and appropriate drawings and labels.
- Give learners the opportunity to rewrite their sentences correctly after you have checked them.

6. This is a great activity to make learners think. It allows them to find vocabulary they have already learnt, in a fun and creative way.

Answers

- a) Médecin
- b) Menuisier
- c) Pilote
- d) Comptable

7. Learners complete the table using the correct imperative forms of the listed verbs for “tu” and “vous”.

VERB	IMPERATIVE	
	TU	VOUS
a) Lire	Lis	Lisez
b) Écouter	Écoute	Écoutez
c) Chanter	Chante	Chantez
d) Ouvrir	Ouvre	Ouvrez
e) Fermer	Ferme	Fermez
f) S’asseoir	Assieds-toi (Assois-toi)	Asseyez-vous (Assoyez-vous)
g) Écrire	Écris	Écrivez
h) Aller	Va	Allez

8. Learners write an appropriate instruction, in French, for each action shown in the pictures.

Answers

- a) Entrez!
- b) Sors!
- c) Ouvrez les (vos) cahiers (or livres)!
- d) Écoutez!
- e) Lève-toi!
- f) Ferme le (ton) livre!

- These final activities will allow both you (as the class teacher) and your learners (through their final self-assessment of the year) to test the learners' French knowledge and progress. It will also highlight any areas which may require further revision or practice.
- Ensure that all learners hand in their completed exercises to you for checking and advice. Take some time to check your learners' general progress and achievements.
- Identify areas where extra or remedial exercises may be required before the school year ends. If necessary, prepare some extra or remedial activities (to be done in groups or in pairs), focusing on the topics that seem to have been a bit more challenging for your class in general.
- Keep in mind that these final activities should form part of your continuous monitoring of progress.
- Feel free to make use of the template provided on page 88 of this Teacher's Guide (as often as required) to keep track of your learners' progress.

1. Learners look at the pictures and, based on the appearance of each person, tick the correct options.

Answers

A

a) Elle est **grosse**.

b) Elle a les cheveux **courts et frisés**.

B

c) Elle est **mince**.

d) Elle a les cheveux **longs et noirs**.

C

e) Il porte **la barbe**.

f) Il a les cheveux **courts et noirs**.

D

g) Il est **jeune**.

h) Il est **maigre**.

2. a) – b) Learners read and answer the questions, providing individual answers.

Answers

- Learners will provide individual answers. Accept any correct answers.
- In their answers, learners should provide a variety of different French adjectives, making the necessary changes to the adjectives in terms of gender and number. Learners should also practise the use of different French prepositions of place.

- b) In their answers, learners will practise the use of different French prepositions of place.

3. Learners imagine a relevant French dialogue to tell their grandparents about their school environment and the activities they normally do at school.
 - Learner's dialogues will vary. Accept any correct and appropriate ones.
4. Learners read the texts. They then complete the table on page 117, indicating if each sentence is true or false. They correct the false sentences.

Answers

- a) Faux. Frank n'aime pas la boxe et Amélie n'aime pas la soupe d'arachide.
- b) Vrai.
- c) Faux. Amélie déteste l'ananas, mais elle adore le tennis.
- d) Vrai.
- e) Faux. Vida n'aime pas l'anglais, mais Frank adore l'anglais.
- f) Faux. Amélie adore le tennis, mais elle préfère la natation.

5. Learners look at the pictures and fill in the speech bubbles correctly to answer the question.

Answers

- a) J'aime faire du sport.
- b) J'aime chanter (also accept "parler") avec mes amis.
- c) J'aime aller au marché.

6. Learners read the supermarket catalogue and answer the questions.

Answers

- a) Le lait coûte GH¢13.00. (treize cedis)
- b) Les poires coûtent GH¢35.00. (trente-cinq cedis)
- c) Les oranges coûtent GH¢25.00. (vingt-cinq cedis)
- d) Le coût total est GH¢73.00. (soixante-treize cedis)

7. a) – b) Ask learners to draw a maximum of eight clothing items and to add French labels to their drawings.

8. Learners look at the pictures and write a short answer sentence for each one.
- Encourage learners to use as much of the French vocabulary that they know as possible.
 - Ensure that learners include both elements in their sentences: the name of the job and a short description of that job.
 - Allow learners access to a dictionary, if necessary.
 - Note that learners may provide different descriptions. Example answers are provided below. Accept any correct ones.

Answers

- a) Il est médecin.
(A possible description: Il soigne les malades.)
- b) Il est couturier.
(A possible description: Il fait des robes / des vêtements.)
- c) Il est facteur.
(A possible description: Il distribue des cartes postales.)
- d) Il est écrivain.
(A possible description: Il écrit des livres.)
- e) Il est coiffeur.
(A possible description: Il coupe les cheveux.)
- f) Il est pilote.
(A possible description: Il aime les avions.)
- g) Il est journaliste.
(A possible description: Il écrit des articles journalistiques.)
- h) Il est photographe.
(A possible description: Il prend des photos.)

EXTRA ACTIVITY

- Ask learners what would need to change in their answers should they start each sentence with "Elle".
- Learners to provide the correct feminine forms for each job name.

Answers

Elle est médecin.
Elle est couturière.
Elle est factrice.
Elle est écrivaine.
Elle est coiffeuse.
Elle est pilote.
Elle est journaliste.
Elle est photographe.

SECTION C: EXTRA RESOURCES

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

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

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

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

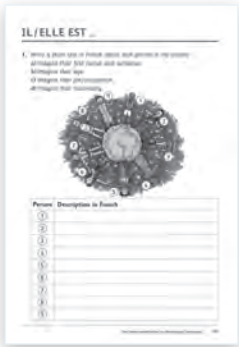
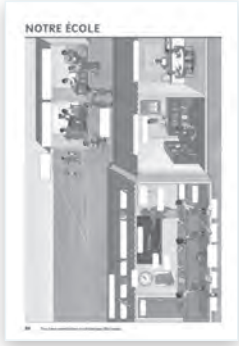
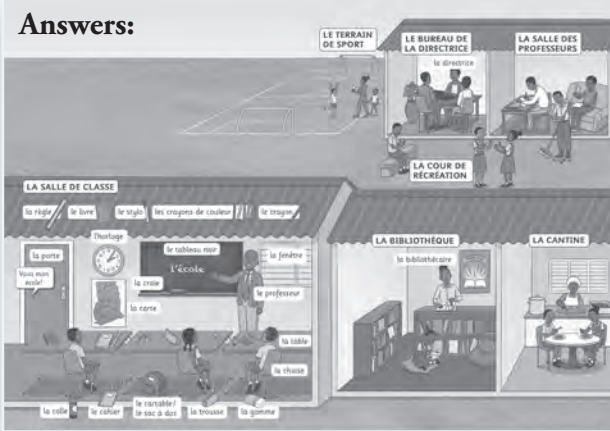
Assessment should be used to promote learning. The new curriculum stresses the importance of assessment as a key form of communication. All assessment must be valid and reliable and must also follow the four criteria listed in the Assessment Standards: "absence of bias", "equitable treatment", "equality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

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

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

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

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

RESOURCE	NOTES
Resource 1: “Cher/Chère correspondant(e)” 	✓ Throughout the different themes in the Learner’s Book, learners are encouraged to write to an imaginary penfriend about different topics. ✓ This is a template that you can use, at any time, for any other extra letters that you might find relevant for learners to write (as they progress and learn different content and new vocabulary).
Resource 2: “Il/Elle est...” 	✓ The main purpose of this resource is to give learners the opportunity to practise key content and vocabulary while building a sense of global citizenship within themselves. ✓ It is a great activity for learners to think creatively while writing in a foreign language.
Resource 3: “Notre école” 	✓ This resource gives learners the opportunity to revise the French vocabulary for the school environment. We suggest that this be used as a diagnostic assessment tool for Topic 2, Unit 2. Note: Please refer to pages 36 and 37 of the Basic 4 Learner's Book. Answers: 
Resource 4: “Le corps humain” 	✓ You can use this resource for your learners to revise the human body parts. ✓ We suggest that this be used as a diagnostic assessment tool (before learners engage further with the topic of physical descriptions). ✓ You may also decide to use this template for a poster to be displayed, in the classroom, as a quick visual reference.  Answers:

CHER / CHÈRE CORRESPONDANT(E)

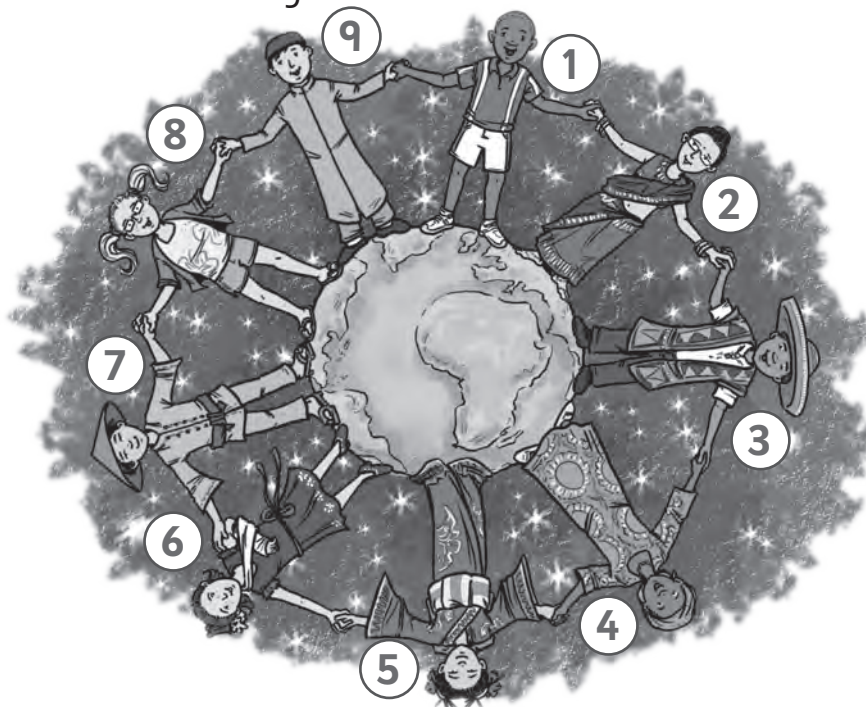
CARTE POSTALE



A series of horizontal lines for writing the message on the postcard.

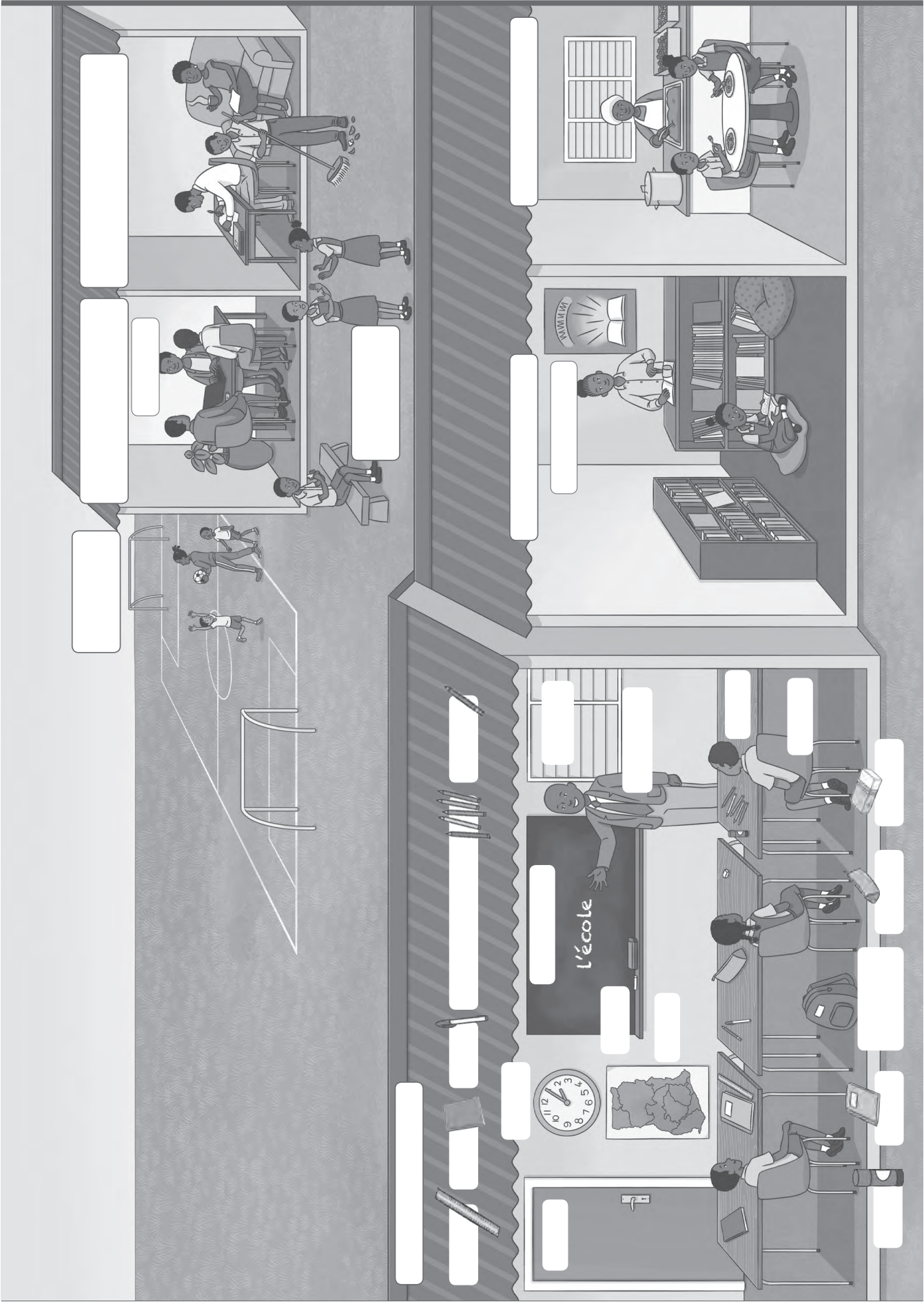
IL / ELLE EST ...

1. Write a short text in French about each person in the picture.
- a) Imagine their first names and surnames.
 - b) Imagine their age.
 - c) Imagine their job/occupation.
 - d) Imagine their nationality.



Person	Description in French
①	
②	
③	
④	
⑤	
⑥	
⑦	
⑧	
⑨	

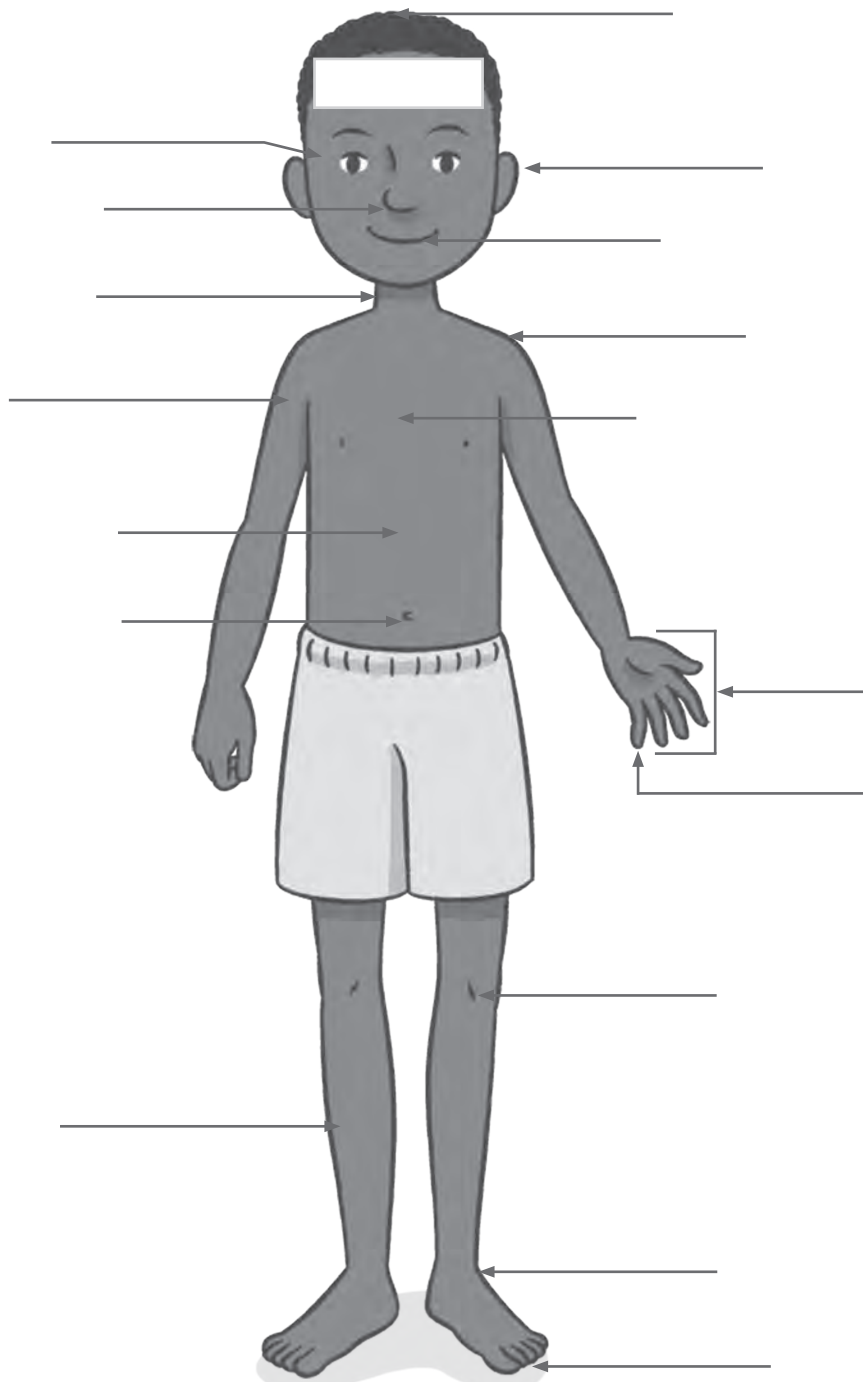
NOTRE ÉCOLE



LE CORPS HUMAIN

1. Look at the picture and read the list of labels below.
2. Place each label in the correct place on the picture.

les cheveux l'œil la cheville le nez la bouche la main
le nombril le cou le pied la jambe le doigt le genou
l'épaule le bras le ventre la poitrine l'oreille la tête



TEMPLATE: Monitoring learner progress

SCHOOL: _____

BASIC: _____

DATE: _____

[Photo of learner]

FULL NAME OF LEARNER: _____

TERM: _____

STRAND (Theme in Learner's Book): _____

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

Monitoring progress:

Key:

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

1. Achievement of CONTENT STANDARDS:

a) Compréhension Orale

*****	****	***	**	*
*****	****	***	**	*
*****	****	***	**	*
*****	****	***	**	*

b) Production Orale

c) Compréhension Écrite

d) Production Écrite

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

a) Individual work

*****	****	***	**	*
*****	****	***	**	*
*****	****	***	**	*

b) Pair work

c) Group work

3. Level of success during specific activity types:

a) Fun Time!

*****	****	***	**	*
*****	****	***	**	*
*****	****	***	**	*
*****	****	***	**	*

b) Project Time

c) Practise, Practise, Practise!

d) Final activities (Term 3 only)

OBSERVATIONS/COMMENTS:

ESSENTIAL French Primary 5

Teacher's Guide

ESSENTIAL French offers you a first-class course in French. It has been developed in accordance with the new Standards-based curriculum by the National Council for Curriculum and Assessment (NaCCA). It offers learners accessible, high quality content to ensure the best foundation in the French language.

All the strands, sub-strands, content standards and indicators, as well as the skills, core competencies and values indicated in the syllabus and curriculum are carefully addressed throughout this series.

ESSENTIAL French Primary 5 has two components:

A Learner's Book that offers:

- clear language for easy understanding and learning
- a selection of texts, songs, new vocabulary and local content supported by full colour illustrations and photographs
- a variety of activities to consolidate skills and the opportunity for continuous assessment
- features that are easy to follow and that help to build learners' self-confidence, digital literacy and communication skills.

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.



A Teacher's Guide that offers:

- clear, step-by-step teaching guidelines
- answers to activities in the Learner's Book
- assessment tools and extra teaching suggestions to help assess learners' development of core competencies and specific skills.

ESSENTIAL, your guarantee of success!



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