# ESSENTIAL



# French Basic 8

Facilitator's Guide









# French Basic 8

**Facilitator's Guide** 

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#### INTRODUCTION

Dear Teacher,

Welcome to our French series for Ghana!

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

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

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

Meaningful, real-life situations and examples, the use of differentiation, scaffolding, questioning techniques and modern technologies (ICT), as well as the integration of assessment as learning, for learning and of learning, are also key elements addressed in this series. The suggested activities support the consolidation of content, vocabulary and language structure while also allowing for continuous monitoring and assessment.

This Basic 8 Facilitator's Guide has been developed in conjunction with the French Learner's Book for Basic 8. We hope that you will find it an important and useful tool, to assist and guide you, as you teach the French language to your learners through a task-based and communicative approach.

This Facilitator's Guide is divided into three sections:

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

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

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

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

#### Section C: Extra Resources\*

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

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

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

With warm wishes,

The Author

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

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

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

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

#### 1.1 Values

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

#### 1.2 Core competencies and skills

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

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

#### 1.3 Organisation

The new curriculum has a four-column structure:

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

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

- The Common Core Programme/ new curriculum places emphasis on the engagement of learners in practical and interactive activities and projects (inside and outside the classroom). It also strongly emphasises the importance of a learner-centred classroom (through the use of creative approaches to teaching and learning) where learners:
  - feel safe and accepted
  - use diverse sources of information in a variety of forms (authentic materials/ real-life communicative situations and ICT)
  - are encouraged to find solutions and answers not just by individual (independent) project work but also through collaborative pair and group work
  - have the opportunity to learn in a communicative and challenging environment where differences are respected and accepted
  - demonstrate the results of their learning through a product or performance.
- Being a teacher in a learner-centred classroom means that you will be playing an important role
  as a facilitator. You will be expected to guide, and facilitate, the learning process with a focus on
  the active use of authentic language and on the development of learners' sense of autonomy.

#### 2. THE NEW FRENCH CURRICULUM

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

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

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

#### 2.1 Specific aims for the French subject

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

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

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

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

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

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

<sup>\*</sup> NaCCA, Ministry of Education, Republic of Ghana

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

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

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

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

#### 3. HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM FOR BASIC 8

BASIC 8					
6 Strands (6 Thèmes)	14 Sub-strands (14 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
FAIRE CONNAISSANCE	Parler des professions et des métiers	B8.1.5.1 Comprendre et s'exprimer sur les professions et les métiers	B8.1.5.1.1 Réception orale/ Compréhension de l'oral B8.1.5.1.2 Production orale/ Interaction orale B8.1.5.1.3 Réception écrite/ Compréhension des écrits B8.1.5.1.4 Production écrite/ Interaction écrite/ Interaction écrite	2–10	18–27
	Entrer en contact par téléphone	B8.1.7.1 Comprendre et réagir à une conversation téléphonique	B8.1.7.1.1 Réception orale/ Compréhension de l'oral B8.1.7.1.2 Production orale/ Interaction orale B8.1.7.1.3 Réception écrite/ Compréhension des écrits B8.1.7.1.4 Production écrite/ Interaction écrite/ Interaction écrite	11–18	28–33
	Inviter et accepter ou refuser une invitation	B8.1.8.1 Comprendre une invitation et exprimer l'acceptation ou le refus d'une invitation	B8.1.8.1.1 Réception orale/ Compréhension de l'oral B8.1.8.1.2 Production orale/ Interaction orale B8.1.8.1.3 Réception écrite/ Compréhension des écrits B8.1.8.1.4 Production écrite/ Interaction écrite/ Interaction écrite	19–26	34–39

BASIC 8					
6 Strands (6 Thèmes)	14 Sub-strands (14 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
L'ENVIRONNEMENT	Parler de son lieu d'habitation	B8.2.1.1 Comprendre et s'exprimer sur sa ville et son village	B8.2.1.1.1 Réception orale/ Compréhension de l'oral B8.2.1.1.2 Production orale/ Interaction orale B8.2.1.1.3 Réception écrite/ Compréhension des écrits B8.2.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite	30–37	42–47
	Parler de son pays	B8.2.3.1 Comprendre et s'exprimer sur son pays	B8.2.3.1.1 Réception orale/ Compréhension de l'oral B8.2.3.1.2 Production orale/ Interaction orale B8.2.3.1.3 Réception écrite/ Compréhension des écrits B8.2.3.1.4 Production écrite/ Interaction écrite/ Interaction écrite	38-45	48–53
	Parler du temps qu'il fait	B8.2.4.1 Comprendre et s'exprimer sur le temps qu'il fait	B8.2.4.1.1 Réception orale/ Compréhension de l'oral B8.2.4.1.2 Production orale/ Interaction orale B8.2.4.1.3 Réception écrite/ Compréhension des écrits B8.2.4.1.4 Production écrite/ Interaction écrite/ Interaction écrite	46–53	54–60
LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS	Parler des moyens de transport et des horaires	B8.4.5.1 Comprendre et s'exprimer sur les moyens de transport et les horaires	B8.4.5.1.1 Réception orale/ Compréhension de l'oral B8.4.5.1.2 Production orale/ Interaction orale B8.4.5.1.3 Réception écrite/ Compréhension des écrits B8.4.5.1.4 Production écrite/ Interaction écrite/ Interaction écrite	56–65	62–71

	BASIC 8				
6 Strands (6 Thèmes)	14 Sub-strands (14 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
LES ACHATS	Parler de la quantité et de la qualité des choses	B8.5.2.1 Comprendre et s'exprimer sur la quantité et la qualité des choses	B8.5.2.1.1 Réception orale/ Compréhension de l'oral B8.5.2.1.2 Production orale/ Interaction orale B8.5.2.1.3 Réception écrite/ Compréhension des écrits B8.5.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	68–78	73–79
	Faire des courses	<b>B8.5.3.1</b> Comprendre et faire des courses	B8.5.3.1.1 Réception orale/ Compréhension de l'oral B8.5.3.1.2 Production orale/ Interaction orale B8.5.3.1.3 Réception écrite/ Compréhension des écrits B8.5.3.1.4 Production écrite/ Interaction écrite/ Interaction écrite	79–89	80–87
	Faire une réservation	B8.5.4.1 Comprendre et faire une réservation	B8.5.4.1.1 Réception orale/ Compréhension de l'oral B8.5.4.1.2 Production orale/ Interaction orale B8.5.4.1.3 Réception écrite/ Compréhension des écrits B8.5.4.1.4 Production écrite/ Interaction écrite/ Interaction écrite	90–96	88–93

	BASIC 8				
6 Strands (6 Thèmes)	14 Sub-strands (14 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
LES LOISIRS	Parler de l'habillement et de la mode	B8.6.1.1 Comprendre et s'exprimer sur l'habillement et la mode	B8.6.1.1.1 Réception orale/ Compréhension de l'oral B8.6.1.1.2 Production orale/ Interaction orale B8.6.1.1.3 Réception écrite/ Compréhension des écrits B8.6.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite	100–111	94–102
	Parler des sports	B8.6.2.1 Comprendre et s'exprimer sur les activités sportives	B8.6.2.1.1 Réception orale/ Compréhension de l'oral B8.6.2.1.2 Production orale/ Interaction orale B8.6.2.1.3 Réception écrite/ Compréhension des écrits B8.6.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite	112–121	103–110
	Parler des passe-temps	B8.6.3.1 Comprendre et s'exprimer sur les passe-temps	B8.6.3.1.1 Réception orale/ Compréhension de l'oral B8.6.3.1.2 Production orale/ Interaction orale B8.6.3.1.3 Réception écrite/ Compréhension des écrits B8.6.3.1.4 Production écrite/ Interaction écrite/ Interaction écrite	122–129	111–116
LES PROJETS D'AVENIR	Situer un événement dans le futur	B8.8.1.1 Comprendre et situer un événement dans le futur	B8.8.1.1.1 Réception orale/ Compréhension de l'oral B8.8.1.1.2 Production orale/ Interaction orale B8.8.1.1.3 Réception écrite/ Compréhension des écrits B8.8.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	132–139	118–124

#### 4. STRUCTURE AND SPECIAL FEATURES IN THE FRENCH LEARNER'S BOOK FOR BASIC 8

#### 4.1 Structure

- <u>6 Themes</u> (following the 6 strands of the new French curriculum for Basic 8)
- <u>14 Units</u> (following the 14 sub-strands and respective content standards and core competencies of the new French curriculum for Basic 8)
- <u>Coverage of all the curriculum indicators within each unit</u> (Réception orale/ Compréhension de l'oral; Production orale/ Interaction orale; Réception écrite/ Compréhension des écrits; Production écrite/ Interaction écrite).

#### 4.2 Special features

#### SPECIAL FEATURES in the French Learner's Book for Basic 8

#### **Aims and Objectives:**

- to address the core features, criteria, attitudes, values and skills of the Common Core Programme/ new French curriculum for Basic 8
- to provide a Learner's Book that is user-friendly, easy-to-navigate and a relevant tool for a task-based/ interactive classroom environment
- to help learners to deepen their learning through knowledge application, in order to develop critical thinking and problem-solving skills, as well as the ability to explain reasoning and generate creative ideas.

Feature	Description
Commençons!	<ul> <li>✓ Quick activities to warm-up and get the learners in a relaxed and right mental state.</li> <li>✓ Introduces the content slowly and gradually.</li> <li>✓ Provides an opportunity (wherever relevant and appropriate) to review the required core competencies from previous units.</li> <li>✓ Builds excitement for the new content to be learnt in the unit.</li> <li>✓ Prompts debates and content integration with ICT.</li> <li>✓ Allows for diagnostic assessment.</li> </ul>
Pair work  Group/ class work	✓ Pair, group or class work activities (in addition to individual activities) are presented throughout the book for teamwork, interaction and collaboration.
A variety of texts (dialogues, songs, poems, simple stories, comic strips, articles, etc.)	<ul> <li>✓ Texts which use language that is appropriate to the level, age, knowledge and background of the learners.</li> <li>✓ Representation of Ghana's diversity.</li> <li>✓ Gender balance and no gender stereotypes.</li> <li>✓ Social inclusiveness.</li> <li>✓ Texts that are diverse, consistent, relevant to the themes and clearly presented to the learners.</li> </ul>
	When you see this icon in the Learner's Book, remember that there is an audio file available for you/ your learners.  Create your teacher account, login and listen to all the tracks here:  https://www.cambridge.org/go/resources/Essential-French-Junior-Secondary

Feature	Description
Illustrations and Photos	<ul> <li>✓ A selection of high-quality illustrations and photos that provides a good balance with the texts and content of the book.</li> <li>✓ Captions and labels that are simple, relevant, appropriate and clear.</li> <li>✓ Images and photos that reflect a variety of learners (including those with special needs) and that reflect gender balance and social inclusiveness.</li> <li>Note:</li> <li>We suggest that you use the text and images on the theme-opener pages as conversation-starters (and as a quick diagnostic assessment tool) at the beginning of each theme.</li> </ul>
Écouter (Réception orale/ Compréhension de l'oral)  Parler (Production orale/ Interaction orale)  Lire (Réception écrite/ Compréhension des écrits)  Écrire (Production écrite/ Interaction écrite/ Interaction écrite/	<ul> <li>✓ Sections have been carefully written to match all the indicators of the new curriculum.</li> <li>✓ Activities (to be performed inside and outside the classroom) are accurate, current and assist learners in acquiring the four basic communicative skills of listening, speaking, reading and writing.</li> <li>✓ Instructions are consistent and presented simply and clearly.</li> <li>✓ Content is appropriate to the level of the learners, their age and their possibly different backgrounds, unique individual difference and specific learning paces.</li> <li>✓ Representation of Ghana's diversity.</li> <li>✓ Gender balance and no gender stereotypes.</li> <li>✓ Social inclusiveness.</li> <li>✓ Involvement of the school and home communities.</li> </ul>
Feature boxes  O  O  O  O  O  O  O  O  O  O  O  O  O	<ul> <li>✓ Provide further information about a particular section of content.</li> <li>✓ Content integration with ICT.</li> <li>✓ Research activities that encourage innovativeness through creative and critical thinking.</li> <li>✓ Offer learners the opportunity to apply knowledge innovatively to solve everyday problems and to develop a keen interest in their personal development.</li> <li>✓ Emphasis on the three profiles of learning behaviour dimensions: Knowledge and Understanding; Application of Knowledge; Attitudes, Values and Process Skills.</li> <li>✓ Give learners the opportunity to self-assess their knowledge as they progress.</li> <li>✓ Extra activities for multi-ability learning.</li> <li>✓ Use of local materials.</li> <li>✓ Useful reminders and recaps of content learnt previously, for an easy and gradual progression (allowing for regular reviews of the required core competencies).</li> <li>✓ Challenge learners to find answers to their own questions.</li> </ul>
Pronunciation  Prononciation	<ul> <li>✓ Information, hints and suggestions to ensure great sound recognition and pronunciation of the French language.</li> <li>✓ A fantastic help and tool that assists learners in building confidence while maximising the effectiveness of their listening and speaking activities.</li> </ul>

Feature	Description
	Note:  Wherever appropriate, we suggest that you contrast sounds to avoid confusion in recognition.  Read and repeat, as many times as necessary, any group of words that you
	provide as examples, stressing the respective sounds as appropriate.
	Always provide the opportunity for learners to get their tongues around the sounds (so that they can gain confidence and a better understanding of how the different sounds are produced).
	When learners do oral production activities, make sure that you check and correct pronunciation. (Find the best and most appropriate time to do this to avoid both breaking the natural flow of communication and causing learners to feel demotivated by over-correction.)
	We also recommend the use of contemporary technology to record learners' oral practice activities. These recordings can then be played back to the learners to help them improve their own French pronunciation.
Le sais-tu?	<ul> <li>✓ Introduces interesting curiosities or cultural facts.</li> <li>✓ Promotes core competencies in the learners, encouraging them to reflect critically and to develop a sense of cultural identity and global citizenship within themselves.</li> </ul>
New/ Challenging words * and Phrases or expressions  Vocabulaire  * Glossaire	<ul> <li>✓ These build the learners' French vocabulary gradually and give them the confidence to understand, in context, French words and phrases that might be new or a bit more challenging.</li> <li>✓ New vocabulary words are highlighted in the texts with this symbol and defined (in order of appearance) in "Vocabulaire" boxes near the text. Important new phrases (or expressions) are defined in Phrase boxes and marked in blue in the text. All of these new words and phrases/ expressions are also listed (alphabetically and with their meanings clearly explained) in the "Glossaire" section at the end of the Learner's Book.</li> </ul>
	Note:  We highly recommend that you encourage your learners to:  a) try to guess the meaning of the new/ challenging vocabulary (by focusing – initially and before they consult the "Vocabulaire"/ Phrase boxes or the "Glossaire" – on the general context of the sentence/ paragraph/ text where the words/ phrases/ expressions appear). In this way, learners will begin to realise that communication in a foreign language should become, over time and with consistent practice, an instinctive process where words will flow naturally and without the need for constant translation or understanding of every single word.
	b) build their own personal dictionary ("Dictionnaire personnel") to give them the independent responsibility for organising their new learning and knowledge acquisition in a practical and meaningful way. If learners have already started to build a personal French mini-dictionary in Basic 4 to Basic 6, they can simply build on what they have already done. Otherwise, we suggest that they start building their own French dictionary from now on.

Feature	Description
	For their "Dictionnaire personnel" learners can, for example, list all the words from each "Vocabulaire illustré" sections (whenever these appear within the units), from the "Glossaire" section (at the end of the Learner's Book) as well as any other words that they may find personally useful to include, for easier memorisation and quick reference. Learners can decide if they prefer to organise their own dictionaries alphabetically or simply by theme or unit.
	It is important that you check your learners' personal dictionaries regularly, to both identify any mistakes and ensure that learners know that the project is to be done continuously and should be taken seriously.
	Depending on the academic strength of your learners, you may also decide to have a "Dictionnaire de classe". This is a version of the "Dictionnaire personnel" concept, but contributed to by all the learners for permanent display in the classroom.
Observer et apprendre	<ul> <li>✓ Explains language skills and key elements of grammar in a simple and clear way, in context, with examples and always with the task-based and communicative approaches in mind.</li> <li>✓ Takes into account different learning paces.</li> <li>✓ Prompts problem-solving and subject understanding.</li> <li>✓ Facilitates multi-ability learning.</li> </ul>
Pour s'amuser	✓ These provide additional and appropriate content/ activities, inviting your learners to have fun while practising their language and communication skills.
Pratiquer, Pratiquer, Pratiquer!	<ul> <li>✓ An opportunity for you to assess your learners.</li> <li>✓ Learners can revise content while reviewing the required core competencies.</li> <li>✓ Learners have the opportunity to self-assess their knowledge.</li> <li>✓ Review questions.</li> <li>✓ Assessment exercises with an inclusive approach to assessment for learning, as learning and of learning.</li> <li>✓ Takes into account different learning paces.</li> <li>✓ Representation of performance indicators.</li> </ul>
	We suggest that you encourage your learners to self-assess/ check their knowledge and progress regularly. To assist them with this, you may wish to provide your learners with individual copies of the "Monitoring own progress" and "Self-assessment of activity performance" templates (included on pages 134–136, in Section C, of this Facilitator's Guide).
Tableaux de référence	<ul> <li>✓ A "help zone" in the Learner's Book.</li> <li>✓ Quick summaries/ reminders of some generic language skills and key elements of grammar that learners have already learnt in previous years (and which they are likely to keep using as they progress).</li> <li>✓ A list of some key French verbs (conjugated in the moods/ tenses that are addressed at this particular level), for ease of reference throughout the year.</li> </ul>

# 5. SUGGESTED YEARLY SCHEME OF LEARNING (BY TERM) FOR FRENCH BASIC 8

WEEKS		TERM 1 (12 weeks)	TERM 2 (12 weeks)	TERM 3 (12 weeks)	
		Sub-S	Strands		
1	(50 min × 3 periods)			Faire des courses	
2	$(50 \text{ min} \times 3 \text{ periods})$	Parler des professions et des métiers	Parler de son pays	Faire une réservation	
3	$(50 \text{ min} \times 3 \text{ periods})$		Parler du temps		
4	(50 min × 3 periods)		qu'il fait		
5	$(50 \text{ min} \times 3 \text{ periods})$	Entrer en contact par téléphone		Parler de l'habillement et de la mode	
6	$(50 \text{ min} \times 3 \text{ periods})$		Parler des moyens de transport et des horaires		
7	$(50 \text{ min} \times 3 \text{ periods})$	Inviter et accepter ou		D 1 1	
8	(50 min × 3 periods)	refuser une invitation		Parler des sports	
9	(50 min × 3 periods)		Parler de la quantité et de la qualité des choses	Daylor dos passa tamana	
10	(50 min × 3 periods)	Parler de son lieu d'habitation		Parler des passe-temps	
11	(50 min × 3 periods)		Faire des courses	Situer un événement	
12	(50 min × 3 periods)	Parler de son pays		dans le futur	

#### **SECTION B: STEP-BY-STEP TEACHING GUIDELINES**

#### Thème ( **FAIRE CONNAISSANCE**

#### **UNITÉ 1** Je suis boulanger-pâtissier!



Suggested teaching time:

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

Parler des professions et des métiers

#### Introduction

In this unit, learners will be revising the topic of jobs and occupations and the vocabulary that they have learnt in previous years.

Following on from what has been suggested for Basic 7, it is important that you encourage learners to build, from this very first unit, their own "Dictionnaire personnel". This will enable them to keep a record of all the new vocabulary learnt, step by step, in a meaningful and memorable way, while giving them the opportunity to develop a certain level of autonomy.

In this initial unit of the Learner's Book, learners will also revise and be introduced to key French verbs and language concepts - in a fun and very practical way.

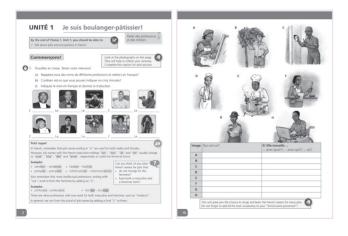
They will learn a lot of new French vocabulary, as well as extra language structures, which will enable them to ask about people's jobs, and talk about the topic in general, in even more detail.

Learners will know and understand the difference between "Il/ Elle est ..." and "C'est un/ une ..." when referring to the job that someone else does.

They will also learn when to use the prepositions ("dans", "au", "à la", "à l'", "aux" or "chez") when indicating the specific place or building where someone works.

# (C) RESOURCES

• Learner's Book: pp. 2–10



#### **Optional extra materials:**

- Posters, flashcards and extra photos from old magazines
- Word cards and word walls
- Manila cards

- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# KEY WORDS

- Profession
- Métier
- Occupation
- Avocat(e)
- **Journaliste**
- Mécanicien/ Mécanicienne
- ★ Infirmier/ Infirmière
- Photographe
- Vendeur/ Vendeuse
- Facteur/ Factrice
- Pompier/ Pompière

- ★ Informaticien/
  - Informaticienne
- ★ Professeur(e)
- ★ Docteur(e)
- ★ Médecin
- ★ Couturier/
  - Couturière
- \* Chauffeur
- ★ Menuisier/
  - Menuisière
- **★** Cultivateur/
- Cultivatrice

- ★ Pilote★ Vêtement★ Avion
- ★ Peintre★ Carte postale
- ★ Agent de police
  ★ Acteur/ Actrice
  ★ Musicien/
  ★ Ordinateur
  Musicienne
  ★ Aiguille
  ★ Boulanger(-pâtissier)/
  ★ Piano
  Boulangère
  ★ Fleur
  (pâtissière)
  ★ Charagur
- ★ Cuisinier/ Cuisinière
  ★ Elève
  ★ Fermier/ Fermière
  ★ Client
  ★ Sculpteur(e)
  ★ Passager
  ★ Mannequin
- ★ Retraité(e)★ Équipe d'enseignants
- \* Marteau
  \* École
  \* Poste
  \* Clou
  \* Marché
- ⋆ Tissu⋆ Boulangerie-pâtisserie
- \* Machine à coudre
  \* Gants chirurgicaux
  \* Tableau
  \* Voiture
  \* Poêle
  \* Stéthoscope
  \* Aéroport
  \* Restaurant
  \* Hôtel
  \* Hôpital
  \* Boutique
  \* Tribunal
- \* Animaux

In addition to the key words, this unit also revises and introduces some key sentences, such as:

- Quelle est ta/ votre/ sa profession?
- Quelle est ton/ votre/ son occupation?
- Quel est ton/ votre/ son métier?
- Quel métier exerces-tu?/Quel métier exercez-vous?
- Quel métier exerce-t-il/ elle?
- Tu fais quel travail?/ Vous faites quel travail?/Il/ Elle fait quel travail?
- Qu'est-ce que tu fais dans la vie?/ Qu'est-ce que vous faites dans la vie?/ Qu'est-ce qu'il/ elle fait dans la vie?
- Tu travailles où?/ Vous travaillez où?/ Il/ Elle travaille où?
- Avec qui/ quoi/ où travailles-tu?/
- Avec qui/ quoi/ où travaillez-vous?/ Avec qui/ quoi/ où travaille-t-il/ elle?/
- Tu travailles avec qui/ quoi/ où?/
- Vous travaillez avec qui/ quoi/ où?/
- Il/ Elle travaille avec qui/ quoi/ où?

- Qu'est-ce que tu veux devenir? Qu'est-ce que tu veux être dans l'avenir?
- Je suis .../ Je travaille comme ...
- Il/ Elle est .../ Il/ Elle travaille comme ...
- Ils/ Elles sont .../ Ils/ Elles travaillent comme ...
- C'est un .../ C'est une .../ Ce sont des ...
- Je veux devenir/ être ... (dans l'avenir).
- J'aimerais être ... (dans l'avenir) parce que/ car ...

#### **GUIDELINES AND SUGGESTIONS**

- Start teaching this theme by prompting the learners to observe the top section of the unitopener (page 2 of the Learner's Book).
- Give learners a couple of minutes to engage and familiarise themselves with the title of the unit ("Je suis boulanger-pâtissier!"), the sub-strand ("Parler des professions et des métiers") and the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Tell learners that, throughout this unit, they will be learning a lot of new vocabulary on the topic of jobs and occupations. Following on from what they did in Basic 7, encourage learners to add the new words to their "Dictionnaire personnel" as they go along.
- As an extra fun activity (which will certainly keep your class engaged, excited and curious to learn more), tell learners that, throughout the unit, they will read the names of different professions/ occupations in French. When they come across a profession/ occupation, they should raise their hands and say "Profession! Métier!" aloud. When that happens, invite them to share the word they found with you and with the rest of the class.
- Clarify to learners that, even though the French words "occupation", "profession" and "métier" are synonymous, their meanings are slightly different. "Occupation" refers to the generic term "job".

  Then, within the range of different "occupations" (jobs), we can distinguish between "professions" and "métiers". A "profession" refers to a highly qualified or more intellectual type of job (normally requiring a university qualification) while "métier" refers to a less qualified or more practical/technical type of job (which might require a very specific and very technical qualification).

# COMMENÇONS!

This warm-up activity provides an opportunity for learners to revise what they have previously learnt about jobs and occupations in French. We suggest that you use it for diagnostic assessment.

- 1. a)-c) Ask learners to read the instructions.
  - As a class, learners say the names of any professions/ occupations, in French, that they can quickly think of.
  - Write the names of those professions/ occupations on the writing board as learners say them aloud.
  - Let them provide the respective translation and, as a challenge, encourage them to provide the feminine form of each job name (if applicable).
  - Check their pronunciation.
  - The photographs on the page provide visual reference to learners and prompt them to identify the names of professions and occupations that they have already studied extensively.
  - Ask them to complete the captions with the correct name of the profession/ occupation.
  - Monitor, guide and assist learners as required.
  - Bring learners' attention to the "Petit rappel" box at the bottom of page 2 of the Learner's Book.
  - Read through the text with your class and provide any extra examples that you may find relevant and appropriate.
  - Check for good understanding and answer any queries that your class may have.
  - Challenge learners by prompting them to answer the questions from the Question box (in the "Petit rappel"). You can give a hint to learners by saying that they can re-look at the photos on the page (and re-read their respective captions) as those might help them with some very good examples to answer both questions. Accept any correct answers, for example:
    - Names of jobs that do not change for the feminine: journaliste, photographe, agent de police, pilote, vétérinaire, etc.
       Note: Learners should be able to find a pattern in these groups of words all have an ending "e".

• Names of jobs that have both a masculine and a feminine form: avocat(e), mécanicien/ mécanicienne, infirmier/ infirmière, fermier/ fermière, professeur(e), etc.

#### **EXTRA ACTIVITY**

- Depending on the academic level of your learners, you may like to play a few, or all, of the following videos from YouTube:
  - https://www.youtube.com/watch?v=zb7Pkgx8YHA
  - https://www.youtube.com/watch?v=IXrBEYSV\_K0
  - https://www.youtube.com/watch?v=bhQQbMs3Uhs
  - https://www.youtube.com/watch?v=ar1EX3qsF9k
- These videos could be used (ahead of the activities that will follow in the unit) as quick and extra warm-up/ visual references for learners.
- Explain and discuss any new vocabulary that learners may not know or understand.
- Remind the learners to add the new words to their "Dictionnaire personnel".
- Learners should pay careful attention to both masculine and feminine forms provided in the videos. When only the masculine form is provided in a video, challenge learners by asking them to say the feminine form aloud (should there be one).
- Assist and guide learners as necessary.

#### **Indicator:**

 B8.1.5.1.1: Écouter, comprendre et réagir à un texte dans lequel l'on parle des professions et des métiers

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

- 1. Learners observe the images (A–F) on page 3 of the Learner's Book and should start thinking, to themselves, how to say the name of each person's profession in French.
  - Learners listen to the texts attentively and match each person (1–6) to the right image (A–F).

# Listening activity script

1.

**Interviewer:** Vous faites quel travail? **Personne 1:** Je suis cultivatrice.

2.

**Interviewer:** Quel est votre métier? **Personne 2:** Je suis menuisière.

3.

Interviewer: Qu'est-ce que vous faites dans la vie?

**Personne 3:** Je suis couturier.

4.

Interviewer: Quel métier exercez-vous?

**Personne 4:** Je suis chauffeur.

5.

**Interviewer:** Quelle est votre profession?

Personne 5: Je suis médecin.

6.

Interviewer: Quelle est votre occupation?

**Personne 6:** Je suis professeur.

- Bring learners' attention to the following questions from the text that they have just listened to:
  - Vous faites quel travail?
  - Quel est votre métier?
  - Qu'est-ce que vous faites dans la vie?
  - Quel métier exercez-vous?
  - Quelle est votre profession?
  - Quelle est votre occupation?
- Correct the activity and clarify any queries that your class may have.

# Answers

1.	Image	A	В	C	D	E	F
	Qui parle?	5	2	4	2	6	1
	(Personne 1, 2, 3, 4, 5, 6)	)	3	4		U	1

 After providing the answers, write the following sentences on the writing board and read them aloud to the learners:

Image A - a) C'est une (femme) médecin.

b) Elle est médecin.

Image B - a) C'est un couturier.

b) Il est couturier.

Image C − a) <u>C'est un</u> chauffeur.

b) Il est chauffeur.

Image D - a) <u>C'est une</u> menuisière.

b) Elle est menuisière.

Image E - a) <u>C'est un</u> professeur.

b) Il est professeur.

Image F - a) <u>C'est une</u> cultivatrice.

- b) Elle est cultivatrice.
- Learners to notice the differences between sentences a) and b). Allow them a couple of minutes to think about it.
- Draw learners' attention to the "Observer et apprendre" box, at the top of page 4 of the Learner's Book.

# Observer et apprendre

#### How to talk about people's professions in French

- Take some time to go through this "Observer et apprendre" box with your class. It is crucial that they understand that, when talking about someone's profession, the indefinite articles (un/une/des) are never placed after the structure [name of the person or subject personal pronoun] + [verb "être"].
- Take them through the sentences that you have just written on the writing board (related to the previous activity) and through the examples of this "Observer et apprendre" box.
- Finish by adding that, when we want to refer to the job we would like to do one day (using the verbs "être" or "devenir"), the same omission of an indefinite article will apply. Take them through these specific examples (at the bottom of the "Observer et apprendre" box).
- Invite learners to refer to page 143 of the Learner's Book ("Tableaux de référence") should they feel the need to revise the indefinite articles further.

#### Pour s'amuser

- Ask learners to go back to page 3 of the Learner's Book and point out the "Pour s'amuser" on the page to them.
- 1. This first "Pour s'amuser" of the unit is an opportunity for learners to have fun while consolidating the name of the jobs that they have just listened to in the previous activity.
  - Bring their attention to the Question box in it.
  - This is a suggested homework activity.

 Once back in class, correct the activity by providing the answers to the word search puzzle exercise. Answer any queries that your class may have.

#### **Answers:**

1.	m	é	t	d	p	j	m	С	О	f	a	é	h
	С	h	a	u	f	f	e	u	r	q	j	w	с
	О	g	x	i	j	r	Ь	1	d	e	v	d	m
	u	Ь	t	h	e	p	r	t	Ь	t	a	X	i
	t	m	e	n	u	i	s	i	è	r	e	С	s
	u	a	g	m	e	x	О	v	z	e	Ь	é	p
	r	u	a	t	1	s	s	a	g	r	n	у	О
	i	r	k	r	f	О	q	t	e	u	f	v	1
	e	О	у	i	s	i	u	r	С	m	f	u	a
	r	t	m	é	d	e	С	i	n	s	s	k	t
	d	p	n	a	С	f	1	С	é	i	f	u	é
	p	r	О	f	e	s	s	e	u	r	z	С	n

 Prompt a class discussion around the questions indicated in the Question box (which learners should have already reflected about as part of their above suggested homework).

#### **Answers:**

- Médecin (the same form is used for masculine and feminine so no need to make any changes to it in the singular)
   For the plural (masculine or feminine), it changes to: Médecins
- Couturier (masculine, singular) changes
   to:

Couturière for feminine, singular Couturières for masculine, plural Couturières for feminine, plural

- Chauffeur (the same form is used for masculine and feminine so no need to make any changes to it in the singular)
   For the plural (masculine or feminine), it changes to: Chauffeurs
- Menuisière (feminine, singular) changes to:

Menuisier for masculine, singular Menuisières for feminine, plural Menuisiers for masculine, plural

- Professeur (masculine, singular)
   changes to:
   Professeure for feminine, singular
   Professeurs for masculine, plural
   Professeures for feminine, plural
- Cultivatrice (feminine, singular) changes to:
   Cultivateur for masculine, singular
   Cultivatrices for feminine, plural

Cultivateurs for masculine, plural

2. Learners read the instruction to the activity (on page 4 of the Learner's Book) and listen to the dialogue between Jean and Bridget. Learners should pay attention to the vocabulary and the

# Listening activity script

pronunciation.

#### **Tear**

Bonjour, je m'appelle Jean et je suis élève.

Dans l'avenir, je veux devenir vétérinaire parce que j'adore les animaux.

Ma mère est ingénieure et mon père est avocat. Mes grands-parents sont cultivateurs.

#### **Bridget**

Bonjour, je m'appelle Bridget et je suis élève aussi. Dans l'avenir, j'aimerais être comptable parce que j'adore faire des calculs.

Ma mère est musicienne et mon père est sculpteur. Mes grands-parents sont déjà retraités.

- Learners tick "Vrai" or "Faux" and make notes for themselves.
- Learners listen to the dialogue a second time and confirm that the correct boxes have been ticked.
- Invite five learners (one learner per statement) to share their answers in class. Learners correct the false sentences orally.
- The rest of the class compares their answers and state whether they agree or disagree.
   Allow learners to correct their peers, where appropriate.
- Monitor, guide and assist as necessary.

# **Answers**

- 2. a) Faux. Jean ne veut pas devenir pilote. Il veut devenir vétérinaire parce qu'il adore les animaux.
  - **b**) Vrai.
  - c) Vrai.
  - d) Faux. La mère de Bridget est musicienne.
  - e) Faux. Les grands-parents de Bridget sont déjà retraités, mais les grands-parents de Jean travaillent encore (ils sont cultivateurs).
  - Bring learners' attention to the words "ingénieure" and "sculpteur" which they have heard in the text. Write the two job names on the writing board and invite learners, as a class, to repeat them after you and say what they mean.
  - Invite two learners to come to the writing board to write the masculine and the feminine forms of each job name, respectively. (Answers: "ingénieur" and "sculpteuse")
  - Invite two more learners to come to the writing board to write the plural forms (masculine and feminine) of each job name, respectively. (Answers: "ingénieurs"/ "ingénieures"; "sculpteurs"/ "sculpteuses")
  - Correct and assist as necessary.

#### **Indicator:**

• B8.1.5.1.2: Parler des professions et des métiers

#### PARLER – Production orale/ Interaction orale

- A great way to start getting learners to talk, excitedly, about jobs and occupations in French is to ask them to think about (and to share with others) what they would like to become when they are older. This will bring them a sense of autonomy and creativity while practising key vocabulary (and searching for new words that they may need for their dialogues and presentations).
- **1.** a)-b) In pairs and taking turns, learners practise asking and answering questions about what they would like to become when they are older.

- Remind learners about the possible questions to be asked by reading the instruction to exercise a) aloud.
- Remind learners about the possible answers to those questions by reading the instruction to exercise b) aloud.
- Walk around the classroom, listening to learners' dialogues. Check their vocabulary, language structures and pronunciation.
   Assist and correct them where necessary.
- 2. a)-c) In groups of three, learners prepare and conduct interviews with other learners from their school to enquire about their favourite iobs.
  - Guide and assist learners as they prepare their interview questions.
  - Learners should take notes during the interview process, make a record of their results afterwards and share the top five favourities with the class.
- 3. In this activity, learners will be introduced to the use of the pronouns "quoi" and "qui" (after the preposition "avec") when asking "with what" and "with whom" someone works.
  - Start by reading the dialogues (A–C, on page 5 of the Learner's Book) aloud to your class. Learners listen attentively while noticing the new elements and the new vocabulary in the speech bubbles.
  - Point them to the Bell box (at the bottom of page 5 of the Learner's Book) and clarify any queries that they may have at this stage.
  - a) In groups of six and taking turns, learners role-play dialogues A–C.
    - Walk around the classroom, guiding and assisting where necessary.
    - Check learners' pronunciation and correct as appropriate.
  - b) Based on the information provided in the dialogues, learners try to guess the profession/ occupation of Madame Akuma/ Monsieur Ebo and Monsieur Ekow.
    - It will probably be quite easy for learners to guess the profession/ occupation of Madame Akuma (dialogue A) and Monsieur Ekow (dialogue C). Though, it might be a bit more challenging for them to figure out the job/ occupation of

Monsieur Ebo (dialogue B), considering that "tissu" (material) and "machine à coudre" (sewing machine) are probably new words to them.

**Note:** If needed, allow learners to use a dictionary. We suggest that, for this very specific activity, the use of the dictionary is only encouraged if learners are really struggling to guess the professions/ occupations by themselves.

# Answers

**3. b) Dialogue A:** Elle/ Madame Akuma est professeure.

Dialogue B: Il/ Monsieur Ebo est couturier.

Dialogue C: Il/ Monsieur Ekow est

médecin.

• Read the instruction to exercise c) aloud to your learners and ask them what it means (ie: what kind of information are they expected to provide in their answers). They should reply to your question by saying, for example: "We need to indicate where they (Madame Akuma/ Monsieur Ebo and Monsieur Ekow) work". Confirm and refer them to the "Observer et apprendre" box on page 6 of the Learner's Book. Allow learners enough time to study this "Observer et apprendre" box individually before you go through it, in detail, with your class.

# Observer et apprendre

#### How to talk about workplaces in French

- Take some time to go through the content of this feature box (and respective examples) with your class. It is important that learners understand when to use the different prepositions ("dans", "au", "à la", "à l'", "aux" or "chez") when indicating the specific place (or building) where someone works.
- Provide any extra examples, if necessary.
- For extra information on this topic, draw learners' attention to the Bell box at the bottom of page 6 of the Learner's Book.
- c) Still in their groups of six, learners should now discuss and answer the question.
  - Correct the activity and clarify any queries that your class may have.

Some answer sentences may vary slightly. Accept any correct ones. Some possible answers would be:

# **Answers**

- 3. c) Madame Akuma travaille dans une école.
  - Monsieur Ebo travaille dans son magasin/ chez lui/ dans une usine.
  - Monsieur Ekow travaille dans un hôpital/ une clinique/ un centre médical.
- **4.** a)—c) In this activity, learners work in pairs and imagine that they have a job.
  - Learners should ask the sample questions provided in b) and answer them by following the appropriate answer beginnings suggested in c).
  - Walk around the classroom, listening to their dialogues. Guide, correct and assist as necessary.
  - Refer learners to pages 146 and 149 of the "Tableaux de référence" section of the Learner's Book and prompt them to conjugate the verbs "travailler" and "faire" (in the present tense) as a class.
  - Challenge learners to conjugate (also in the present tense) the French verb "exercer" (which they found in one of the questions in b)). At this level, learners should be able to conjugate it easily, knowing that (like "travailler") it is a regular verb ending in "-er".

#### Pour s'amuser

- 1. Learners do this activity in pairs. One learner thinks of a profession/ occupation and mimes it. The other learner asks a few relevant questions (a maximum of 6) and tries to guess the profession/ occupation mimed by his/ her partner.
  - Walk around the classroom and check that learners are partaking in the activity as expected.
  - Check that they are asking and answering the appropriate questions and guide them as necessary.

Point learners to the Question box at the bottom of page 7 of the Learner's Book.
 Prompt a quick class discussion to answer the two questions in that feature box. (Answers: Yes, both words have a feminine form: "actrice" and "musicienne", respectively.)

#### **EXTRA ACTIVITY**

 Play the same activity game with your learners, as a class. This time, you will mime a profession/ occupation. Your class asks you questions and, based on the answers you provide, try to guess the profession/ occupation mimed.

#### **Indicator:**

• B8.1.5.1.3: Lire, comprendre et réagir à un texte simple sur les professions et les métiers

#### LIRE – Réception écrite/ Compréhension des écrits

- Learners read the text (on page 8 of the Learner's Book) and answer the questions that follow.
  - Allow enough time for learners to read the text to themselves.
  - Read the title of the text to your class and explain that a "boulanger-pâtissier" is a very traditional and specific type of job that we find in France.
  - Draw learners' attention to the Question box at the top of page 8 of the Learner's Book. (Answer: boulangère-pâtissière)
  - Invite five learners to read the text aloud (one learner reads the questions in bold while the other four (in turns) read one of the answers).
  - The rest of the class listens attentively.
  - Check for good understanding and pronunciation.
  - Guide and correct as necessary.
  - Allow enough time for learners to write the answers to the questions. We suggest that you set this activity as homework to give more time for learners to consolidate the new vocabulary.

# Answers

- a) Un boulanger-pâtissier est un spécialiste dans la confection des pains et des gâteaux.
  - b) Il peut travailler dans une boulangerie ou dans une pâtisserie.
    - **Note:** Explain to learners that sometimes these ("la boulangerie" and "la pâtisserie") are combined in one single shop, as we can see in the photograph at the bottom of page 8 of the Learner's Book.
    - Il peut aussi travailler dans un magasin d'alimentation, un restaurant ou un hôtel.
  - c) Ses horaires de travail sont assez durs parce qu'/ car il commence à travailler tard la nuit ou très tôt le matin. D'autre part, il travaille aussi pendant les week-ends et les jours fériés.
  - d) Ce métier est reconnu et admiré mondialement grâce à l'expertise des boulangers-pâtissiers et à la qualité de leurs produits.

**Note:** Learners' sentence answers may vary slightly. We suggest that, for d) in particular, you take the opportunity to revise (or to teach, should it be new for them) the use of the expression "grâce à".

- It is suggested that this research activity is conducted as part of homework. With this research, learners will have the chance to expand their knowledge on this very specific French cultural aspect. As part of learners' research activity, ask them to find some photos too.
- Invite learners to share the results of their research in class. Their presentations may vary but will likely include the following traditional French breads/ cakes (apart from "les baguettes", "les croissants", "les pains de campagne" and "les brioches" which are already mentioned in the text on page 8 of the Learner's Book):
  - les cannelés
  - les Paris-brests
  - les pains au chocolat
  - les éclairs
  - les tartes aux fruits
  - les macarons

#### Indicator:

 B8.1.5.1.4: Écrire pour parler des professions et des métiers

#### ÉCRIRE – Production écrite/ Interaction écrite

1. From the three lists provided on page 9 of the Learner's Book ("avec quoi"/ "avec qui" and "où"), learners select some relevant words in order to write sentences about five different jobs/ occupations.

**Note:** It is acceptable if learners only select words from one or two columns for some specific jobs/ occupations.

- Invite five learners each to share a sentence aloud.
- The rest of the class should listen attentively.
- Allow peer reviewing. Monitor, guide and correct as necessary.
- Learners' sentence answers will vary. Accept any correct sentences. Some possible answers would be:

# **Answers**

 Le/ La médecin travaille avec des gants chirurgicaux et un stéthoscope.
 Elle travaille avec des gens malades.
 Elle travaille dans un hôpital.

- Le boulanger-pâtissier/ La boulangèrepâtissière travaille avec des clients dans une boulangerie-pâtisserie.
- Le chauffeur/ La chauffeuse travaille avec une voiture. Il/ Elle travaille avec des passagers.
- Le/ La pilote travaille avec des avions.
   Il/ Elle travaille avec des passagers.
   Il/ Elle travaille dans un aéroport.
- 2. a)—b) This class project allows learners to create an almanac of jobs and occupations in French. It is a nice way to recap most of the vocabulary learnt (and revised) in this unit.
  - Ensure that learners include, for each job name, information about the utensils used in that particular job, with whom that job is performed and where.
  - Monitor, guide and correct as necessary.
- **3.** a)-b) Learners observe the images on page 10 of the Learner's Book and write a short text about each job/ occupation by completing the table provided.
  - Allow learners to check a dictionary, if necessary.
  - Correct learners' work. Their sentence answers may vary slightly. Accept any appropriate and relevant sentences.
     Below are a few possible answers:

# Answers

3. a

_	lisweis		
ı)	Image	Qui est-ce?	II/ Elle travaille
			avec quoi?/ avec qui?/ où?
	A	C'est une peintre.	Elle travaille avec des pinceaux et des peintures.
			Elle travaille avec des clients et des amateurs d'art.
			Elle travaille chez elle ou dans un studio.
	В	C'est un fermier.	Il travaille avec des arbres de fruit et des outils agricoles. Il travaille avec des
			cultivateurs.
			Il travaille dans une ferme.
	С	C'est un	Il travaille avec des fils électriques. Il travaille avec des clients.
		électricien.	Il travaille dans une entreprise ou chez ses clients.
	D	C'est une	Elle travaille avec des seringues et des médicaments. Elle travaille avec une
		infirmière.	équipe médicale. Elle travaille dans un hôpital/ une clinique/ un centre médical.
	E	C'est un cuisinier.	Il travaille avec une poêle et avec des aliments. Il travaille avec des clients.
			Il travaille dans un restaurant.
	F	C'est une	Elle travaille avec un tableau et une craie. Elle travaille avec des élèves.
		professeure.	Elle travaille dans une école.

G	C'est une (femme) Elle travaille avec des menottes. Elle travaille avec une équipe de policiers. Elle travaille dans un commissariat de police.	
Н		Il travaille avec un ordinateur. Il travaille avec des clients. Il travaille dans son bureau ou dans une entreprise.

- Bring learners' attention to the Bell box at the bottom of page 9 of the Learner's Book, as an extra challenge and for further practice.
- Ensure that learners change the gender and the number of the job names correctly. Ensure also that they replace "c'est" with "ce sont" and "travaille" with "travaillent" when writing their plural sentences.
- Guide and assist as necessary.

#### C'est l'heure de la dictée!

Following on from what was suggested for Basic 7, it may be a good idea, whenever you find it relevant and appropriate, that you do a dictation to your class at the end of a unit. This way, learners can consolidate the spelling of most of the vocabulary that has been revised, learnt and practised throughout that same unit.

- Make sure that you build on learners' excitement for the activity and that you allow them enough time to write down what they hear. You can start by saying aloud, excitedly: "C'est l'heure de la dictée!".
- For this unit in particular, we suggest that you select a few key job names, as well as a few key sentences (from the long list provided under "Key words" on pages 18 and 19 of this Facilitator's Guide). Alternatively, you can dictate the reference texts used for the listening activities of this unit (please refer to pages 21 and 22 of this Facilitator's Guide).

1	Notes:
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#### Tu veux laisser un message? **UNITÉ 2**



#### Suggested teaching time:

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

Entrer en contact par téléphone

#### Introduction

In this unit, learners will revise and build their knowledge on key vocabulary and concepts for communicating over the phone.

This unit reinforces the importance of oral communication, as a very important skill when learning a foreign language, and provides a great opportunity for learners to practise the content through role plays and pair/ group activities.

The use of the French pronoun "on" will be also addressed in this unit.

# (C) RESOURCES

# Learner's Book: pp. 11–18

#### **Optional extra materials:**

- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

- **★** Allô
- ★ Parler
- ★ Passer
- **★** Vouloir
- **★** Être
- **★** Quitter
- \* Rappeler
- ★ Entendre

- ★ Laisser
- \* Résidence
- ★ Appareil
- ★ Auditeur/ Auditrice
- ★ Téléphone (portable)
- \* Truc
- ★ Rendez-vous

In addition to the key words, this unit also revises and introduces key questions and expressions which are relevant to the topic of phone calls in French:

- ★ Bonjour, c'est ...
- ★ Qui est à l'appareil?/ Qui est-ce?/ C'est de la part de qui?
- ★ Ici la résidence/ le bureau/ l'agence de ...
- \* Ah bon!
- ★ Ah bon?/ Ah oui?/ C'est vrai?
- ★ Je voudrais parler au/ à la/ à l'..., s'il te/ vous plaît.
- ★ Pourrais-tu/ Pourriez-vous me passer ...?
- ★ Il/ elle est là?
- ★ Je te/ vous le/ la passe.
- ★ Ne coupe/ quitte pas./ Ne coupez/ quittez pas.
- ★ Pardon/ Je suis désolé(e), il/ elle n'est pas là.
- ★ Pardon, il/ elle ne peut pas répondre. Il/ Elle est occupé(e).
- \* Tu veux/ Vous voulez laisser un message?
- ★ Dis/ Dites-lui/ leur que j'ai appelé, s'il te/ vous plaît.
- ★ Peux-tu/ Pouvez-vous rappeler un peu plus tard, s'il te/ vous plaît?
- \* Rappelle/ Rappelez plus tard, s'il te/ vous plaît.
- ★ [Name of person or Madame, Monsieur, etc], on t'appelle/ vous appelle (demande) au téléphone.
- ★ Ok, j'arrive!
- ★ À qui ai-je l'honneur?
- ★ J'ai des trucs à faire.
- ★ Parle/ Parlez plus fort, s'il te/ vous plaît. Je n'entends rien.
- ★ Je t'/ vous entends mal.

#### **GUIDELINES AND SUGGESTIONS**

- Start teaching this theme by prompting the learners to observe the top section of the unitopener (page 11 of the Learner's Book).
- Give learners a couple of minutes to engage and familiarise themselves with the title of the unit ("Tu veux laisser un message?"), the sub-strand ("Entrer en contact par téléphone") and the Objectives box where learners will find what they can expect to achieve by the end of the unit.

# COMMENÇONS!

- 1. This is a warm-up and recap activity that allows for diagnostic assessment. It will help learners to revise the vocabulary that they have learnt in previous years and test their previous knowledge of basic expressions that are commonly used during phone calls in French.
  - Give learners enough time to read sentences

     a)-h), put them in the correct order and then
     use them to complete speech bubbles A-D
     of the activity (on page 11 of the Learner's
     Book).
  - Correct the activity by asking the class to tell you the right order of the sentences and by inviting four learners to complete the speech bubbles A–D on the writing board.

# Answers

- 1. The correct order of the sentences is: c)/ g)/ b)/ e)/ a)/ h)/ f)/ d)
  - The complete speech bubbles would be as follows:
  - A Allô! Qui est à l'appareil?
  - B Bonjour, Madame! C'est Monsieur Yeliyaga. Je voudrais parler au docteur Danso. Il est là?
  - C Oui, ne quittez pas, s'il vous plaît. Je vous le passe.
  - D Merci beaucoup.

- Bring learners' attention to the Bell box on page 11 of the Learner's Book. This feature box reminds learners that the questions "Qui est-ce?" or "C'est de la part de qui?" are possible alternatives to "Qui est à l'appareil?".
- 2. Read the complete dialogue (speech bubbles A–D) aloud to your class. Learners to repeat after you.
  - Check for good pronunciation and correct as necessary.
  - Check for good understanding and clarify any queries that your learners may have at this stage.
  - Ask learners to identify the different verbs used in sentences a) to h) and bring their attention to the infinitives listed under "Tableaux de référence, pp. 146, 148, 150" on page 11 of the Learner's Book.
  - Prompt learners to study the conjugations of those same verbs in the present tense. This can be set as a homework activity to allow learners enough time to study them properly.

#### **Indicator:**

 B8.1.7.1.1: Écouter, comprendre et réagir à une conversation dans laquelle des gens entrent en contact par téléphone

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

- 1. Tell learners that they will be listening to four different dialogues in French.
  - Point out the Bell box (at the top right of page 12 of the Learner's Book) to your class. It is crucial that learners understand that, when on a phone call (or listening to one) the focus should not be on trying to figure out the meaning of every single word but rather try to get the general meaning of what is being said.

- Play the following video from YouTube:
  - https://www.youtube.com/watch?v=RVKnkh4yP0Q
- At this stage, learners should just pay attention to the context, the vocabulary and the pronunciation.
- Depending on the academic strength of your class, we suggest that you play only the audio of the video (not the video itself) to your learners. This way, learners can focus on their listening skills without any visual reference (at least for the very first time they listen to these dialogues). This is an important aspect to be practised considering that, when engaging in normal phone calls, one does not have any visual references to rely on.
- 2.–3. Let learners read the questions for each dialogue (under exercise 3) to give them a preview of the type of information they should be paying attention to when listening to the dialogues (1–4) a second time.
  - Tell your class that you will be playing each dialogue again.
  - Encourage them to take notes this time, bearing in mind the type of questions that they will be answering next.
  - Prompt learners to re-read each set of questions and replay the video.
  - Give learners enough time to answer each question in writing.
  - Replay the video one last time so that they can check their answers.
  - Invite sixteen learners (one per question) to share their answers aloud. The rest of the learners should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct as necessary.

# Answers

#### 3. Dialogue 1

- a) Félix téléphone à Anatole.
- b) Oui, il est là.
- c) Félix téléphone à Anatole pour l'informer qu'il est en retard.

#### Dialogue 2

- a) Demain, il y a une réunion importante de 14h à 15h.
- b) Non, demain Sébastien n'est pas libre. Demain, il est en déplacement.
- c) Oui, Philippe est au bureau aujourd'hui.
- d) Maintenant, Philippe est en réunion.
- e) Non, samedi il est à Budapest.

#### Dialogue 3

- a) C'est Madame Langlois.
- b) Oui, un peu.
- c) Le rendez-vous, c'est mercredi à douze heures (à midi).

#### Dialogue 4

- a) Le monsieur veut un taxi pour aller à l'aéroport.
- b) C'est pour samedi, le 31, à 6 heures du matin.
- c) Son vol à Budapest quitte à 7h50 (du matin).
- **d**) Son numéro de téléphone, c'est le 06-00-57-98-75.
- e) Oui, il reçoit le numéro de réservation suivant: I 68 93.
  - Clarify any queries that your learners may have and assist them with any vocabulary that could be a bit more challenging for your class in general (for example, you may like to clarify that the French word "déplacement" means "trip").
  - Point out the Bell box (at the bottom of page 12 of the Learner's Book) to your class and remind learners to add any new vocabulary to their "Dictionnaire personnel".

#### **Indicator:**

• B8.1.7.1.2: Parler avec quelqu'un au téléphone

#### PARLER – Production orale/ Interaction orale

- 1. a) Learners work in groups of four and roleplay the dialogue on pages 13 and 14 of the Learner's Book.
  - Walk around the classroom, listening to your learners' role-plays.
  - Check for good understanding and pronunciation. Guide, assist and correct as necessary.

- b) Invite two groups of learners to present their role plays in front of the class.
  - Record the role plays and play them back to the learners so that they can check their pronunciation.
  - Learners should notice the new expressions in the dialogue. Their meanings are explained on page 15 of the Learner's Book.
  - Prompt learners to turn to page 15 of the Learner's Book and go through the Bell and the "Le sais-tu?" boxes with your class.
  - Take the opportunity to revise/ teach
     a few extra expressions (relevant and
     appropriate to the topic) to your class, for
     example:
    - À qui ai-je l'honneur?
    - Pourrais-tu/ Pourriez-vous me passer …?
    - Pardon/ Je suis désolé(e), il/ elle n'est pas là. Rappelle/ Rappelez plus tard, s'il te/ vous plaît.
    - Pardon, il/ elle ne peut pas répondre.
       Il/ Elle est occupé(e).
  - Clarify any queries that your class may have
  - Encourage learners to keep practising all these new expressions in their French phone calls (in and outside the classroom) and to record themselves whenever possible during their practice. Learners should then play their recordings back to themselves and correct their own pronunciation.
- 2. a)—b) Working in pairs and taking turns, learners should now imagine two different phone calls (one to set up a meeting and another one to invite someone to spend the weekend together).
  - Prompt learners to use a dictionary, if necessary, and to then add any new words to their "Dictionnaire personnel".
  - Walk around the classroom, listening to your learners' dialogues.
  - These dialogues should be short and simple and they will vary from group to group.
     Accept any appropriate ones.

- Check for good selection and use of vocabulary. Check also for good pronunciation.
- Guide and correct as necessary.
- **3.** a)—d) Working in different pairs and taking turns, learners are expected to be very creative with this activity while practising vocabulary and expressions in context.
  - Learners look at images A–E (at the bottom of page 15 of the Learner's Book) and imagine five different phone calls of their choice.
  - In their dialogues, it must be made very clear: who is being called by each person (A–E) as well as the subject of the phone call.
  - Prompt learners to use a dictionary, if necessary, and to then add any new words to their "Dictionnaire personnel".
  - Invite a few pairs of learners to role-play their dialogues in front of the class.
  - Monitor, guide, assist and correct as necessary.

#### Indicator:

• B8.1.7.1.3: Lire, comprendre et réagir à une conversation téléphonique

#### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on pages 16 and 17 of the Learner's Book and answer the questions that follow.
  - Allow enough time for learners to read the text to themselves.
    - **Note:** This dialogue has been made intentionally long. It allows learners to practise and revise, in context, useful vocabulary/ expressions and important grammar points. On the other hand, it is meant to make learners feel better prepared and more confident, gradually, to read some other longer passages in French (such as magazine and newspaper articles, books, etc).
  - Invite three volunteers to read the text aloud, by playing the different parts in the dialogue.
  - Check and correct their pronunciation, as necessary.

- Learners answer questions a)—f) individually. Let learners answer the questions in writing first. This can be set as a homework activity.
- Invite six learners (one per question) to share their answers aloud.
- Learners' sentence answers may vary slightly. Accept any correct ones. Some possible answers would be:

# Answers

- 1. a) L'animatrice de radio lance l'appel aux auditeurs/ auditrices d'intervenir par téléphone pour donner leur point de vue sur les avantages et les inconvénients de l'usage des téléphones portables.
  - **b**) Louis pense (à propos des avantages du téléphone portable) qu'il est très utile, pour appeler en cas d'urgence, et qu'il nous permet aussi de rester en contact en permanence.
  - c) Louis mentionne (à propos des inconvénients du téléphone portable) que seulement environ 15% des appareils portables sont recyclés.
  - d) L'animatrice de radio pense que le point de vue de Louis est très intéressant.
  - e) Joselyn pense que les téléphones portables sont addictifs parce qu'/ car ils sont équipés de nombreuses fonctionnalités (comme la caméra vidéo ou l'accès à l'internet, par exemple).
  - **f**) Oui, Joselyn l'utilise beaucoup. Pour elle, il est comme un petit ordinateur et elle le porte partout.
    - Before moving to the next activity, ask learners to go back to page 16 of the Learner's Book. Point out the "Petit rappel" box on the page and go through it with them. Learners should remember, from previous years, that "on" can be used as "nous" (in informal situations) as well as in the context of "people in general". From there, prompt your class to find an example of each of these two uses in the text (as suggested in the Bell box on the page) and to discuss their meanings in class.

#### Answers:

 Used as "nous") – On attend vos appels téléphoniques!

- Used as "people in general") Au monde entier, on discute souvent …/
   On peut aussi perdre l'intimité …
- Point out the in-text cross-reference on page 16 and invite learners to study the verb "entendre", in the present tense (with the help of the "Tableaux de référence" section, page 147 of the Learner's Book).
- Point out the Question box, on page 17 of the Learner's Book, and ask your learners if they can find any examples of direct and indirect object personal pronouns in the text that they have just read.
   Note: Before learners share their answers aloud, prompt them to recap these French personal pronouns with the help of the "Tableaux de référence" section (pages 141 and 142) of the Learner's Book.
   Answer: Yes, the following ones can be found in the text:
  - Direct object personal pronouns: Rappelez-nous!/ Merci de nous rappeler .../ Je vous entends mal.
  - Indirect object personal pronouns:
     Je vous lance l'appel .../ pour nous donner .../ dites-nous .../
- 2. a)—c) The purpose of this activity is to get your class to further practise the topic of phone calls in French, through real-life situations and following the example of the text that they have just read.
  - Prompt learners to think about their own opinions on the use of landline versus cell phone. Which one do they prefer and why?
  - Organise a class debate where you will play the role of a radio presenter and the learners, in turns, will call you in the studio to give their opinions on the subject, live and over the phone.

**Note:** For this particular unit, the focus should be on communicating over the phone and not on expressing an opinion in French. (Later in this series, learners will have the chance to learn, in detail, how to express their opinion in French.) For now – and for the purpose of this particular activity – encourage learners to use the basic expression "Je pense que ..." when giving their opinion via their phone calls.

#### Indicator:

• B8.1.7.1.4: Envoyer des messages par téléphone

#### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners to send messages to their friends via telephone.
  - Encourage them to be as creative as possible.
  - Invite three volunteers to share their messages in class, by writing them down on the writing board.
  - Correct as appropriate.
- 2. This is a good opportunity for learners to consolidate the vocabulary that they have revised and learnt throughout this unit.
  - Learners fill in the gaps with the appropriate words.
  - Invite a few learners to share their answers aloud. As the correct words for each gap are being provided, write them on the writing board to ensure good spelling.

# Answers

2. Madame Mensah: Allô! Ici la résidence de la

famille Mensah. Qui est à l'appareil?

Madame Ollennu: Bonjour, Madame Mensah!

C'est Ama Ollennu. Je voudrais parler à

Monsieur Mensah. Il est là?

Madame Mensah: Bonjour, Madame Ollennu!

Non, il n'est pas là. Vous

voulez laisser un message?

Madame Ollennu: Dites-lui que j'ai appelé, s'il

vous plaît.

Madame Mensah: Bien sûr, Madame Ollennu.

Attendez ... Mon mari arrive à la maison.
Un moment, s'il vous plaît.
Ne quittez/ coupez pas.

Je vous le passe.

Madame Ollennu: Merci beaucoup, Madame

Mensah.

Madame Mensah: De rien, Madame Ollennu.

Kofi, on t'appelle au

téléphone.

Monsieur Mensah: D'accord. J'arrive!

#### **EXTRA ACTIVITY**

• Once all the filling gaps have been completed, ask for three volunteers to role-play the dialogue in front of the class.

- Record the dialogue and play it back to the learners so that they can check their own pronunciation.
- Guide and correct as necessary.
- 3. By looking at the images provided (at the bottom of page 18 of the Learner's Book), learners are to use their creativity and imagine an appropriate phone call between the two ladies.
  - Learners should write the phone call, using as much vocabulary from the unit as possible.
  - Learners' texts will vary. Accept any correct dialogues. Check them and correct as appropriate and necessary.
  - Allow learners to rewrite their texts correctly once you have checked them.

#### C'est l'heure de la dictée!

- For this unit in particular, we suggest that you dictate a short dialogue (phone call) of your choice with as much vocabulary from the unit as possible.
- Prepare the dialogue beforehand, ensuring that it covers any expressions that may need a bit more practice or that could even be a bit more challenging to the learners when it comes to spelling.
- Check and correct learners' dictations.

#### Tu es libre ce vendredi soir? **UNITÉ 3**



#### Suggested teaching time:

Five hours (6 periods of 50 minutes each), over two weeks

Inviter et accepter ou refuser une invitation

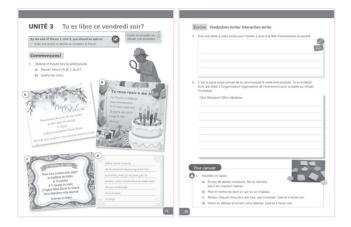
#### Introduction

The focus of this unit will be on invitations.

Learners will have the opportunity to revise and learn more on how to write an invitation in French, as well as responding when accepting or refusing it.

# (III) RESOURCES

Learner's Book: pp. 19–26



#### **Optional extra materials:**

- Extra invitation cards
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# KEY WORDS

- **★** Invitation
- ★ Célébrer
- \* Repas de marriage
- ★ Fête(-surprise)
- ★ Anniversaire
- \* Réveillon de fin d'année
- **★** Inviter
- ★ Accepter
- \* Refuser
- Baptême

In addition to the key words, this unit also revises and introduces some key expressions which are relevant to the topic of invitations in French:

★ Tu es/ Vous êtes libre ...? / Es-tu/ Êtes-vous libre ...?

- ★ Est-ce que tu peux/ vous pouvez venir/ aller ...?
- Tu veux/ Vous voulez venir ...?
- ★ Viens-tu/ Venez-vous chez moi/ chez nous ...?
- ★ Veux-tu/ Voulez-vous venir/ aller ...?
- ★ Je te propose/ vous propose d'aller ...
- ★ Je suis heureux/ heureuse de te/ vous inviter à ...
- ★ J'ai le plaisir de te/ vous inviter à ...
- ★ Merci de me confirmer ta/ votre présence avant
- ★ Je t'/ vous invite à célébrer ...
- ★ Je t'/ vous invite au/ à la/ à l'/ aux ...
- ★ J'attends ta/ votre réponse.
- ★ Je compte sur ta/ votre présence.
- ★ Oui, merci.
- \* Avec plaisir.
- ★ Oui, je suis libre.
- ★ J'accepte ton/ votre invitation (avec plaisir).
- ★ Non, je suis désolé(e).
- ★ Non, je ne peux pas.
- ★ Je suis occupé(e).
- ★ Je regrette. Je ne peux pas.
- ★ Je ne peux pas. Je suis (très) pris(e).

#### **GUIDELINES AND SUGGESTIONS**

- Start teaching this theme by prompting the learners to observe the top section of the unitopener (page 19 of the Learner's Book).
- Give learners a couple of minutes to engage and familiarise themselves with the title of the unit ("Tu es libre ce vendredi soir?"), the sub-strand ("Inviter et accepter ou refuser une invitation") and the Objectives box where learners will find what they can expect to achieve by the end of the unit.

• Clarify the meaning of "accepter"/ "acceptation" and "refuser"/ "refus" to ensure good understanding ahead of the activities that follow in the unit.

# COMMENÇONS!

- 1. This is a quick fun activity to get learners familiar with the topic while allowing for diagnostic assessment. Let learners observe images A–D on page 19 of the Learner's Book. Read the texts aloud to your class.
  - a)-b) Prompt learners to find the odd one out and to justify their choice.
    - Guide and correct as necessary.
    - Depending on the academic level of your class, you may like to encourage learners to justify their answer in French.

# Answers

1. L'intrus est <u>l'image D</u> parce qu'/ car elle <u>n'exprime pas une invitation</u>. L'image D est la <u>réponse</u> à une invitation. Elle exprime <u>le refus</u> à une invitation.

- Take the opportunity to do a quick class revision on the French personal pronouns (subject, direct object, indirect object and stressed) as well as on the possessive adjectives. Your learners should be quite familiar with these pronouns/ adjectives by now. However, it is certainly a good idea to check even if just as diagnostic assessment that this content is well consolidated. Depending on the academic level of your learners, you may decide to spend more or less time with this recap.
- Allow learners to refer to the "Tableaux de référence" section of the Learner's Book (pages 141, 142 and 144), afterwards and if necessary, as an extra possible way to help them revise those grammar contents easily and with some more examples.
- To get those same basic (yet key) grammar aspects revised in as much context as possible, ask learners to identify examples of them in the five images of the activity. Guide, assist and correct as necessary.

#### **Answers:**

Image	Personal pronoun  – subject	Personal pronoun  – direct object	Personal pronoun  – indirect object	Personal pronoun  – stressed	Possessive adjectives
A	Nous (sommes heureux)	vous (inviter)	nous (confirmer)		notre (repas) votre (présence)
В	Tu (veux venir) Je (t'invite)	(Je) t' (invite)		(chez) moi	mon (anniversaire)
С	Nous (vous invitons) Nous (attendons)	(Nous) <b>vous</b> (invitons)			votre (réponse)
D	Je (te remercie) je (ne peux pas) Je (suis)	(Je) te (remercie)	te (rendre visite)		ton (invitation)

- 2. Working as a class, learners imagine that they have been invited to the party whose invitation can be found at the top of page 20 of the Learner's Book.
  - a) Give learners a couple of minutes to engage with the content of the invitation itself.
- b)-d) Ask the questions, from the instruction to the exercise, aloud to your class. This can work as a diagnostic assessment in order for you to get a sense of how quickly, and easily, your learners can answer those questions without any help or visual reference at this stage. From there, point out the "Petit rappel" box (on page 20 of the Learner's Book) to your class and go through it with your learners in less or more detail, as you may find necessary and appropriate.

- Invite two volunteers each to answer questions b) and c) aloud in class and allow some discussion around the topic.
- Clarify any queries that may arise from your class and ensure good understanding and pronunciation.
- Learners' suggested answers may vary slightly. Accept any correct and appropriate ones. Guide, assist and correct as necessary. Some possible answers would be:

# Answers

- **2. b)** Oui, merci./ Avec plaisir./ Oui, nous sommes libres./ Nous acceptons ton invitation.
  - c) Non, nous sommes désolés./ Non, nous ne pouvons pas./ Non, nous sommes occupés.

    Note: Ensure that learners are clear that the invitation is addressed to them all, as a class, and that the person who makes the invitation is a friend. Therefore, prompt learners to answer using the subject personal pronoun "nous" as well as conjugating the verbs as such. Learners should then also use the French possessive adjective "ton" (invitation) in their answers.

    Depending on the academic level of your class, you may like to allow your learners to expand a bit more on their answers to these questions by, for example, adding a reason for the acceptance or the refusal of the invitation.

### **Indicator:**

 B8.1.8.1.1: Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle des gens acceptent ou refusent une invitation

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

- **1. a**)**-b**) Learners listen to dialogues A–D on page 20 of the Learner's Book.
  - Learners should be able to understand if each invitation is accepted or declined. Learners to tick the correct column of the table provided.
  - If necessary, let learners listen to the dialogues again and confirm their answers.



### Listening activity script

### Dialogue A

Frank: Coucou, Sophie! Je t'invite à ma fête

d'anniversaire, ce samedi, à douze heures trente, chez moi. Est-ce que tu peux venir?

Sophie: Bonjour, Frank! Oui, merci. Avec plaisir.

J'accepte ton invitation.

Frank: C'est super! Alors, à samedi!

Sophie: À samedi!

### Dialogue B

Ama: Bonjour, Rebecca! Ça va? Tu manges

avec moi, aujourd'hui, à la cantine?

Rebecca: Bonjour, Ama! Ça va bien, merci. Non,

je suis désolée, je ne peux pas manger avec toi aujourd'hui. J'ai un cours.

Ama: D'accord. Il n'y a pas de problème.

À demain!

Rebecca: À demain, Ama!

### Dialogue C

**Afua:** Salut, Elvis! Je te propose d'aller à la plage

cet après-midi. Tu es libre?

Elvis: Quelle bonne idée, Afua! Oui, merci.

Afua: À bientôt!

Elvis: À tout à l'heure, Afua!

#### Dialogue D

**Directrice:** Bonjour, Madame Atta!

Comment allez-vous? Je vous invite à la fête annuelle de notre communauté scolaire, demain, à dix heures du matin, à l'École Primaire Centrale du Ghana. Est-ce que je peux compter sur

votre présence?

Madame Atta: Bonjour! Merci beaucoup pour

votre invitation, Madame la Directrice. Non, je suis désolée, demain je suis occupée. Peut-être l'année prochaine je peux célébrer

avec vous ...

**Directrice:** Bien sûr. Il n'y a pas de problème.

Au revoir, Madame Atta!

Madame Atta: Au revoir, Madame la Directrice!

- Invite four learners (one per dialogue) to share their answers aloud.
- Guide and correct as necessary.



1. b)	Dialogue	Invitation acceptée 🗸	Invitation refusée X
	A	1	
	В		Х
	С	<b>√</b>	
	D		Y

- Before proceeding to the next set of activities, draw learners' attention to the in-text cross-reference at the bottom of page 20 of the Learner's Book. Invite your class to conjugate the key verbs "accepter", "refuser", "pouvoir" and "vouloir", in the present tense, aloud as a class.
- Check for good understanding and pronunciation. Correct as necessary.
- 2. Tell learners that they will be listening to eight different invitations and prompt them to close their Learner's Books. For now, as a first part of the activity, it is important that learners focus their attention on the vocabulary used and on its pronunciation. Read invitations A, C, D, E, F, H, J, K (on page 21 of the Learner's Book), clearly and slowly, aloud to your class.
  - a) Ask learners to reopen their Learner's Books on page 21 and to observe the list of invitations provided. Re-read the same eight invitations to your class.
  - **b)** Learners should recognise the sounds, words and sentences that they hear and tick the respective invitations (A, C, D, E, F, H, J, K).
    - Correct the activity by inviting a volunteer to share his/ her answers in class.

• B8.1.8.1.2: Inviter quelqu'un lors d'une conversation, accepter ou refuser l'invitation

### PARLER - Production orale/ Interaction orale

1. Read all the invitations of the previous activity (A–L) aloud to the class. Learners repeat after you.

- Check their pronunciation and correct as necessary.
- Following on from the pronunciation practice, draw learners' attention to the "Prononciation" box at the top of page 22 of the Learner's Book.
- Invite two learners each to read groups A and B, respectively. The rest of the class should listen attentively while noticing the similar sounds in each group.
- Learners should notice the common sound "e" in group A and the common sound "Ø" in group B. Provide any specific explanations or further examples that you may find relevant and necessary at this stage.
- Prompt your class to read the words "Manger" and "Plage". Learners should notice the sound "3". Take the opportunity to remind/ explain to learners that the letter "G" in French can be pronounced as a "hard G – [g]" (when followed by letters A, O, U or a consonant) or as a "soft G – [ʒ]" (when followed by letters E, I or Y).
- Provide any specific explanations or further examples that you may find relevant and necessary at this stage.
- 2. a)—d) Working in pairs and taking turns, learners should role-play twelve dialogues, using invitations A–L (from exercise 2 on page 21 of the Learner's Book) and imagining the respective responses to accept or decline them.
  - Learners should accept six of the invitations and decline the other six.
  - Prompt learners to use the expressions that they have already revised and learnt on how to accept or decline invitations in French.
  - Walk around the classroom, listening to the dialogues. Guide, assist and correct as necessary.
  - Ensure that both learners have the chance to make the invitation and to accept or decline it.
  - Invite three pairs of learners to present four of their dialogues in class where they should then accept two of the invitations and decline the other two.
  - Check for good pronunciation and correct as necessary.

- 3. Working in different pairs and taking turns, learners role-play scenes A–D of the dialogue on page 22 of the Learner's Book. Following on from the previous activity, this dialogue consolidates and builds on learners' vocabulary, in context and through a real-life situation. It also introduces a new expression ("Être pris(e)") to the learners.
  - Walk around the classroom, listening to the dialogues. Guide, assist and correct as necessary.
  - Invite a few pairs of learners to present their dialogues to the class.
  - Check for good understanding and pronunciation. Assist and correct as necessary.
  - Bring learners' attention to scene C and read the boy's speech bubble aloud. From there, prompt your class to turn to page 23 of the Learner's Book.

## Observer et apprendre

### More about declining an invitation in French

- Go through this "Observer et apprendre" box with the learners.
- Check for good understanding and pronunciation. Assist and correct as necessary.
- Clarify any queries that your class may have.
- 4. a)—d) This is another great activity to encourage learners to practise the topic of invitations in French. This time, by looking at the illustrated speech bubbles in each scene (A–F) on page 23 of the Learner's Book. Learners should imagine appropriate dialogues where someone invites someone else to do a particular activity/ attend a specific event and the person receiving the invitation accepts or declines it.
  - Walk around the classroom, listening to the dialogues. Guide, assist and correct as necessary.
  - Invite a few pairs of learners to present their dialogues to the class.
  - Check for good understanding and pronunciation. Assist and correct as necessary.
  - Accept any appropriate dialogues for each scene, ensuring that learners take into consideration the illustrated speech bubbles provided, as a reference (A – aller à la plage /

B – aller au cinéma / C – faire du tennis / D – manger à la cantine / E – aller au stade / F – venir à la fête (de l'école/ de

l'anniversaire/ de la communauté, etc.).

#### Indicator:

 B8.1.8.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on invite quelqu'un, l'on accepte ou l'on refuse une invitation

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read texts A and B (on page 24 of the Learner's Book) and answer the questions that follow.
  - Allow learners enough time to engage with the context of each text (email) and ask them to read through the Bell and "Petit rappel" boxes provided on the page.
  - Learners should easily notice that text B is the reply email to an invitation that was made in text A. Furthermore, they should also notice that the invitation has been accepted.
  - Invite two learners each to read texts A and B, respectively, aloud to the class.
  - Check their pronunciation and correct as necessary.
  - Invite three learners, one per question, to share their answers aloud. Learners' answers may vary slightly. Accept any correct ones.
     Some possible answers are provided below:

### Answers

- a) L'invitation, c'est pour la "Fête de la Rentrée" (le 15 septembre, de 10h00 jusqu'à 13h00, à l'École Secondaire Centrale du Ghana).
  - b) L'invitation est formelle. Il y a l'utilisation des mots "Monsieur" et "Madame" et aussi l'utilisation du pronom "Vous de politesse".
  - c) L'invitation est acceptée: "J'accepte l'invitation avec plaisir."
- While on page 24 of the Learner's Book, remind learners that the words "e-mail" (found on text B), "courriel" and "mél" are all commonly used in French to refer to an "email".

- 2. Learners read the text messages (A–D), between a mother and her daughter, on page 25 of the Learner's Book, and answer the questions that follow.
  - Allow enough time for learners to read the texts to themselves and then to answer questions a) and b), individually and in writing.
  - Invite two learners to read, in turns, the text messages aloud. Check their pronunciation and correct as necessary.
  - Invite two different learners to share their answers to questions a) and b) aloud.
     Learners' answer sentences may vary slightly.
     Accept any correct ones. Some possible answers would be:

# Answers

- 2. a) Je trouve deux invitations dans ces messages, as follows:
  - Madame Felicia invite sa fille Juliette et la famille à venir chez elle ce samedi.
  - Juliette invite sa mère, Madame Felicia, à la fête-surprise, ce dimanche, qu'elle organise pour sa tante Akosua.
  - b) La première invitation est refusée. Juliette ne peut pas aller chez sa grand-mère ce samedi parce qu'/ car elle et sa famille sont prises ce samedi.

La deuxième invitation est acceptée. Madame Felicia répond "Oui, avec plaisir.

À dimanche!" à l'invitation de sa fille Juliette.

#### **Indicator:**

• B8.1.8.1.4: Écrire à quelqu'un/ échanger avec quelqu'un pour l'inviter, accepter ou refuser une invitation

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners write a letter to a friend to invite him/ her to their birthday party this Saturday. You may decide to set this as a homework activity.
  - Being a letter to a friend, learners should understand that it would then be an informal one.

- Check their letters and correct as necessary.
- Allow learners to rewrite their letters correctly once you have checked them. You may then also like to ask a few learners to share their letters aloud with the class. This would be a nice extra activity for further practice of their speaking and listening skills, in context and through real-life situations.
- 2. This time, learners are to imagine that they have been invited to their community's annual picnic. Learners are expected to write a formal reply, stating if they accept or decline the invitation.
  - Check their letters and correct as necessary.
  - Allow learners to rewrite their letters correctly once you have checked them. You may then also like to ask a few learners to share their letters aloud with the class.

### Pour s'amuser

- 1. a)—d) The purpose of this final activity of the unit is to allow your class to be creative while practising the topic of invitations in a very practical and fun way.
  - Allow learners enough time to write their respective invitations (one invitation per learner).
  - Once all the invitations are written, folded and placed in a bag or hat, invite one learner at a time to take, unfold and read an invitation aloud to the class.
  - That same learner should then think about an appropriate reply to the invitation that he/ she has just picked and read aloud. He/ she must decide if he/ she is going to accept or decline it and write his/ her response on the writing board.
  - Guide, assist and correct as necessary.

#### C'est l'heure de la dictée!

- For this unit in particular, we suggest that you dictate the first Listening activity script of the unit (please refer to page 36 of this Facilitator's Guide).
- Check learners' texts and correct as appropriate.

### PRATIQUER, PRATIQUER, PRATIQUER!

- 1. Learners observe the four images provided on page 27 of the Learner's Book and write an appropriate caption for each image.
  - a) Learners to indicate the job name of each person represented in the images. Learners to start their captions with "C'est un/ C'est une .../ Ce sont des ...", as appropriate.
  - **b**) Learners to also indicate with what, with whom and where each person works.
    - Encourage learners to practise as much vocabulary as possible and to check a dictionary, if really necessary.
    - Learners' answers may vary slightly.
       Accept any appropriate and correct ones.
    - Allow learners to rewrite their captions correctly once you have checked them.
       Some possible answers are provided below:

# Answers

- 1. a) A C'est une professeure.
  - B Ce sont des pilotes.
  - C Ce sont des agents de police.
  - D C'est un facteur.
  - b) A Elle travaille avec une craie, un tableau et des livres. Elle travaille avec une équipe d'enseignants et avec des élèves. Elle travaille dans une école.
    - B Elles travaillent avec des avions. Elles travaillent avec des hôtesses de l'air, des stewards et aussi avec des passagers. Elles travaillent à l'aéroport.
    - C Ils travaillent avec des menottes et avec une matraque. Ils travaillent avec une équipe de policiers. Ils travaillent dans un commissariat de police.
    - D Il travaille avec des cartes postales et des colis. Il travaille avec des clients. Il travaille à la poste.
- **2. a)** Learners to draw six family members of their choice and present them in class by simply indicating their respective jobs/ occupations.

- **b)** Ask learners some relevant questions related to each job/ occupation being presented, for example:
  - "Il/ Elle travaille avec quoi?"
  - "Il/ Elle travaille avec qui?"
  - "Il/ Elle travaille où?"
  - "Est-ce qu'il/ elle travaille avec des gens malades/ avec une équipe d'enseignants/ avec une machine à coudre/ dans une usine?", etc.
  - Check for good understanding and pronunciation and correct as necessary.
     Note: You may also like to allow for peerreviewing, monitoring and guiding as appropriate.
- 3. a)—b) Learners should prepare an invitation to a friend (inviting him/ her to come to their home over the weekend). Learners should then also imagine their friend's reply to the invitation (they can either decide to accept or to decline it).
  - Both messages must be short and informal, to be sent via WhatsApp.
  - Learners' texts will vary. Accept any correct answers.
  - Allow learners to rewrite their texts once you have checked and corrected them.
- **4.** a)-b) The purpose of this activity is to get learners to practise their listening, speaking, reading and writing skills.
  - Prompt learners to listen to the dialogue (between a receptionist and Madame Ntow) attentively.
    - **Note:** Please refer to the answers provided to see the complete text for this activity.
  - Let learners listen to the dialogue a second time so that they can double check their answers.
  - Invite a few learners to share their answers aloud. As the correct word for each gap is provided, write it on the writing board to ensure good spelling.



4. Réceptionniste: Allô! Qui est à l'appareil?

Madame Ntow: Bonjour! C'est Madame

Ntow.

Je voudrais parler à Monsieur Boateng, s'il vous plaît. Il est là?

Réceptionniste: Pardon, Madame. Il n'est

pas là.

Vous voulez laisser un

message?

Madame Ntow: Dites-lui que j'ai appelé,

s'il vous plaît.

Réceptionniste: Bien sûr, Madame Ntow.

Attendez ... il arrive au

bureau.

Ne quittez/ coupez pas, s'il vous plaît. Je vous le

passe.

Madame Ntow: Merci beaucoup.

**Réceptionniste: De rien**, Madame Ntow.

Monsieur Boateng, on **vous appelle** au téléphone.

Monsieur Boateng: Ok, j'arrive!

- Invite a few pairs of learners to come to the front of the class and role-play the dialogue.
   You play the role of Monsieur Boateng and, therefore, read the last line of text.
- Check for good understanding and pronunciation.
- Monitor, assist and correct as necessary.

- This is another great activity to explore learners' creativity while practising key vocabulary and having fun.
  - Ask learners to observe the icons placed next to each "card" and then to create an appropriate invitation for each occasion/ event.
  - Learners should notice that the first card refers to a party in general, the second one to leisure time/ holidays, the third one to a New Year's Eve celebration and the last one to a birthday party.
  - Let learners decide if they would like to make their invitations formal or informal.
  - Learners' invitation cards will vary. Correct them and accept any appropriate ones.

### **EXTRA ACTIVITY**

To consolidate the content of this unit further, and before moving on to the next theme of the Learner's Book, we suggest that you encourage your learners to make use of some local and recyclable materials (for example, recycled cardboard or cardboard from old boxes and packages, local fabric, leaves, beads, dried flowers, cuts from local and old magazines, etc.) to create and decorate invitations for different local events and ceremonies (for example, a ceremony at school, the celebration of a family member's birthday party, the celebration of an annual event in their home communities, etc.).

- Check and correct learners' invitation cards as necessary.
- Prompt learners to put their creative invitation cards up on their bedroom walls for their family members to see.

N	ites:	
_		
_		

# **UNITÉ 1** Où se trouve ton village?



### Suggested teaching time:

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

Parler de son lieu d'habitation

### Introduction

In this unit, learners will have the opportunity to talk about their village or town/ city in French, by providing information about its name, location, people, infrastructures, activities, events, etc.

It is a great unit to get the community involved too and for learners to do research and learn more about their place of living as well as about other villages, towns/ cities in Ghana and in francophone countries. Learners will be revising and expanding their vocabulary while building a sense of global citizenship within themselves.

In this unit, learners will also revise some specific adjectives (which are relevant to the topic of the unit) and the ordinal numbers in French.

# RESOURCES

• Learner's Book: pp. 30–37



### **Optional extra materials:**

- Posters, flashcards and word cards
- Photos of different villages, towns/ cities in Ghana and in francophone countries
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

- ★ Village
- ⋆ Population

- **★** Ville
- ⋆ Igloo
- **★** Maison
- \* Chalet
- ★ Habitants
- \* Immeuble

- **★** Infrastructure
- **★** Trouver
- **★** Localisation
- **★** Se situer
- ★ Occupation
- ★ Déménager
- principale
- ★ Mer★ Fleuve
- ★ Type de maison★ Jour de marché
- \* Lac
- ★ Région
- \* Route
- ★ The French names for the cardinal points (as listed on page 31 of the Learner's Book).

In addition to the key words, this unit also revises and introduces some key sentences:

- ★ Comment s'appelle ton village/ ta ville?/ Quel est le nom de ton village/ ta ville?
- ★ Mon village/ Ma ville s'appelle .../ Le nom de mon village/ ma ville est/, c'est ...
- ★ Où se trouve/ se situe/ est situé(e) ton village/ ta ville?
- ★ Mon village/ Ma ville se trouve/ se situe/ est situé(e) ...
- ★ Quel est le comportement des habitants de votre village/ ville?
- ★ Les habitants/ gens de mon village/ ma ville sont ...
- ★ Qu'est-ce qu'il y a dans ton village/ ta ville?
- ★ Dans mon village/ ma ville, il y a ...
- \* Quelle est l'activité principale du village/ de la ville?
- ★ L'activité principale du village/ de la ville est/, c'est ...

- ★ Quel est le nom du maire de la ville/ du chef du village?
- ★ Il/ Elle s'appelle ...
- ★ Quel est le jour de marché?
- ★ Le jour de marché est/, c'est ...
- ★ Quels sont les types de maisons du village/ de la ville?
- ★ Les maisons du village/ de la ville sont en ... / Le(s) type(s) de maison(s) du village/ de la ville s'appelle(nt) ...

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be expressing themselves about their place of residence (village or town/ city) while having the chance to do research and talk to people in their communities in order to gather extra information and learn more about it.
- Tell learners that this unit will also give them the opportunity to expand their knowledge on other villages and towns/ cities in Ghana and francophone countries.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of the page, especially with the Objectives box where they can find what is expected to be achieved by the end of the unit.

# **COMMENÇONS!**

- A great way to start the teaching of this unit is by building on what learners already know, from previous years, about types of housing in French. This will enable them to become familiar with the topic while revising vocabulary that will be needed to answer one of this units' key questions: "Quels sont les types de maisons de ta ville/ ton village?"
- 1. Learners observe images 1, 2 and 3 (at the top of page 30 of the Learner's Book) and notice the different features of each house type.
  - a) Learners to match each caption (A–C) to its respective image (1–3).
    - Learners should easily figure out the meaning of the word "igloo". Should they need any help with the meaning of the words "chalet" and "immeuble", prompt them to use a dictionary and to add those words to their "Dictionnaire personnel" afterwards.

### Answers

- 1. a) Caption A Image 3 Caption B – Image 1 Caption C – Image 2
  - b) Learners to say if they can find the three types of housing listed in the previous activity ("igloo", "chalet" and "immeuble") in their country.
    - Depending on where learners live, their answers could vary between the given options "chalet" (B) and "immeuble" (C).
    - The option "igloo" won't be an acceptable answer as that is not a type of house that one can find in Ghana.
    - Check learners' pronunciation and correct as necessary.
- Draw learners' attention to the Question box on page 30 of the Learner's Book. This can be used as diagnostic assessment to quickly check how many types of housing learners can actually remember (from what they learnt in Basic 7). Depending on the academic strength of the learners, you may decide to spend more or less time on this feature box. Guide and assist them as you may find necessary and appropriate.
- Learners should already be familiar with, at least, the following French words which are commonly used to describe different types of housing: "en bois", "en roseaux", "en terre battue", "en brique", "en étain", "en ciment". Therefore, they should be able to say "C'est une maison en bois." and "C'est une maison en ciment.", for images 1 and 2 respectively. As for the house in image 3, it is expected that learners remember the French word "neige" (snow).
- 2. Learners indicate the name of their village or town/ city. It is a very simple question to answer, even though an important one, at this point, as it gives learners the opportunity to start presenting their own place of living.

 B8.2.1.1.1: Écouter, comprendre et réagir à une conversation ou une présentation sur sa ville ou son village

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

- 1. Learners listen to a teenage girl (Adrienne) who talks about the city where she currently lives in.
  - a) Prompt learners to pay attention to the vocabulary (as they listen to the text) and to look, once again, at images 1, 2 and 3 in the "Commençons!" activity.

# Listening activity script

Salut! Ça va?

Je m'appelle Adrienne et j'habite à Montreux, en Suisse.

Montreux est une ville très belle qui se trouve au bord du lac Léman. On peut dire qu'elle est, en fait, très bien située dans la nature car elle se trouve entre le lac et les montagnes.

Cette ville se situe dans la région de la Riviera vaudoise.

J'habite dans un chalet qui est une petite maison en bois. On peut trouver, fréquemment, ce type de maison dans les régions montagneuses.

J'adore habiter à Montreux car il y a beaucoup d'infrastructures. C'est vraiment génial!

Le savez-vous? Montreux est célèbre pour son Festival de Jazz. Ce Festival se déroule chaque année, en juillet.

Montreux est, sans doute, une ville qu'il faut visiter!

**b**) Learners to tick the image that corresponds to the type of housing mentioned by the teenage girl in the text.

## Answers

- **1. b**) Image A
- 2. a)-b) Learners listen to Adrienne once again and tick "Vrai" or "Faux" for the statements (a–e) provided in the activity on page 31 of the Learner's Book.

- Invite five learners (one per statement) to share their answers aloud, correcting the false ones, as appropriate. The rest of the learners should listen attentively and state whether they agree or disagree.
- Guide and correct learners as necessary.

### Answers

- **2. a**) Vrai.
  - **b**) Faux. Elle adore habiter dans sa ville car il y a beaucoup d'infrastructures.
  - c) Faux. Sa ville est située au bord du lac Léman. (Elle est située entre le lac et les montagnes.)
  - d) Vrai.
  - e) Faux. Sa ville est célèbre pour son Festival de Jazz.

### Observer et apprendre

### Where is your village/ town or city located?

- Prompt learners to study the "Observer et apprendre" box on page 31 of the Learner's Book. We suggest that you set this as homework to allow learners enough time to study the text properly and attentively.
- Once learners have studied the text by themselves, take some time to go through it with them, as a class. In Basic 7, learners have already been introduced to the French names for the cardinal points as well as to some of the other vocabulary listed under the "Observer et apprendre" box. The content of this "Observer et apprendre" box will be key to the activities that follow next and therefore it is important that you ensure good understanding and pronunciation, clarifying any queries that may arise at this point.

#### **EXTRA ACTIVITY**

 As an extra listening activity, and following on from the previous one, we suggest that you play some videos about francophone villages or towns of your choice. This will allow learners to expand their knowledge of the francophone world while practising their listening skills on the topic of this unit.

• B8.2.1.1.2: Parler de sa ville ou de son village

### PARLER – Production orale/ Interaction orale

- Draw learners' attention to dialogues A and B on page 32 of the Learner's Book. Read the speech bubbles on the left (in bold) aloud to the class as these are key questions. Ensure good understanding and clarify any queries that your learners may have.
- 1. In groups of four, learners take turns to role-play the dialogues on the page.
  - Walk around the classroom, listening to their dialogues.
  - Check learners' pronunciation and correct them as necessary.
  - Bring learners' attention to the third speech bubble on the right (in dialogue A of page 32 of the Learner's Book) and immediately to the Bell box at the top of the page. From here, ask learners to turn to the next page and direct their attention to the "Petit rappel" box.
  - The "Petit rappel" box (on page 33 of the Learner's Book) will help learners to revise some French adjectives that can be used to describe the behaviour of the people from their own village or town/ city. Feel free to add any other adjectives to the list as you may find relevant and appropriate.
  - Ensure good understanding of the meaning of each adjective and allow a class discussion (as suggested in the Question box on page 33 of the Learner's Book).

#### **Answers:**

- gentil(le) nice
- arrogant(e) arrogant
- respectueux/ respectueuse respectful
- **humble** humble
- aimable kind
- **sympathique** friendly
- hospitalier/ hospitalière hospitable
- accueillant(e) welcoming
- méchant(e) wicked

- 2. a)-b) In pairs and taking turns, learners ask and answer questions about each other's village or town/ city.
  - Learners to use the eight questions (listed under a) in their dialogues. Read these aloud to your class to ensure good understanding and pronunciation.
  - Walk around the classroom, listening to their dialogues.
  - Check learners' pronunciation and correct them as necessary.
  - Invite two pairs of learners to present their dialogues in front of the class.

#### **EXTRA ACTIVITY**

- To give learners further opportunity to talk about their own village or town/ city, we suggest that you encourage them to prepare a video where they could present their place of living and show some of its sites too (for example, the different infrastructures, the market, the main economic activity, the type of housing, etc.).
- Encourage learners to also visit the local library, check some relevant local materials and engage with family/ community members in order to get some relevant and interesting information (or even some curiosities) about their own place of living. In their videos, wherever appropriate, learners can then refer to the information gathered as well.
- Check their videos and correct their pronunciation, as appropriate.
- 3. a)-b) Learners to interview other learners of their school community to enquire about their preferences when it comes to living in a village versus in a town/ city (a) as well as about their ideal village or town/ city (b).
  - c)—d) Learners should take notes and present their findings in class. Guide and correct them as necessary, ensuring proper use of vocabulary and good pronunciation.

 B8.2.1.1.3: Lire, comprendre et réagir à un texte dans lequel l'on parle de la ville ou du village

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners observe images 1–3, on page 34 of the Learner's Book, in order to familiarise themselves with the scenes of the extracts (A–C) that they will be reading next.
  - a) Allow enough time for learners to read extracts A, B and C of the text "Du village à la ville" and to engage with the vocabulary. Point out the "Vocabulaire" and Bell boxes, on pages 34 and 35 of the Learner's Book, to ensure good understanding.
  - b) Learners order the extracts (A–C) into the correct sequence and match them to the right images (1–3).
    - Activities a) and b) above can be set as homework.
    - Once back in class, correct the activity by inviting a volunteer to share his/ her answers aloud.

# Answers

- **1. b) Image 1** Extract C
  - Image 2 Extract B
  - **Image 3** Extract A
- 2. Learners to answer questions a)—e), on page 35 of the Learner's Book, about the text "Du village à la ville".
  - Read each question aloud to your class and ensure good understanding.
  - Invite five learners (one per question) to share their answers aloud.
  - Prompt learners to provide answers that are as much complete and rich in vocabulary as possible.
  - Guide, assist and correct the activity.
     Learners' answers may vary slightly. Accept any correct ones. Some possible answers would be:

### Answers

- 2. a) Aujourd'hui, Elvis et sa famille déménagent.
  - b) Oui, il adore le village. Il adore les maisons traditionnelles, les chèvres et tous les animaux domestiques ainsi que le chef du village et ses habitants.
  - c) Ils déménagent car, maintenant, il faut habiter plus près des boulots de ses parents.
  - d) Leur nouvelle maison est située dans une ville.
  - e) Non, les types de maisons de la ville et du village ne se ressemblent pas. Les maisons de la ville sont en ciment et il y a beaucoup d'immeubles avec des appartements. Dans le village, il n'y a pas d'immeubles et les maisons sont en terre battue.

**Note:** It is expected that, for this particular question, learners base their answers not only on what they read in extracts A–C but also on what they can observe in the images.

- Refer learners back to extract A, on page 34 of the
  Learner's Book, and to the sentence "Notre
  appartement est au cinquième étage." Take the
  opportunity to revise the ordinal numbers in French.
  You may like to refer learners back to page 50
  ("Observer et apprendre" box) of the Basic 7
  Learner's Book and quickly review the required core
  competencies. Clarify any queries that learners may
  have and provide any extra information/ examples
  as you may feel necessary.
- 3. Learners read through the fact file about Kumasi (and the "Le sais-tu?" box) on page 35 of the Learner's Book.
  - Allow learners enough time to engage with the text properly.
  - To ensure good understanding ahead of the writing activity that follows, we suggest that you prepare a set of simple questions for your class to answer orally. For example:
    - Est-ce que Kumasi se trouve au nord du Ghana? (Answer: Non, Kumasi se trouve au centre-sud du pays.)
    - Y a-t-il un centre de récréation dans la ville? (Answer: Oui, il y a un centre de récréation dans la ville. Il se trouve dans le parc Rattray.)

- La ville de Kumasi est située dans quelle région du Ghana? (Answer: Elle est située dans la région Ashanti.)
- Qu'est-ce que c'est l'Akwasidae festival?
   (Answer: C'est une célébration célèbre pour commémorer les ancestres.)
- Est-ce que la ville de Kumasi se situe au bord du fleuve? (Answer: Non, la ville de Kumasi ne se situe pas au bord du fleuve. Elle se situe près du lac Bosumtwi.)

• B8.2.1.1.4: Écrire un texte simple pour parler de sa ville et de son village

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners should now imagine that they are in Kumasi, on holiday, and write a postcard to a family member to talk about the city.
  - Learners to use the fact file about Kumasi (on page 35 of the Learner's Book) as their reference.
  - Depending on the family member that the learners decide to address their postcards to, they should then use the subject personal pronouns "Tu" or "Vous de politesse" in their texts.
  - Give learners the opportunity to rewrite their postcards correctly in response to your feedback.
- 2. a)-b) Learners write you a letter to present their village or town/ city.
  - Tell learners to include information on all the topics referred to in a) and to check a dictionary, if necessary.
  - Point out the Question box (on page 36 of the Learner's Book) and encourage learners to include references to follow the suggestions. That way, their letters could be as much complete and visual as possible.
  - Ensure that they use the "vous de politesse".
  - Check and correct their letters. Give learners the opportunity to rewrite their letters correctly in response to your feedback.

• Learners are probably quite familiar with the famous French characters Astérix and Obélix. Prompt them to do some research as suggested in the ICT box at the top of page 37 of the Learner's Book.

### Pour s'amuser

- 1. With the information gathered in the previous activity, learners should now be able to complete the gaps in the text of page 37 of the Learner's Book.
  - Read the text aloud to your class and pause every time there is a gap to be filled in.
     Invite different volunteers to provide their answers aloud.
  - Monitor, guide and assist as necessary.
     Answers:

#### Voici le village d'Astérix et d'Obélix!

Leur village n'a pas de nom, mais il est quelquefois appelé par l'expression "village des fous".

Leur village se trouve dans la région Armorique.

Cette région est fictive, mais il y a des gens qui pensent que, peut-être, elle est inspirée par la région **nord** de la France.

Les gens du village d'Astérix et d'Obélix voyagent par voie maritime parce que le village est situé au **bord de la mer**.

Le chef du village s'appelle **Abraracourcix**. La **pêche** et la forge sont deux exemples d'activités qu'il y a dans le village d'Astérix et d'Obélix.

Le poissonnier du village s'appelle Ordralfabétix et son forgeron s'appelle Cétautomatix.

Les habitants du village sont trop drôles et leur comportement est très amusant! Lisez les livres d'aventures et amusez-vous bien aussi!

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate dialogues A and B ("Parler", activity 1) on page 32 of the Learner's Book.
- Check learners' dictations and correct them as necessary.

# **UNITÉ 2** Mon pays



### Suggested teaching time:

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

Parler de son pays

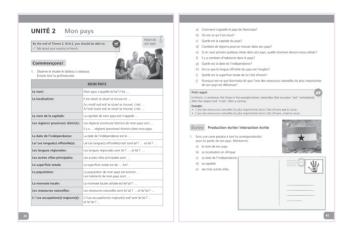
#### Introduction

In the previous unit, learners talked about their village or town/ city. Now, in this second unit of Theme 2, they will be talking about their country.

Throughout this unit, learners will be invited to engage in meaningful activities and research projects where their community members can also easily get involved. Learners will have the chance to learn more about their own country as well as about other nations around the world. This will allow them to practise key content and vocabulary while building a sense of global citizenship within themselves.

# **®** RESOURCES

• Learner's Book: pp. 38–45



### **Optional extra materials:**

- Posters and flashcards
- Relevant (digital or printed) newspaper or magazine articles about Ghana and other countries
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

- \* Nom
- ★ Localisation
- **★** Capitale
- \* Région
- ★ Province
- \* Province
- **★** District
- ★ Date de l'indépendance
- ★ Langue officielle
- ★ Langue régionale
- **★** Ville
- \* Superficie totale
- **★** Population
- **★** Monnaie locale
- \* Ressource naturelle
- ★ Occupation majeure

In addition to the key words, this unit also introduces key sentences to ask and answer questions about someone's country, such as:

- ★ Comment s'appelle ton/ votre pays?
- ★ Mon pays s'appelle le/ la/ l'/ les ...
- ★ Où est-il?/ Où est-ce qu'il est situé?/ Où se situe/ se trouve-t-il?
- ★ Il est situé/ se situe/ se trouve en ...
- ★ Quel est le nom de sa capitale?
- ★ La capitale de mon pays est/ s'appelle ...
- \* Quelles sont les autres villes principales du pays?
- ★ Les autres villes principales sont ...
- ★ Il y a combien de régions dans ton/ votre pays?
- ★ Il y a ... régions dans mon pays.
- ★ Quelles sont les régions/ provinces de ton pays?/ Quels sont les districts de ton/ votre pays?
- ★ Les régions/ provinces/ districts de mon pays sont ...
- \* Quelle est la date de l'indépendance du pays?
- ★ La date de l'indépendance est le ...
- ★ Quelle(s) est/ sont la/ les langue(s) officielle(s) du pays?
- \* La/ Les langue(s) officielle(s) du pays est/ sont le/ l' ... et le/ l' ...
- \* Quelles sont les langues régionales du pays?
- \* Les langues régionales sont le/ l' ... et le/ l' ...
- ★ Quelle est la superficie totale?
- ★ La superficie totale est de ... km²
- ★ Quelle est la population du pays?/
  Il y a combien d'habitants dans le pays?
- ★ La population de mon pays est environ ... / Les habitants de mon pays sont ...
- ★ Quelle est la monnaie locale?
- ★ La monnaie locale utilisée est le/ la/ l' ...

- ★ Quelles sont les ressources naturelles?
- ★ Les ressources naturelles sont le/ la/ l' ... et le/ la/ l' ...
- ★ Quelle(s) est/ sont l'occupation/ les occupations majeure(s) du pays?
- \* L'/ Les occupation(s) majeure(s) est/ sont le/ la/ l' ... et le/ la/ l' ...

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be talking about countries. They will be discussing their own country as well as learning more about other countries too.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 38 of the Learner's Book, especially with the Objectives box where they can find what is expected to be achieved by the end of the unit.
- originally from a foreign country, encourage them to bring in any elements and share information that could be relevant to the topic of the unit (for example: a coin or note from the local currency, some postcards or photos from different regions, fact files or useful magazine or newspaper articles about national statistics, etc.). This could help in making the lessons of this unit even richer, more practical, learner-centred, interactive, informative and meaningful, in an environment where everybody feels involved and able to contribute.
- Learners will see quite big cardinal numbers throughout this unit (referring to the total surface and total population of different countries). Assist your class with the spelling of those numbers, as you may feel appropriate and necessary.

# COMMENÇONS!

- 1. Learners observe, listen to and study the table provided on page 38 of the Learner's Book.
  - Read, aloud to your class, the main heading ("Mon pays") and each word on the left column of the table. As you read each line, ask a learner to read the respective sentence beginning on the right.

- Check their pronunciation and correct as appropriate, trying not to break the pace of the reading.
- Stress and highlight any specific vocabulary that you may feel necessary.
- Clarify and assist with any queries that your class may have at this stage to ensure good understanding.
- The aim of this warm-up activity is to get your class familiarised with some of the key vocabulary for this unit as they will see and use it often in the activities that follow next.
- Encourage learners to add any new words to their "Dictionnaire personnel".

#### Indicator:

 B8.2.3.1.1: Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle l'on parle de son pays

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

- 1. a)—l) Learners listen to a teenage boy (Pedro) who talks about his country. Learners should then tick the appropriate option to complete each sentence (a—l).
  - This is a great activity to expand learners' knowledge about another African country (Angola) which, like Ghana, also shares borders with francophone countries (in this case, with the Republic of Congo and with the Democratic Republic of Congo).
  - Allow learners to listen to the text twice to give them the opportunity to confirm their answers.
  - Learners will notice that Pedro provides a lot of information but that he does not reveal the name of the country itself. The intention is that learners (based on the correct options that should have been ticked in the activity) do as much research as needed (and then discuss as a class) to find out, by themselves, the name of his country.

### Listening activity script

Salut!

Je m'appelle Pedro et j'habite dans un pays de l'Afrique austral.

Mon pays est très grand! Il a 18 provinces et sa superficie totale est de 1 247 000 km<sup>2</sup>. Alors, mon pays a aussi beaucoup d'habitants. Sa population est environ 32 millions.

Le 11 novembre, c'est un jour férié dans mon pays car c'est la date de son indépendance.

Je parle portugais, la langue officielle de mon pays, ainsi que le kwanyama qui est l'une de ses langues régionales principales. Voulez-vous savoir quelles sont les autres langues régionales principales de mon pays?

Alors, elles sont le ngangela, le côkwe, le kikongo, le kimbundu et l'umbundu.

Et avez-vous déjà entendu parler du kwanza? Le kwanza est la monnaie locale qu'on utilise ici.

Les occupations majeures de mon pays sont l'agriculture et l'exploitation minière et ses ressources naturelles sont le pétrole, l'uranium, le diamant, le fer, la bauxite et aussi le cuivre.

La capitale de mon pays est Luanda. Cuanza Norte, Huíla, Bié, Benguela et Huambo sont quelques autres villes principales de mon pays.

Alors, mes amis ... À partir de toutes ces informations, pouvez-vous deviner quel est le nom de mon pays?

Comment s'appelle-t-il? Dites-moi! J'attends votre réponse.

• Correct the activity by inviting 12 learners (one per sentence) to share their answers aloud. Guide and assist as necessary.

### Answers

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

- **g**) A
- **h**) B
- **i**) B
- i) C
- **k**) B
- 1) C

Son pays s'appelle Angola.

- Draw learners' attention back to page 39 of the Learner's Book and point out the Bell box at the bottom of it. Clarify any queries that your class may have.
- Draw learners' attention to the "Vocabulaire", "Le sais-tu?" and Bell boxes at the top of page 40 of the Learner's Book. Guide, assist and clarify as necessary.

#### Indicator:

• B8.2.3.1.2: Faire un exposé de son pays/ échanger ou discuter avec un(e) ami(e) son pays

### PARLER - Production orale/ Interaction orale

- 1. Learners imagine that they are tour guides who will be introducing their country to a group of French visitors. This is a research, practical and interactive activity which allows learners to expand their knowledge about their own country while practising key vocabulary and their speaking skills.
  - a) This research part of the activity should be set as homework. Encourage learners to talk to family and community members and use library books or the internet (as relevant and appropriate) in order to get as much information as possible.
  - **b)** This activity should also be done as homework. Learners to use the template (table) - provided on page 38 ("Commençons!") of the Learner's Book - for guidance on the kind of information that they should research and talk about later. They should then prepare a similar table for their own reference during the presentation part of the activity.
  - c) Invite a few volunteers (one at a time) to come to the front of the class and introduce their country (pretending that they are tour guides and imagining that their classmates are the group of French tourists).
    - Check for good pronunciation and use of vocabulary. Accept any appropriate sentences/information.

Monitor, guide and correct as necessary.
 Note: You can use the table below as a generic reference on the kind of information that is expected to be provided by your learners. Please update and add any extra information that you may find useful, relevant and necessary.

MON PAYS: Le GHANA			
Le nom:	Mon pays s'appelle le Ghana.		
La localisation:	Il est situé/ se situe/ se trouve en Afrique de l'ouest.		
Le nom de la capitale:	La capitale de mon pays est/ s'appelle Accra.		
Les régions:	Les régions de mon pays sont: Northern/ Ashanti/ Western/ Volta/ Eastern/ Upper West/ Central/ Upper East/ Greater Accra/ Savannah/ North East/ Bono East/ Oti/ Ahafo/ Bono/ Western North.  Il y a 16 régions dans mon pays.		
La date de l'indépendance:	La date de l'indépendance est le 6 mars.		
La langue officielle:	La langue officielle est l'anglais.		
Les langues régionales:	Les langues régionales sont le fante, l'akuapem twi, l'asante twi, l'ewe, le dagaare, le dagbani, le dangme, le ga, le gonja, le kasem, le nzema.		
Les autres villes principales:	Les autres villes principales sont Sefwi Wiawso, Sekondi, Ho, Koforidua, Kumasi, Cape Coast, Tamale, Sunyani, Bolgatanga, Dambai, Goaso, Nalerigu, Damango, Techiman, Wa.		
La superficie totale:	La superficie totale est de 238 540 km <sup>2</sup> .		
La population:	La population de mon pays est environ 29 340 248 (2020).		
La monnaie locale:	La monnaie locale utilisée est le <b>cedi</b> .		
Les ressources naturelles:	Les ressources naturelles sont l'or, le pétrole et le cacao.		
Les occupations majeures	Les occupations majeures sont l'agriculture, la pêche, l'industrie et l'exploitation minière.		

- 2. a)-b) In pairs and taking turns, learners ask and answer questions about their own country. Learners should follow the example questions provided in a), and the table prepared in the previous activity, as a reference to their questions and answers, respectively.
  - Walk around the classroom, listening to your learners' dialogues.
  - Ensure that both learners have the chance to ask and answer the questions.
  - Check their pronunciation. Guide, assist and correct as necessary.
- 3. a)—b) This activity allows learners to keep practising their speaking skills, and to consolidate key vocabulary, while developing a good sense of autonomy and creativity. The dialogues will be similar to the ones of the previous activity (in terms of type of questions and answers to be used) but, this time, learners are to imagine that they are Pedro, the teenage boy whose country was presented earlier (in the "Écouter" activity on pages 39 and 40 of the Learner's Book). Learners do the activity in pairs (different ones from the previous activity) and take turns.

- Walk around the classroom, listening to the learners as they ask and answer the questions (ensure that both learners have the chance to ask and answer them).
- Check their pronunciation and for good use of vocabulary. Guide, assist and correct as necessary and appropriate.
- 4. In this activity, learners will have the chance to keep practising their speaking skills, consolidating key vocabulary, developing a good sense of autonomy and creativity, as well as building a sense of global citizenship within themselves.
  - a) As a class, learners observe the big image (on page 42 of the Learner's Book) and start thinking about suitable and generic questions that could be asked to the nine people represented in order to gather information about their respective countries.
    - It is expected that learners suggest similar questions to those that they have been practising in the unit. Accept any appropriate and relevant ideas and jot them down on a big piece of paper. Keep this list for reference as learners will be coming back to it later on in this activity.
  - As homework, ask learners to, individually, imagine the nationality of each of the nine people represented in the big image and do some research about their respective (imagined) country of origin.
  - Learners to bring the information they gathered to class and be ready to share it aloud.
  - b)-d) Once back in the classroom, invite nine volunteers each to play the role of one of the people represented in the image while the rest of the class asks them (one at a time) the questions from the list that has been prepared earlier in this activity. Put that list up on the writing board, as a quick reference.
    - Monitor, guide and assist as necessary.
    - Record the role plays and play it back to the learners afterwards. Learners to check their own pronunciation. Correct as appropriate.

### Pour s'amuser

- Learners choose a country of their choice.
   Note: It must be different from the ones already covered throughout this unit, for variety and to allow for continuous knowledge building and practice.
  - a) Once the country has been selected (and without revealing it to their classmates), learners do research and prepare a table similar to the one in the "Commençons!" activity. This time though, their table should be like a "fact file" (using the third person, singular "le pays" or "il" to refer to the country of choice rather than to "mon pays"). This should be set as a homework activity to allow enough time for learners to research and consolidate their findings properly.
    - Check and correct your learners' work, as necessary, before they present it in the activity that follows next.
  - **b)** Invite a few learners (whose selected country of choice is not the same) to present their findings/ fact files in class.
    - Remind them not to reveal the name of the country being presented.
    - Monitor, check for good pronunciation and correct as appropriate.
  - c) Once each presentation is done, prompt the rest of the class to try to find the name of the respective country.
    - **Note:** Depending on learners' general knowledge, you may need to guide and assist them a little bit by providing a few extra clues (in French).
  - Point out the "Petit rappel" box (on page 43 of the Learner's Book) to your class and go through it with them. Provide a few extra examples and further information, if necessary. Ensure good understanding and clarify any queries that the learners may have.
  - Point out the Question box (at the bottom of page 43 of the Learner's Book) to them. Then let your learners share their ideas aloud and come to the writing board to write down their answers. Allow them to discuss these further, as a class.
  - Monitor, guide and assist as necessary.

• B8.2.3.1.3: Lire, comprendre et réagir à un texte sur son pays

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on page 44 of the Learner's Book and answer the questions on the following page.
  - Invite four learners to read a section of the text aloud (one learner reads the speech bubble at the top and the other three learners read three paragraphs each of the text itself). Check for good pronunciation and correct as necessary.
  - Learners to answer the questions (at the top of page 45 of the Learner's Book) as homework. Once back in the classroom, invite ten volunteers (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree. Monitor, guide and correct as appropriate.

# Answers

- 1. a) Son pays s'appelle la Côte d'Ivoire.
  - b) Il est situé en Afrique de l'ouest.
  - c) Il y a deux capitales dans son pays. Alors, la capitale politique de la Côte d'Ivoire est Yamoussoukro et la capitale économique est Abidjan.
    - **Note:** From here, we suggest that you bring learners' attention to the images of these two cities on page 44 of the Learner's Book.
  - d) Dans son pays, on peut trouver 31 régions.
  - e) La monnaie locale utilisée dans le pays de Naminata est le franc CFA.
  - **f**) Il y a environ 26 millions d'habitants dans son pays.
  - g) La date de l'indépendance de la Côte d'Ivoire est le 7 août.
  - h) Non, la langue officielle de la Côte d'Ivoire n'est pas l'anglais. Sa langue officielle est le français.
  - i) Sa superficie totale est 322 463 km<sup>2</sup>.
  - j) Elle le dit parce que/ car l'une des ressources naturelles de son pays est le cacao.

• Draw learners' attention to the "Petit rappel" box, on page 45 of the Learner's Book, and ensure good understanding. This refers to a tiny but important detail that learners should pay attention to as they write more and more in French. Provide any extra examples or information as you may find relevant and necessary.

#### **Indicator:**

• *B8.2.3.1.4*: *Décrire son pays* 

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)—e) Learners write a postcard to a penfriend in a different country. We suggest that you encourage learners to write their texts on a real postcard from Ghana which you can then display in the classroom for everyone to see.
  - Check learners' texts, ensuring that they have covered the topics indicated in a)—e).
  - Allow learners to rewrite their postcards correctly once you have checked them.

#### C'est l'heure de la dictée!

- We suggest that you prepare a simple fact file about France (or about any other francophone country of your choice) and dictate it to the class.
- Check your learners' work and correct it as necessary.

#### **EXTRA ACTIVITY**

- To conclude the teaching of this unit, we suggest that you remind your class that Ghana is also one of the biggest producers of cocoa in the world.
   Cocoa is then an important natural resource in the country. From here, encourage your learners to get some local cocoa and try to make their own chocolate bars at home.
- Learners to find an online, easy-to-follow recipe (in French) and set themselves the task of making delicious chocolate bars from local cocoa.
- Learners to then share (and enjoy!) the homemade chocolate bars with their friends and family.

#### **UNITÉ 3** Il fait quel temps?



### Suggested teaching time:

Five hours (6 periods of 50 minutes each), over two weeks

Parler du temps qu'il fait

### Introduction

The focus of this unit is on weather. Learners will learn how to talk about different weather conditions and temperatures in French.

In this unit, learners will start to revise the French questions "Quel temps fait-il?" and "Il fait quel temps?" (What is the weather like?) and learn three possible ways to answer them:

- Il y a + de (du, de la, de l', des) + noun
- Il fait + adjective
- Il + verb

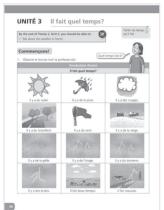
Learners will find a lot of clear, useful and relevant visual references in this unit, as well as real-life examples and exercises, that will prompt them to interpret and talk about the topic while learning new vocabulary, gradually and in context.

Learners will also learn that "impersonal verbs" (such as "faire", "pleuvoir", "neiger" and "grêler") are only conjugated in the 3rd person, singular, with the subject personal pronoun "il".

In this unit, learners will also discuss (and revise) the seasons in Ghana and in other countries around the world.

### (C) RESOURCES

• Learner's Book: pp. 46–53





### **Optional extra materials:**

- Posters, flashcards and word cards
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

### KEY WORDS

- Temps
- ★ Nuage
- **★** Température
- ★ Brouillard
- **★** Soleil
- **★** Vent
- ★ Pluie
- ★ Neige

- **★** Grêle
- ★ Pleuvoir
- ★ Orage **★** Tonnerre
- ★ Neiger **★** Grêler
- ★ Éclair
- \* Saison
- ★ Beau (temps)
- \* Sèche
- ★ Mauvais
- \* Harmattan
- ★ Météo ★ Faire
- **★** Printemps **★** Été
- **★** Chaud
- \* Automne
- \* Frais
- ★ Hiver
- **★** Froid
- \* Arc-en-ciel

In addition to the key words, this unit also revises and introduces key questions and expressions which are relevant to the topic of weather in French:

- Quel temps fait-il?/ Il fait quel temps?
- All the sentences used to express different weather conditions (as labelled in the "Vocabulaire illustré", on pages 46 and 47 of the Learner's Book)
- Au printemps, ...
- En été/ autumn/ hiver, ...
- Quelle est la température?/ Quelle température fait-il (aujourd'hui)?
- Il fait quelle température?
- Il fait combien?

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be revising and learning more on how to talk about weather in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 46 of the Learner's Book, especially with the Objectives box where they can find what is expected to be achieved by the end of the unit.

# COMMENÇONS!

- Give learners enough time to engage with the "Vocabulaire illustré" on pages 46 and 47 of the Learner's Book. Read the girl's speech bubble aloud to your class.
- As a quick diagnostic assessment, ask learners if they can still remember what "Quel temps fait-il?" means. Learners should say "What is the weather like?". From here, bring their attention to the "Petit rappel" box (on page 47 of the Learner's Book) so that they are aware of the two possible ways to ask the same question in French. Remind them that "Il fait quel temps?" is used informally.
- Build on learners' excitement for the topic by telling them that they will be listening now to all the expressions listed under the "Vocabulaire illustré" section. Tell them to listen attentively as you will then ask them to say what the weather is like today, in French and using one (or more) of those same expressions.
- 1. Read, clearly and slowly, all the expressions included under the "Vocabulaire illustré" (on pages 46 and 47 of the Learner's Book) aloud to your class.
  - Once you have finished, ask: "Quel temps fait-il aujourd'hui?"
  - Invite a volunteer to share his/ her answer in class. Ensure that he/ she answers the question with the most appropriate expression(s) from the "Vocabulaire illustré" and for this day's specific weather conditions. The rest of the class should listen attentively and state whether they agree or disagree.
  - Check learners' pronunciation and correct as necessary.

- **2.** Re-read all the expressions of the "Vocabulaire illustré". This time, prompt learners to repeat after you.
  - Ensure good understanding and pronunciation.
  - Clarify any queries that your learners may have and correct as necessary.
  - Draw learners' attention, once again, to the "Petit rappel" box (on page 47 of the Learner's Book) and then immediately to the "Observer et apprendre" box which is placed just below it.

## **Observer et apprendre**

# How to reply to the question: What is the weather like?

- Learners should read the "Observer et apprendre box", on page 47 of the Learner's Book, to consolidate the three possible ways that can be used to reply to the questions: "Quel temps fait-il?" or "Il fait quel temps?".
- To put it all in context, prompt learners to go back to the "Vocabulaire illustré" section (on pages 46 and 47 of the Learner's Book) and find example sentences for each of the three possible ways listed in the "Observer et apprendre" box.
- Learners should re-read each listed expression carefully and notice the ones that start with "Il y a du/ de la/ de l' /des"; "Il fait + adjective" and "Il + verb", as follows:

#### **Answers:**

Il y a du/ de la/ de l'/ des	Il fait + adjective*	Il + verb
Il y a du soleil.	Il fait beau (temps).	Il pleut.
Il y a de la pluie.	Il fait mauvais.	Il neige.
Il y a des nuages.	Il fait chaud.	Il grêle.
Il y a du brouillard.	Il fait frais.	
Il y a du vent.	Il fait froid.	
Il y a de la neige.		
Il y a de la grêle.		
Il y a de l'orage.		
Il y a du tonnerre.		
Il y a des éclairs.		

\* Take the opportunity to inform your learners that there are also very specific cases where "Il fait ..." may be followed by a noun in the context of weather conditions. Examples of these are:

— Il fait du soleil. — Il fait du brouillard. — Il fait du vent.

- Bring learners' attention to the Bell box (at the bottom of page 47 of the Learner's Book) and to its explanation and examples. Clarify any queries that your class may have.
- Point out the Question box on the same page and set the suggested activity as homework in order to allow enough time for learners to find the correct answers. In the following lesson, correct the activity in a quick class discussion where you will be able to clarify any further queries that the learners may have at this point. (Answers: Faire/ Pleuvoir/ Neiger/ Grêler)

 B8.2.4.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on parle du temps qu'il fait

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

- 1. Tell learners that they will hear some sounds just now which are related to different weather conditions. For each sound heard (A–E), learners should tick the appropriate option. This is a simple, fun and real-life exercise that will certainly keep learners excited and wanting to practise more and more on the topic.
  - Play the following video from YouTube:
     https://www.youtube.com/watch?v=JjUMtIHHzLg
  - You can decide to show the image of this video to your class or, alternatively (to make it a bit more challenging), to play only the audio.
  - Before each sound is heard, say aloud A, B,
     C, D and E respectively, for ease of reference when doing the activity.
  - Stop the video before each answer is provided to allow enough time for learners to think about the appropriate option to be ticked.
    - Invite five learners to read the answers to sounds A–E aloud. Check for good pronunciation and correct as necessary.



- **1. A** Il pleut.
  - $\mathbf{B}$  Il y a du vent.
  - C Il grêle.
  - **D** Il y a un orage.

**Note:** Clarify that the expressions "Il y a un orage." and "Il y a des orages." are also commonly used in French to say that "It is stormy." (Apart from "Il y a de l'orage.")

It is very important that learners, gradually and always in context, keep building their vocabulary lists with possible variations to some of the expressions that they have already learnt on the topic of "weather conditions" in French.

- **E** Il fait chaud.
- **2.** Learners listen to texts 1–5 and match them to their correct image (A–E).

# Listening activity script

### Texte 1

Il fait mauvais maintenant.

Il pleut et je porte un parapluie.

#### Texte 2

Il fait très beau temps aujourd'hui! Il fait du soleil et je suis très contente. Je fais un pique-nique.

#### Texte 3

Voilà mon cerf-volant!

Aujourd'hui, c'est le jour parfait pour jouer au cerfvolant car il y a du vent!

### Texte 4

Il y a du soleil. Il fait beau.

Je suis à la plage car il fait très chaud aujourd'hui.

### Texte 5

Il neige, il neige! J'adore la neige! Je porte des gants et un bonnet car il fait froid.

- Let learners listen to texts 1–5 again. This time, stop after each one, inviting a learner to share his/ her answer aloud. The rest of the learners should listen attentively and state whether they agree or disagree.
- Assist and correct as necessary.

# Answers

2.	Texte	Image
	1	С
	2	E
	3	D
	4	В
	5	A

- The word "cerf-volant" (kite) is probably new to most of your learners. In that case, we suggest that (once the activity has been corrected) you write it on the writing board and check for good understanding. Prompt your class to use a dictionary and remind learners to add the new word to their "Dictionnaire personnel".
- Play these videos (songs) to the learners, as a quick recap:
  - https://www.youtube.com/watch?v=eBvJVOuBPXI
  - https://www.youtube.com/watch?v=5jNFHyWkXrU
- Replay the videos and encourage the learners to sing along as a class.

### **EXTRA ACTIVITY**

- To help your class consolidate all the vocabulary and concepts that have been taught in this unit, we suggest that you play the following video from YouTube:
  - https://www.youtube.com/watch?v=8cWkQ6UxNII
- Prompt your class to follow attentively and to repeat each expression they hear aloud. Check their pronunciation and correct as necessary.
- We suggest that you also play the following videos, from YouTube, to your class:
  - https://www.youtube.com/watch?v=H0ud6m9zw8A
  - https://www.youtube.com/watch?v=Kq4Luegns8c
- These suggested videos will help learners to revise not only how to refer to different weather conditions but also the names of the seasons in French.
- Remind learners that the French word "saison" means season. Remind them also that the seasons in Ghana are different from the ones in France. Prompt a very quick class discussion on the topic to allow for diagnostic assessment.

- This is an important pre-activity ahead of the listening exercise that follows next.
- **3.** This is a great activity to let learners relate the different seasons (in Ghana and in France) to specific weather conditions. Learners listen to texts A and B attentively and familiarise themselves with the topic and the vocabulary used.
  - a) Learners should complete the gaps with the words that they hear. For this particular activity, the list of vocabulary to be used is provided. This will help learners not just to practise good sound and word recognition but also to ensure good spelling. Let learners listen to texts A and B once more in order to check their answers.
  - b) Read texts A and B aloud to your class. Learners repeat after you, sentence by sentence. Check for good understanding and pronunciation. Correct as necessary.

#### Les saisons au Ghana

Au Ghana, il y a deux saisons principales: la saison des pluies et la saison sèche.

Pendant la saison des pluies, il pleut beaucoup et il fait froid.

Pendant la saison sèche, il ne pleut pas.

Pendant la saison sèche, il y a l'harmattan.

Pendant la saison sèche, il y a l'harmattan. Il y a du vent! L'harmattan est un vent chaud et sec.

### $\overline{(B)}$

#### Les saisons en France

Beaucoup de pays du monde, comme la France par exemple, ont quatre saisons: le printemps, l'été, l'hiver et l' automne.

Au **printemps**, il fait **beau** et il y a du **soleil**. Les champs sont fleuris et c'est très **agréable**. En **été**, il **fait** chaud et les Français aiment aller à la **plage**.

En automne, les feuilles des arbres tombent. Il y a du vent et du brouillard.

En hiver, il fait mauvais. Il fait froid, il pleut et, à la montagne, il neige souvent.

- Ask learners to turn to page 50 of the Learner's Book and point out the Bell box.
   Go through it with your class and ask learners to repeat "Au printemps", "En été", "En automne" and "En hiver" after you.
   Check for good pronunciation and correct as necessary.
- Stress the fact that the preposition "au" is only used before "printemps" ("printemps" being the only season name, out of the four listed, that starts with a consonant sound).

• B8.2.4.1.2: Parler du temps qu'il fait

### PARLER – Production orale/ Interaction orale

- 1. Following on from what has already been done at the beginning of this unit, let your class answer, once again, the question "What is the weather like?" in French. Read the question from the instruction of the activity aloud: "Il fait quel temps aujourd'hui?"
  - Look in the direction of the classroom's window and prompt your learners to do the same. Expect them to answer, in French and using (a) relevant expression(s), what the weather is like at that specific time/ on the day. Learners should be able to say, promptly, what the weather is like in French (this time, with no need to refer to the "Vocabulaire illustré" as a visual reference).
- 2. Bring a few items that you would wear, or use, for different weather conditions (an umbrella, gloves, a scarf, sunglasses, flip flops, a pair of boots, a sun hat, etc.) to class. Use them to help you act out different weather conditions in front of your class.
  - Learners should look at you attentively and guess what the weather condition is at that particular moment.
  - Ask learners to raise their hands if they know the answer and invite a learner (one per act) to share his/ her answer aloud.
  - Monitor, guide and correct as necessary.

- **3.** a)-c) Working in pairs and taking turns, learners look at images A–H and have a simple dialogue about each image.
  - One learner asks: "Quel temps fait-il?" or "Il fait quel temps?" (encourage learners to use both questions, by alternating them in their dialogues) and then his/ her partner answers the question with (a) relevant expression(s) to describe each of the weather conditions illustrated in A–H.
  - Walk around the classroom, listening to their dialogues. Ensure that both learners have the chance to ask and answer the question.
     (For example, the learner who asks the question in A, C, E and G, will answer them in B, D, F and H).
  - Check their pronunciation.
  - Monitor, guide and correct as necessary.
     Learners' sentence answers may vary slightly.
     Accept any correct ones. Below are examples of some possible answers:

### Answers

- **3.** c) A Il y a du soleil./ Il fait du soleil./ Il fait beau (temps)./ Il fait chaud.
  - B Il fait mauvais./ Il y a du tonnerre./
    Il y a des éclairs./ Il y a de l'orage./
    Il fait froid./ Il fait orageux.\*/ Il y a de la pluie./ Il pleut.
  - C Il y a des nuages./ Il fait nuageux.\*/
    Il fait frais.
  - D Il neige./ Il y a de la neige./ Il fait froid.
  - E Il y a du vent./ Il fait froid./ Il y a de la pluie./ Il pleut.
  - F Il y a du brouillard./ Il fait du brouillard. Il fait frais.
  - G Il y a du soleil. Il fait du soleil./ Il fait beau (temps).
  - H Il y a de la grêle./ Il grêle./ Il y a de la pluie./ Il pleut.

\*This expression has been mentioned in one of the YouTube videos suggested earlier in this unit. Therefore, learners may already be familiar with it. Clarify its meaning, if necessary.

 As a curiosity and extra information to learners, point them to the "Le sais-tu?" box on page 50 of the Learner's Book.

- **4.** This is a great opportunity to get learners' family and friends involved in their French learnings.
  - a)-b) Learners ask their family and friends what their favourite weather conditions are, take notes and record their findings in a table.
  - c)-d) Learners share their findings in class and compare them with their classmates'.
- 5. Learners to say what the current season in Ghana is. (Answer: "Nous sommes dans la saison sèche." or "Nous sommes dans la saison des pluies.")
  - a)-b) Learners say if they like or dislike that season and justify their answer. It is expected that, in their justifications, learners refer to specific weather conditions of that particular season. (For example: Je n'aime pas cette saison (la saison des pluies) parce qu'il pleut beaucoup et je déteste la pluie.)

• B8.2.4.1.3: Lire, comprendre et réagir à un texte sur le temps qu'il fait

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on page 51 of the Learner's Book.
  - Allow enough time for learners to read the text to themselves.
  - Read the first paragraph aloud ("Bonjour à tous les téléspectateurs!") to your class.
     You may want to remind learners that "téléspectateurs", in this case, would refer to a mixed group (males and females). Clarify though that they could also say, to make a better and clear distinction of both genders: "Bonjour à tous les téléspectateurs et à toutes les téléspectatrices!".
  - Invite six learners to read the text aloud (each learner reads two paragraphs).
  - Check and correct their pronunciation as necessary.

- 2. Learners to answer questions a)—g) about the text that they have just read.
  - Learners answer the questions in writing. You may like to set this activity as homework.
  - Once back in the classroom, invite seven learners (one per question) to share their answers aloud. The rest of the learners should listen attentively and state whether they agree or disagree.
  - Check for good understanding and pronunciation.
  - Monitor, guide and correct as necessary.
  - Learners' sentence answers may vary slightly.
     Accept any correct answers.

### Answers

- **2. a**) Aujourd'hui, c'est samedi, le premier décembre. Maintenant, c'est l'hiver.
  - **b**) On peut trouver un arc-en-ciel sur Paris et aussi sur Dijon.
  - c) Il fait 9°C à Marseille.
  - d) On peut faire du ski dans les Alpes car, aujourd'hui, il neige et il fait froid là-bas.
  - e) Aujourd'hui, les habitants de Marseille et de Strasbourg doivent rester à la maison, si possible, car il fait très mauvais (Il y a de l'orage et des éclairs).
  - f) Il grêle sur les Pyrénées et il fait 4°C.
  - g) Oui, il y a de la pluie en France aujourd'hui. Il pleut sur la Bretagne et aussi à Marseille et à Strasbourg.

### Observer et apprendre

### Asking for the exact temperature

- Refer learners to the "Observer et apprendre" box on page 52 of the Learner's Book. Go through it with them.
- Clarify any queries that might arise.
- Refer learners back to the text on page 50 of the Learner's Book and prompt them to find some examples where exact temperatures are given for different French cities/ regions.
- To answer the question asked in the Question box on the page, learners should say that, in Ghana, temperatures are also given in degrees Celsius.

• B8.2.4.1.4: Écrire sur les différents temps qu'il fait

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)-b) Learners observe images A–D and write a short caption to describe its respective weather conditions.
  - Check their captions and correct as necessary.
  - Learners' sentence answers may vary slightly. Accept any correct ones. Some possible answers would be:

## Answers

- **1. b) A** Il y a du soleil./ Il fait du soleil./ Il fait beau (temps)./ Il fait chaud.
  - **B** Il y a de la pluie./ Il pleut./ Il fait froid.
  - C Il y a du vent./ Il fait du vent./ Il fait frais.
  - D Il y a des nuages./ Il fait nuageux.
  - Learners do some research and learn more about the four seasons in France (which are also the seasons in a lot of other countries in the world). The purpose of this exercise is to reinforce to the learners that France is an example of a country where different seasons and weather conditions are experienced during different months of the year. This understanding will support the core competencies of cultural identity and global citizenship.
  - Learners should find information about the average temperatures that are likely to be experienced in France during each particular season.
  - Learners should take notes of their findings as these will be important for the writing activity that follows.

- 2. a)-c) Learners write an informal letter to a family member to talk about the four seasons in France.
  - Learners should refer to the weather conditions and the average temperatures for each season.
  - Learners should also indicate which of the four seasons they prefer and why.
  - Check learners' letters and correct as necessary.
  - Allow learners to rewrite their letters correctly once you have checked them.

#### C'est l'heure de la dictée!

- For this unit in particular, we suggest that you dictate texts A and B (both or just one of them, depending on the time you have available for the activity and on the academic strength of your class) from page 49 of the Learner's Book.
- Check and correct your learners' dictations as necessary.

Notes:			

### PRATIQUER, PRATIQUER, PRATIQUER!

- a)-d) Learners do some research about a village, town/ city of Ghana (of their own choice) and write you an email about it.
  - Prompt learners to include as much vocabulary and information as possible.
  - Check their emails and correct as necessary.
     Allow learners to rewrite their texts once you have checked and corrected them.
  - Invite a few learners to share their emails aloud. That would be a nice way to expand learners' knowledge about different places of their country while building their sense of cultural identity too.
  - Ask learners to try to get some photos of the chosen village or town/ city as well so that their presentations could be even more interesting and informative to the rest of the class.
- 2. a)-b) Learners should look at the weather forecast provided on page 54 of the Learner's Book and pay special attention to the weather symbols and temperatures indicated.
  - We suggest that you ask learners to pretend that they are TV presenters and record themselves, as a homework activity, presenting this specific weather forecast.
  - Learners should then play it back to themselves and check their own pronunciation.
  - Invite a couple of learners to present the weather report in class. Check their pronunciation and correct as necessary.

#### **EXTRA ACTIVITY**

- For further practice, we suggest that you ask learners to get weather reports from other francophone countries and, following on from the previous activity, present these in class.
- Alternatively, you may like to ask them to create their own weather reports (for a specific day and month in Ghana) and present them in class.
- We also suggest that you encourage learners to watch "La météo" on francophone TV channels (like on "TV5 Monde Afrique", for example).
- **3.** a)—b) Learners imagine that they are French tour guides who will be talking about their country (France) to a "group of tourists" coming from Ghana (their classmates).
  - Learners to do research and prepare a presentation as much complete, relevant and interesting as possible.
  - Encourage learners to get photos and visual references to complement their presentations nicely, if possible.
  - Check for good use of vocabulary and pronunciation. Correct as appropriate.

Notes:			

#### **UNITÉ 1** Comment voyages-tu?



### Suggested teaching time:

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

Parler des moyens de transport et des horaires

### Introduction

In this unit, learners will talk about means of transport and their respective schedules, in French.

Learners should be familiar with some of the vocabulary from previous years; they will now consolidate and expand on previous knowledge through visual references and practical activities which are based on real-life examples.

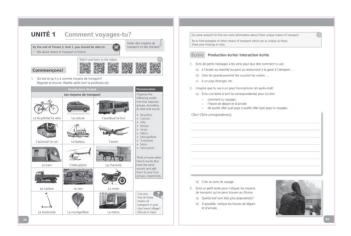
Learners will be taught different ways to answer the questions "How do you travel ...?/ "How do you go to ...?" and will revise key words that are used when asking for or indicating the departure or arrival time of a particular public transport.

In addition, learners will be introduced to the French expression "être (in the present tense) + en train de + infinitive of the verb" as well as to the comparative forms of the French adjectives ("plus ... que ..."/ "aussi ... que ..." and "moins ... que ...").

To bring some extra interest and excitement to the topic, learners will also have the chance to read about some unique means of transport that can be found around the world.

# (C) RESOURCES

Learner's Book: pp. 56–65



### **Optional extra materials:**

- Posters, flashcards and word cards
- Digital or printed schedules for different public transport (local and international)
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# KEY WORDS

\* All the names of means of transport (as labelled in the "Vocabulaire illustré", on page 56)

**★** Passer

\* Arriver

\* Arrêt

- ★ Heure de départ/ d'arrivée
- ★ Lieu de départ/ d'arrivée
- Moyen de transport
- Gare
- Vol (d'allée/ de retour/ avec escale)
  - \* Aller Retour **★** Voyager Durée **★** Partir Billet
- Prendre ★ Ouitter
- Être à l'heure/ en retard/ en avance

In addition to the key words, this unit also revises and introduces key questions and expressions which are relevant to the topics in study:

- ★ Qu'est-ce qu'il y a comme moyen de transport?
- ★ Comment tu voyages?/ Comment voyages-tu?/ Comment vous voyagez? Comment voyagez-vous?
- ★ Comment vas-tu/ allez-vous à l'école/ au bureau/ au marché ...?
- Je voyage/ vais ... en/ à/ par avion/ par le train/ dans ...

- ★ Je prends le/ la/ l' + means of transport
- ★ Qu'est-ce que je peux prendre comme moyen de transport?
- ★ Tu peux/ vous pouvez prendre le/ la/ l' ...
- \* À quelle heure part/ quitte/ arrive le/ la/ l' ...?
- ★ Il/ Elle part/ quitte/ arrive à ...
- ★ Je suis/ Tu es/ Il est ... en train de ... (+ infinitive of the verb)
- ★ Plus ... que .../ Aussi ... que/ Moins ... que ...

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be focusing their attention on means of transport.
   Tell them that they will be revising and learning the names of means of transport in French as well as talking about their schedules.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 56 of the Learner's Book.
- Bring their attention to the title of the unit ("Comment voyages-tu?"), the sub-strand ("Parler des moyens de transport et des horaires") and the Objectives box where they can find what is expected to be achieved by the end of the unit.
- Check for good understanding of the verb "voyager" and the words "moyens de transport" and "horaires". Clarify as necessary.
- Depending on the academic strength of your learners, you may need to do a quick revision (if and when appropriate during the course of this unit) on how to give the time in French. This would enable them to confidently listen, talk, read and write about schedules of different public transports.

## **COMMENÇONS!**

1. Read the question "Qu'est-ce qu'il y a comme moyen de transport?" aloud to your learners and then go through the "Vocabulaire illustré" with them, by reading the name of each means of transport aloud too. Learners to repeat after you.

 Direct your class to the "Prononciation" box (on page 56 of the Learner's Book) and prompt learners to organise the listed words according to their end sound. Guide, assist and correct as necessary. Write the answers on the writing board, in four different columns, as suggested below.

#### **Answers:**

Bicyclette	Camion	Vélo	Hélicoptère
Trottinette	Avion	Métro	Montgolfière
		Moto	
		Bateau	

- Learners should think of some other words that have the same ending sounds and add them to the four columns.
- Ask a few learners to share their answers with the rest of the class by joining you at the writing board and writing them down, where appropriate.
- Monitor, assist, guide and correct as necessary.
- Learners' word answers will vary. Accept any correct ones. Some possible answers would be, for example: "omelette", "crayon", "cadeau" and "étrangère", respectively. Feel free to add as many extra words to the list as you may find useful and relevant to your class.
- Prompt a quick class discussion (as suggested in the Question box at the bottom of page 56 of the Learner's Book) where learners will have the chance to say whether they can find all the means of transport (from the "Vocabulaire illustré") in their city/ town/ village.
- Ask your learners to re-look at the "Vocabulaire illustré" on the page and encourage them to do some research in order to learn a bit more about those means of transport that they may not be very familiar with (like the underground ("le métro") and the hot air balloon ("la montgolfière"), for example.)

- Play some, or all, of the following videos from YouTube:
  - https://www.youtube.com/watch?v=EZfsGm58f8s
  - https://www.youtube.com/watch?v=kadoYcwAUxg
  - https://www.youtube.com/watch?v=nH7ToUS2WuY
  - https://www.youtube.com/watch?v=kvfgTvxmwNY
  - https://www.youtube.com/watch?v=12pPdHpZ\_to
  - https://www.youtube.com/watch?v=WZ0UARCtZ9Y
- These videos are a nice, interactive and fun way to consolidate and expand on the vocabulary of means of transport in French.
- In these videos, learners will be exposed to some extra vocabulary. Be prepared to clarify the meaning of any new words that learners may need some help with. Remind learners to then add those new words to their "Dictionnaire personnel".

 B8.4.5.1.1: Écouter, comprendre et réagir à un dialogue où l'on parle d'un moyen de transport et ses horaires

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

- The focus of the first listening activity of this unit is on recognising the names of different means of transport in French. It is important that learners are familiar with these so that, from the following listening activity onwards, they can start talking about their respective schedules too.
- 1. a)—b) Learners listen to fifteen different texts. In each one of them, a person refers to a specific means of transport that he/ she uses to travel. Learners should then match each person to the correct means of transport (A–O) shown in the illustration on page 57 of the Learner's Book.
  - Start by reading the questions "Comment tu voyages?" and "Comment voyagez-vous?" (from the instruction to the activity) aloud to your class. At this level, learners should be able to clearly understand that the first question ("Comment tu voyages?") is used to address someone informally (as it uses the form "tu"; ie: "you", singular, informal), while

- the second question ("Comment voyagez-vous?") would be used to address one person, formally, or more than one person (as it uses the form "vous"; ie: "you", singular, informal, or plural).
- Allow enough time for learners to study the illustration on the page and notice the different means of transport.
- Let learners listen to the texts twice so that they have the chance to confirm their answers.

## Listening activity script

- 1. Bonjour! Comment voyages-tu, Kofi?
  - Bonjour! Maintenant, je voyage à vélo.
- Et vous, Madame Ama? Comment voyagezvous?
  - Bonjour! Maintenant, je voyage en camion.
- 3. Voilà Juliette! Aujourd'hui, elle voyage en bateau.
- 4. Voilà Ludovic! Il voyage en montgolfière.
- 5. Bonjour, Madame Sandra! Comment allezvous au bureau?
  - Je vais à moto.
- 6. Deolinda, comment vas-tu à l'école?
  - Je vais à l'école dans la voiture de mon père.
- 7. Et toi, Frank, comment vas-tu à l'école?
  - Moi, je prends le bus pour aller à l'école.
- 8. David, comment tu voyages?
  - Maintenant, je voyage en taxi.
- Madame Grace, comment vous voyagez pour aller à Tema?
  - Pour aller à Tema, je prends l'autocar.
- **10.** Fatima, comment voyages-tu ce matin?
  - Ce matin, je voyage par avion.
- 11. Monsieur Elvis, comment allez-vous au marché?
  - Je vais au marché en charrette.
- 12. Nadia, comment vas-tu à la maison?
  - Je vais à la maison à trottinette. La trottinette, c'est un moyen de transport très aimé par la jeunesse française. Je l'adore aussi.
- 13. John, comment vous voyagez?
  - Je voyage en hélicoptère! Oh là, là! C'est une expérience magnifique!
- 14. Comment voyages-tu, Kojo, pour aller à Achimota?
  - Je vais par le train.

# Listening activity script (continued)

- 15. Comment allez-vous au centre-ville, Monsieur Majid?
  - Pour aller au centre-ville, je prends le métro. C'est très rapide!
  - Correct the activity by inviting different learners to share their answers aloud. Monitor, guide and assist as necessary. **Note:** Encourage learners to say the answer letters in French. This would be a good and simple way for them to practise the pronunciation of the French alphabet as well. Guide and assist where necessary.

# **Answers**

#### 1. b) Personne Letter Kofi M Ama J **Juliette** D Ludovic A Sandra G Deolinda F Frank H David L Ι Grace **Fatima** B **Elvis** K Nadia N John C Kojo E Majid

- Bring learners' attention to the "Prononciation" box at the bottom of page 57 of the Learner's Book.
- As extra practice, it might be a good idea to encourage learners to practise the pronunciation of all the means of transport listed on page 56 of the Learner's Book, by recording themselves saying them aloud. Learners to play it back and check their own pronunciation.

### Observer et apprendre

### How to answer the questions: How do you travel?/ How do you go to ...?

- Prompt learners to turn their attention to page 58 of the Learner's Book.
- Take some time to work through this "Observer et apprendre" box with your class.
- Start by bringing learners' attention to the first two bullet points which refer to questions that are used, in French, to ask someone about the means of transport that he/ she uses to travel/ go to places. From there, guide learners, slowly and step by step, through the different ways (and respective different prepositions) that are used when answering the above-mentioned questions. It is important that learners clearly understand these concepts so that they can start applying them correctly in their French activities and interactions.
- Highlight the use of "en" (with the verbs "voyager" and "aller") - if we travel inside the means of transport - and "à" - if we travel on the means of transport or simply by foot. Clarify that to say "by foot" we say "à pied" as learners may need to use this specific expression often (in case they walk to school, to the market, etc.).
- You may like to take the opportunity to explain to your class that, throughout the years, the French language and the means of transport have undergone changes and therefore the two more recent means of transport - skateboard ("le skate(board)") and roller-skates ("les patins à roulettes") - use the preposition "en" and not "à" (besides the fact that we travel "on" them).
- Check for good understanding and provide further explanations and examples, if necessary.
- Point out the in-text cross-reference (at the bottom of page 58 of the Learner's Book) and ask learners to conjugate the verbs "voyager", "aller" and "prendre" (in the present tense) as a class.
- 2. Learners listen to a dialogue between a gentleman and someone who works at a train station. Learners will be listening to it a second time later. For now, they should just get the general context and meaning of the dialogue itself.

# Listening activity script

- Bonjour!
- Bonjour, Monsieur et bienvenue à la gare d'Accra!
- Une information s'il vous plaît: Le train qui va d'Accra à la gare de Baatsona, à quelle heure partil d'ici?
- Le train quitte Accra à 17:30, Monsieur.
- Très bien. Et il arrive à Baatsona à quelle heure?
- Il arrive à la gare de Baatsona à 18:20.
- Et quel est l'itinéraire complet, s'il vous plaît?
- Alors, l'itinéraire complet, c'est le suivant:
- Départ d'ici (d'Accra) à 17:30. Arrivée à Odaw à 17:40. Départ d'Odaw à 17:42. Arrivée à Achimota à 17:52. Départ d'Achimota à 17:56. Arrivée à Baatsona à 18:20.
- C'est un bon itinéraire et ses horaires sont parfaits. Et est-ce que le train est, d'habitude, en retard ou en avance?
- Non, il est toujours à l'heure.
- Ça c'est fantastique! Merci beaucoup pour toutes ces informations-là, Monsieur.
- De rien et bonne journée!
- Bonne journée!
  - Quickly check for understanding. Ensure that learners are clear that the dialogue takes place in a train station and that the gentleman is asking for information about a train's itinerary and its schedules.
- 3. Learners listen to the dialogue a second time. Prompt them to pay special attention to the vocabulary and to the train schedules.
  - a) Learners complete the table with the departure and arrival times that they hear in the dialogue.

**Note:** As suggested above, you may like to do a quick recap (before or after this activity) on how to give the time in French.

- Draw a table on the writing board (as per the template provided in the exercise) and invite four volunteers (one per line/ place) to write down their answers (the departure and/ or arrival times).
- Monitor, guide and correct as necessary.



3. a)	Accra-Baatsona		
		Heure d'arrivée	Heure de départ
	Accra		17:30
	Odaw	17:40	17:42
	Achimota	17:52	17:56
	Baatsona	18:20	

- **b**) Learners indicate if statements a)–d) are true or false and correct the false ones orally.
  - Invite four different learners (one per statement) to share their answers aloud.
     The rest of the learners should say whether they agree or disagree.
  - Monitor, guide and correct as necessary.
  - Bring learners' attention to statement d) and to the expression "être en avance". Remind learners of its meaning: to be ahead of schedule. Take the opportunity to remind learners also of these two other very useful expressions and respective meanings "être en retard" (to be behind schedule) and "être à l'heure" (to be on time/ on schedule).

# Answers

3. b)	Statement	Vrai	Faux
	a)		√ La scène du dialogue à lieu à la gare d'Accra.
	<b>b</b> )	<b>√</b>	
	c)		✓ Non. Le monsieur aime les horaires du train. Il dit " ses horaires sont parfaits."
	d)		√ Non, le train est toujours à l'heure.

 B8.4.5.1.2: Commenter ou s'exprimer sur les horaires de transport: des heures de départ et d'arrivée des moyens de transport

### PARLER – Production orale/ Interaction orale

- 1. a)-b) Working in pairs and taking turns, learners role-play the dialogue on pages 60 and 61 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues.
  - Check for good understanding and pronunciation. Assist and correct as necessary.
  - Invite two pairs of learners to present their role plays in front of the class.
  - Draw learners' attention to the "Le sais-tu?" box at the bottom of page 60 of the Learner's Book. You may like to ask learners, as part of their homework, to do some research and find out a bit more information about the TGVs (speed, how they look like, etc.). Prompt learners to then share their findings in class.
  - Bring learners' attention to the speech bubbles of the third and the fourth scenes of the dialogue and highlight the use of the French verbs "partir", "quitter" and "arriver". Clarify that both "partir" and "quitter" mean (in this particular context of means of transport and respective schedules) "to leave".
  - We suggest that you ask learners to conjugate, as a class and in the present tense, the three above-mentioned verbs ("partir", "quitter" and "arriver"). Point out the intext cross-reference and the Question box at the top of page 61 of the Learner's Book. Learners should then conjugate the verbs "quitter" and "partir" with the help (if necessary) of the "Tableaux de référence" section of the Learner's Book (pages 146 and 149). As for the verb "arriver" (which is a regular one, ending in "-er", learners should be able to conjugate it easily and by themselves. If necessary, remind them that it conjugates as the verb "aimer", for example. Guide as appropriate and necessary.

### Pour s'amuser

- 1. a)—c) The purpose of this activity is to get learners to talk about the topic of means of transport and respective schedules, in a fun and practical way, by answering some questions about the text that they have just role-played and listened to in class.
  - Organise learners into groups of four and prompt them to close their Learner's Books.
  - Ask them a few questions about the dialogue on pages 60 and 61. Below are just a few suggestions. You may decide to prepare a different set of questions.
    - Avec qui voyage Louis?
       (Answer: Il voyage avec sa grand-mère.)
    - Quel est le moyen de transport préféré de Louis?
      - (**Answer:** C'est le train.)
    - Où est-ce qu'ils vont aujourd'hui?
       (Answer: Aujourd'hui, ils vont à Nantes.)
    - Comment voyagent-ils?
       (Answer: Ils voyagent en train/ par le train.)
    - Comment s'appelle la gare où ils sont maintenant?
       (Answer: La gare/ elle s'appelle Paris Montparnasse.)
    - À quelle heure part le train?
       (Answer: Le train quitte la gare Paris Montparnasse à seize heures quarantetrois./ à cinq heures moins dix-sept de l'après-midi.)
    - Est-ce qu'il y a des arrêts? Si oui, de combien de minutes et où?
      (Answer: Oui, il y a un arrêt, de trois minutes, à Angers Saint-Laud.)
    - Qu'est-ce que c'est un "TGV"?
       (Answer: C'est un "Train à Grande Vitesse".)
    - Pourquoi est-ce que Louis adore les TGV?
      - (**Answer:** Parce qu'/ car il adore leur vitesse.)
    - Correct the activity by inviting some volunteers to share their answers aloud.
    - Guide and assist as necessary.

- Bring learners' attention back to the bottom of page 59 of the Learner's Book and encourage them to do some research about the train station where the dialogue that they have just role-played is set (Paris Montparnasse).
- Learners to share their findings in class.
  - Draw learners' attention to the image and speech bubble at the top of page 61 of the Learner's Book.
  - Read the speech bubble aloud to your class, stressing the words "Nous sommes en train d'aller ...". From here, bring learners' immediate attention to the "Observer et apprendre" box that is placed below it.

# Observer et apprendre

# Être (in the present tense) + en train de/ d' + infinitive of the verb

- Work through the explanation provided for this very specific French expression with your learners.
- Check for good understanding and provide extra examples, if necessary.
- Refer learners, once again, to the speech bubble at the top of page 61 of the Learner's Book:
   "Nous sommes en train d'aller à Nantes en train."). Ensure that learners are clear about its meaning ("We are going to Nantes by train.").
- Point out the Bell box on page 61 of the Learner's Book. Ensure good understanding of the key expressions listed and provide any examples that you may find necessary and appropriate.
- 2. Learners share with the class their favourite means of transport and explain why.
  - Monitor, guide, assist and correct as necessary.
- **3. a)** Working in groups of four, learners ask and answer questions about their favourite means of transport. This activity follows on from the previous one but, this time, learners are to provide the information through a

- dialogue and in a much more practical, interactive and independent way.
- This is also a great activity to recap the use of the French verb "préférer".
- Encourage learners to, once again, justify their choices.
- If necessary, write the following sentences on the writing board to prompt learners to the dialogue:
  - Quel est ton moyen de transport préféré?
  - Mon moyen de transport préféré est/, c'est le/ la/ l' ... car/ parce que ...
- Walk around the classroom, listening to their dialogues. Guide and correct as necessary.
- b) Prompt a quick class discussion where the different groups have the chance to share and compare their results aloud.
  - Monitor, guide and assist as necessary.

### Observer et apprendre

# How to use the comparative forms of the French adjectives

- Refer learners to the "Observer et apprendre" box on page 62 of the Learner's Book. Take some time to go through it with them.
- Clarify any queries that might arise and provide extra examples, if necessary.
- Point out the Question box on the page and prompt learners to use some other adjectives (in their comparative forms) to make some simple comparisons between different means of transport. This can be set as a homework activity. Once back in the classsroom, check their answers and correct as necessary.
  - Encourage learners to look at the French version of SNCF's website:
    - https://www.sncf.com/fr
  - Learners to get two train schedules of their choice.
  - This may be a useful homework and research exercise which will help learners in building a sense of global citizenship within themselves.



- 4. a) Working in pairs and taking turns, learners look at the image (at the bottom of page 62 of the Learner's Book) and imagine a dialogue, between a lady and a ticket seller, at the French bus/ coach station called "Toulouse-Matabiau".
  - b)-d) Learners to ask and answer questions about the departure and arrival times of the buses/ coaches as well as enquiring/ indicating if these are normally behind schedule, on time or ahead of schedule.
    - Walk around the classroom, listening to your learners' dialogues. Check for good use of vocabulary and pronunciation.
    - Guide, assist and correct as appropriate.
  - e) Invite two pairs of learners to role-play their dialogues in front of the class. Assist and correct as necessary.
  - Point out the ICT box (at the bottom of page 62 of the Learner's Book) to your learners.
    - **Note:** You may decide if you would like to point this feature box to your learners before or after they do the previous activity (4.) Either way, it is suggested that this research activity is conducted as part of their homework.
  - Learners to do research and find relevant information (including location and timetables) about the quite busy French bus/ coach station "Toulouse-Matabiau".
  - Learners to share their findings (in French) in class.
  - You may like to suggest the following website to your learners (or play it to them in class), as a reference or simply as extra information on the subject:
    - https://www.ter.sncf.com/occitanie/ gares/87611004/Toulouse-Matabiau/ prochains-departs-multimodaux

#### **EXTRA ACTIVITY**

 Encourage learners to look at other train, aeroplane and bus schedules from around the world. Allow time in class for learners to share and discuss (in French) their findings.

### **Indicator:**

• B8.4.5.1.3: Lire, comprendre et réagir à un texte sur un moyen de transport et ses horaires

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on page 63 of the Learner's Book and pay attention to the vocabulary, means of transport and schedules being referred to.
  - Allow enough time for learners to read the text to themselves.
  - Invite five learners to read the text aloud (one learner reads the initial "social media post" and the other four learners read the comments that follow each playing the role of one of the characters).
  - Check and correct their pronunciation as appropriate.
- 2. Learners to turn to page 64 of the Learner's Book and answer the questions (a–i) orally. Invite nine learners (one per question) to answer them aloud. The rest of the class should listen attentively and state whether they agree or disagree. Guide and correct as necessary.

### Answers

- **2.** a) Pour aller en Côte d'Ivoire, les sœurs prennent l'avion.
  - b) C'est Accra (l'Aéroport International Kotoka).
  - c) C'est Abidian.
  - d) Oui, elles sont très contentes (elles sont surexcitées) parce qu'/ car elles adorent voyager par avion et elles ont hâte de passer la semaine là-bas avec leur père, leur belle-mère et leurs demi-frères.
  - e) Elles ont des billets aller-retour.
  - **f**) L'heure d'arrivée de leur vol d'aller est/, c'est dix-sept heures cinq/ cinq heures cinq de l'après-midi.

- g) L'heure de départ de leur vol de retour est/, c'est neuf heures (du matin).
- h) La durée de leurs vols est/, c'est une heure et cinq minutes.
- Non, elles ne prennent pas de vols avec escale. Leurs vols sont directs.
   Note: Point out the Bell box (at the top of page 64 of the Learner's Book) before prompting learners to answer question i). This will ensure good understanding of all the vocabulary.
- **3.** Learners read the speech bubbles on page 64 of the Learner's Book.
  - The purpose of this activity is to expand learners' vocabulary on the topic while getting them to know about specific (and unique) means of transport that can be found in different places of the world. It will also help in building a sense of global citizenship in the learners.
  - Tell learners that they will now be reading about quite unique means of transport that can be found in specific countries. Build on their interest and curiosity and allow them enough time to read the speech bubbles to themselves.
  - Invite six learners (one per speech bubble) to read the text aloud. Check their pronunciation and correct as necessary.
  - Bring learners' attention to the use of the French expressions "Qu'est-ce que je peux prendre comme moyen de transport?" and "Tu peux prendre ...".
  - Check for good understanding and clarify any queries that your class may have.
  - a)-c) Learners should answer the questions at the bottom of page 64 of the Learner's Book. The idea is to keep learners engaged in the topic while giving them the opportunity to express themselves.
    - Learners' sentence answers will vary. Accept any correct answers.
    - As an extra question, you can ask your class: "Est-ce qu'on peut trouver, ici au Ghana, des moyens de transport semblables à ceux-là?". You may expect learners to say that, in Ghana, we can also find "tuk-tuks" that are similar to those found in India.

- Point out the ICT box (at the top of page 65 of the Learner's Book) to your learners. Encourage them to do research and find more information about the unique means of transport which they have just read about on the previous page of the Learner's Book. Encourage them also to do research and find information about any others which may be as unique as those.
- Wherever possible, encourage learners to try to find some of their respective schedules
- Learners to share their findings in class, in French.

• B8.4.5.1.4: Écrire un texte simple pour parler d'un moyen de transport et ses horaires

### ÉCRIRE – Production écrite/ Interaction écrite

- a)-c) Learners write a few small informal messages (to their friends) to indicate what means of transport they normally use to get to different places.
  - Check their texts and confirm if all the vocabulary (names of the means of transport, verbs "voyager", "aller", "prendre", as well as the prepositions "en", "à", "dans", "par (le)") have been used appropriately. Correct as necessary.
  - Allow learners to rewrite their texts correctly once you have checked them.
- **2. a)** Learners imagine that they are travelling to a francophone country this afternoon and write a letter to a penfriend to tell him/ her: the means of transport that they are using to travel, the departure and arrival times as well as from where to where they are travelling.
  - For the specific purpose of this activity, learners are to use the verbs in the present tense ("Je voyage", "je vais", "Je prends", "Il/ Elle part de/ quitte ... à ..."/ "Il/ Elle arrive à ...").

- Encourage learners to be very creative and use as much vocabulary learnt on the topic as possible.
- Check their texts and confirm if all the vocabulary (names of the means of transport, verbs "voyager", "aller", "prendre", "quitter", "partir", "arriver", as well as the prepositions "en", "à", "par (le)", "dans") have been used appropriately. Correct as necessary.
- Allow learners to rewrite their texts correctly, once you have checked them.
- **b)** Learners to prepare their travel card which should illustrate their complete itinerary (place of departure, stops, place of arrival) and respective schedules.
- 3. a)—b) Learners write a small text to say what means of transport can be found in Ghana (including the most popular ones). Encourage learners, wherever possible, to indicate the respective schedules (the departure and the arrival times).

#### **EXTRA ACTIVITY**

 Ask your class if they usually keep the tickets of some of their travels (local and/ or international trips). Encourage learners to bring those old tickets to class (in case they do keep them) and prompt a class discussion around their departure and arrival times, means of transport used, itinerary, etc.

#### C'est l'heure de la dictée!

- Prepare a small text of your choice to dictate to your learners. We suggest that you dictate a text that includes as many key words, expressions, verbs and prepositions (practised throughout this unit of the Learner's Book) as possible. Alternatively, you may like to dictate the reference text for the second listening activity of this unit (please refer to page 66 of this Facilitator's Guide).
- Check learners' dictations and correct as necessary.

### PRATIQUER, PRATIQUER, PRATIQUER!

- 1. Learners observe the images of the four means of transport (provided at the top of page 66 of the Learner's Book) and think of some suitable sentences (a maximum of six) to compare them.
  - Prompt your learners to ensure variety and use the three comparative forms of the French adjectives (superiority, equality and inferiority) in their sentences. Allow learners to use a dictionary, if necessary.
  - Your learners' sentences will vary. Accept any appropriate and correct ones. Some possible answers are provided below:

## Answers

- 1. La voiture est plus rapide que la bicyclette/ le vélo.
  - Le TGV est aussi confortable que la voiture.
  - L'avion est moins écologique que la bicyclette / le vélo.

- La voiture est plus lourde que la bicyclette/ le vélo.
- Le TGV est aussi rapide que l'avion.
- La bicyclette/ le vélo est moins polluante/ polluant que la voiture.
  - Invite three volunteers (one per comparative form of the adjectives) to share one of their answer sentences aloud.
  - Correct and guide as necessary and appropriate.
- 2. a)-b) Learners to conduct some interviews to find out which means of transport are favoured by the people from their own community.
  - Learners to prepare a table to record their findings and to share them in class afterwards.
  - Check for good use of vocabulary and for good pronunciation. Correct as necessary.

- **3.** Learners to select a means of transport of their choice (public transport used in Ghana or in a francophone country) and do some research in order to find out its respective schedules.
  - Learners to then write a small text to indicate those same schedules.
  - It is expected that learners use the sentences practised in the unit, such as: "Il/ Elle quitte/ arrive à ... à ..."; "Il/ Elle parte de/ arrive à ... à ..." Il/ Elle va de ... à ... / passe par ...".
  - Check and correct as appropriate. Allow your learners to rewrite their small texts correctly once you have checked them.
- **4. a)** Learners imagine that they are in Accra and wish to travel to Tema this weekend. They should write a small text where they indicate the distance between the two places, how they travel as well as their departure and arrival times. Check their texts and correct as necessary.
  - **b**) Invite a few learners to read their texts aloud once you have corrected them.
  - c) Learners to think creatively and imagine their own ticket for the trip. Prompt them to include information such as: departure and arrival places and times, stops (and respective times). Check their tickets and correct as necessary.

	necessary.	
Notes:		

#### **UNITÉ 1** C'est de bonne qualité.



### Suggested teaching time:

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

Parler de la quantité et de la qualité des choses

#### Introduction

In this unit, learners will be introduced to key French vocabulary which will enable them to talk about the quantity and quality of things when shopping.

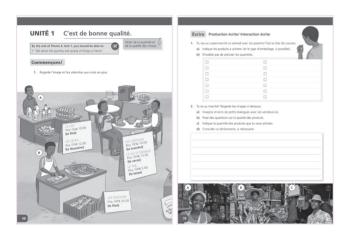
Learners will need to understand the importance of some French quantifiers (such as "un kilo de/ d'"; "une poignée de/ d'"; "une tasse de/ d'"; "un peu de/ d'"; "beaucoup de/ d'"; "assez de/ d'" and "trop de/d", for example) when wanting to refer to a specific quantity of items.

Through the different activities and texts of this unit, learners will be expanding their knowledge on the names of different products in French. Remind them to keep adding any new vocabulary to their "Dictionnaire personnel".

This unit revises the French demonstrative adjectives and introduces the French demonstrative pronouns to the learners.

## (III) RESOURCES

Learner's Book: pp. 68–78



### **Optional extra materials:**

- Posters, photos and word cards
- Different market/ supermarket products
- Supermarket flyers and brochures
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

## **KEY WORDS**

- Quantité
- **★** Qualité
- \* Gramme
- Kilo/ Demi-kilo
- **★** Litre
- Poignée
- Verre
- Tasse
- Pièce
- Tranche
- Filet
- Douzaine
- Beaucoup
- Un peu
- Assez
- Trop
- Bon(ne)

⋆ Délicieux/ Délicieuse

- ★ Mauvais(e)
- ★ Léger/ Légère
- \* Aigre
- ★ Pourri(e)
- ★ Gâté(e)
- ★ Frais/ Fraîche
- \* Produit
- \* Emballage
- **★** Bouteille
- **★** Boîte
- **★** Pot
- \* Tube
- **★** Sachet
- **★** Paquet
- Flacon
- Baril
- \* Sac

In addition to the key words, this unit also revises and introduces key questions and expressions which are relevant to the topic of shopping in general,

- II/ Elle/ Ils/ Elles est/ sont frais/ fraîche(s)/ gâté(e)(s)/ aigre(s)/ pourri(e)(s)
- C'est bon! C'est mauvais!

- C'est de bonne/ de mauvaise/ d'excellente qualité.
- Il faut acheter ...
- C'est combien?
- Ça fait combien?
- Je voudrais (acheter) ...
- Est-ce qu'il/ elle/ ils/ elles est/ sont de bonne qualité?
- Est-ce que je peux vous aider?
- − Il y a beaucoup (de choses) à acheter!

**Note:** Some of these questions and expressions will be studied and practised in much more detail in the units that follow next. Even though, it is a good idea that your learners start recognising and using them from this very first unit of the topic.

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be talking about the quantity and quality of things in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 68 of the Learner's Book.
- Draw their attention to the words "quantité" (quantity) and "qualité" (quality).

## COMMENÇONS!

- 1. Give learners enough time to look at the market scene described on pages 68 and 69 of the Learner's Book.
  - Prompt learners to pay special attention to the words in bold as this is key vocabulary for this unit and topic.
  - The main purpose of this "Commençons!" is to start getting learners familiarised with words that they will be using when expressing quantity in French. Guide, assist and clarify your class on the meaning of all key words from pages 68 and 69 of the Learner's Book.
  - Point out the "Le sais-tu?" box on page 69 of the Learner's Book. It is always a good idea to make learners aware of eventual linguistic differences that they may find in francophone countries. This will help them to expand their language and cultural knowledge while building a sense of global citizenship within themselves.

## Observer et apprendre

### Expressing quantity when going shopping

- Prompt learners to study the "Observer et apprendre" box at the top of page 69 of the Learner's Book.
- Read the listed words aloud to your class.
   Learners to repeat after you.
- Ensure good understanding and pronunciation.
- Clarify any queries that may arise at this stage.

#### Indicator:

 B8.5.2.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on parle de la quantité et de la qualité des choses

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

- 1. Learners look at images 1–4 and listen to the dialogues (as per boxes A–D) on page 70 of the Learner's Book.
  - Learners should notice that the scenes take place at a market where we can see three people (two sellers and a customer).

    Tell learners that these images are not in the correct order and will then need to be re-ordered (and matched, later on, with a section of the text that they will be listening to in the meantime).
  - Ask learners to close their Learner's Books.
     Read the dialogues (A–D, from the activity) to your class. For now, it is just expected that learners practise their listening skills and simply get a general sense of the scenes being described.
- 2. Prompt learners to re-open their Learner's Books on page 70. Re-read the dialogues to your class. This time, ask your class to follow as you read. This is a great way for learners to keep practising their listening skills (and learn the correct pronunciation of words) while being exposed to even more key vocabulary.
  - a) Learners should now match each dialogue (A–D) to the respective image.
  - **b)** Learners to now match each section (a–h) of dialogues A–D to the correct speech bubble (of images 1–4).

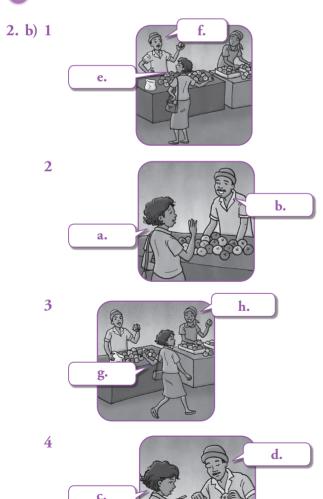
- c) Learners listen to the dialogues one very last time and double check their answers for exercises a) and b) above.
  - Correct exercise a), by inviting four volunteers (one per dialogue) to share their answers aloud. Guide as appropriate.

### Answers

2. a)	Dialogue	Image
	A	2
	В	4
	С	1
	D	3

• Invite other four volunteers to share their answers for exercise b). Guide as appropriate.

## Answers



- We suggest that you allow enough time to go through dialogues A–D with your learners.
   Ensure good understanding of the vocabulary as well as of the grammatical aspects being revised (French demonstrative adjectives) and introduced (French demonstrative pronouns).
- To assist you with the above, refer learners to the "Tableaux de référence" section (page 144), as well as to the Bell box on page 71 of the Learner's Book.
- Start by going through the Bell box with your class and ask learners to find some examples of the demonstrative adjectives in dialogues A–D on the previous page.
   (Answers: A b. Ces pommes-ci .../
  B c. Cette pomme-là ... / D. g. ... cette vendeuse-là ... / D. h. Ces pommes-ci ...)
- Ensure good understanding. Guide, assist, clarify and correct as necessary.

### Observer et apprendre

### The French demonstrative pronouns

- Once learners have revised and are clear about the use of the demonstrative adjectives in French, it will now be easier for them to understand the use of the French demonstrative pronouns.
- Let learners study the "Observer et apprendre" box, on page 71 of the Learner's Book.
- Ensure good understanding, by working through this "Observer et apprendre" box (and respective examples) with your class.
- Clarify any queries that your class may have and ask your learners to find examples of demonstrative pronouns in dialogues A–D on the previous page.

(Answers: B. d. "Celle-ci ..."/ C. e. "Celle-là ...".)

• Before moving to activity 3., highlight the use of the following vocabulary in the dialogues of activity 1 of page 70 of the Learner's Book: "de (très) bonne qualité", "de (très) mauvaise qualité", "de meilleure qualité", "d'excellente qualité" and "gâtée(s)". Clarify that these are all expressions used in the dialogues to talk about the quality of a specific product (in this case, apples). Ensure good understanding as these are likely to be used quite often by the learners throughout the unit.

- **3.** Learners listen to the poem on page 72 of the Learner's Book.
  - Read the poem aloud to the learners, stressing the words in bold. Learners to follow as you read, paying special attention to those same bolded, new, words.
  - Point out the Question box on the page.
  - Ask learners to work with a partner and discuss the meanings of the new, bolded vocabulary. Encourage them to use a dictionary, if necessary.
  - Once they have had enough time to discuss in their pairs, prompt them to share their ideas in class.
  - Monitor, guide and assist as necessary.
     Answers:
    - Une bouteille de/ d'... = a bottle of ...
    - Une boîte de/ d'... = a box of ...
    - Un pot de/ d'... = a jar\* of ...
    - \*Clarify that "pot" can have other meanings in French. It translates as "jar" in the specific context of "jam" (confiture).
    - Un tube de/ d'... = a tube of ...
    - Un sachet de/ d'... = a small bag of ...
    - Un paquet de/ d'... = a pack(et) of ...
    - Un flacon de/ d'... = a small bottle of ...
    - Un baril de/ d'... = a keg of ...
    - Un sac de/ d'... = a bag of ...
  - Bring learners' attention to the second verse of the poem ("Il y a beaucoup à acheter.") and remind them that the verb "acheter" means "to buy" in French. Point out the Bell box on the page to your class and then immediately to the "Tableaux de référence" section of the Learner's Book (pages 147 and 149). Prompt learners to study the conjugation of both verbs ("vendre" and "acheter") in the present tense.

#### Indicator:

 B8.5.2.1.2: Dire la quantité et la qualité des choses

### PARLER – Production orale/ Interaction orale

- 1. Learners listen, once again, to the poem on page 72 of the Learner's Book. This time, they should repeat it after you. Check their pronunciation and correct as necessary.
- **2.** Learners to match each image (1–13) to the correct description (A–M).
  - The purpose of this activity is to ensure that learners consolidate, through the visual references provided, the names of different types of product packaging. It is important that learners are aware of this specific vocabulary too, considering that each type of packaging refers, automatically, to different quantities. Therefore, when learners go shopping and want to refer to a certain quantity for a product in French, they may need to use quantifiers (un kilo de/ d'; une poignée de/ d', etc.) or simply the names of different types of packaging (for example, if they would like to buy a kilogram of flour, they may be able to just say "un paquet de farine").
  - Invite thirteen learners (a learner per image/ description) to share their answers aloud.

## Answers

2. 1	– K	<b>8</b> – H
2	-A	<b>9</b> – F
3	– B	<b>10</b> – C
4	– J	11 – D
5	-L	<b>12</b> – E
6	– I	13 - M
7	– G	

- Point out the "Prononciation" box, at the top of page 73 of the Learner's Book, to your class.
- Read descriptions A–M aloud to the learners and ask them to repeat after you.

- A lot of different French sounds will be practised, naturally and through this simple (yet very relevant) exercise. Ensure good pronunciation and correct as necessary.
- Encourage learners to practise the pronunciation of these descriptions further by, for example, recording themselves as they read them and then playing it back in order to self-check and correct their own pronunciation.
- **3.** a)-b) Organise learners into groups of six and read the dialogues aloud to your class. Learners listen attentively and pay special attention to the words in bold.
  - Bring learners' attention to the Bell box on page 75 of the Learner's Book as this will help them to clearly understand the meaning of the highlighted words (quantifiers) in the text. Clarify any queries that learners may have.
  - Prompt learners to use a dictionary, in case they need help with any other words in the dialogues.
  - Highlight the use of the sentences "C'est un bon poisson! Il est très frais!" which refer to the quality of a product (fish, in this particular case).
  - c)-d) Working in the same groups of six and taking turns, learners role-play the dialogues on pages 74 and 75 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues.
  - Check for good understanding and pronunciation. Assist and correct as necessary.
  - Invite a few pairs of learners to present their role plays in front of the class.
  - Suggest extra role plays to your class where learners can have the chance to practise all the different words they know by now to express quantity and quality of things in French.

- **4.** a)-b) Working in pairs and taking turns, learners imagine that they are at the market on pages 68 and 69 of the Learner's Book.
  - Learners to create suitable dialogues where they can play the roles of the customer and the seller (A–E) while discussing about the quantity and quality of different products.
  - Walk around the classroom, listening to the dialogues and assisting where appropriate.
     Ensure that both learners get the chance to play the roles of the customer and the seller.
  - Check for good use of vocabulary and pronunciation. Guide, assist and correct as necessary.
  - Depending on the time you still have available for the lesson, you may like to ask one or two pairs of learners to present their dialogues in front of the class.
  - Monitor and guide as appropriate.

### Pour s'amuser

- This fun activity aims to get your class to practise as much vocabulary as possible while expressing the quantity and quality of things in French.
- 1. Learners play the suggested game (on page 75 of the Learner's Book) in groups of three.
  - Below are some extra examples that learners may like to use when their turn comes:
    - Je vais au supermarché. Il faut acheter ... un kilo de poisson très frais.
    - Je vais au supermarché. Il faut acheter ... cent grammes de curry en poudre très fort.
    - Je vais au supermarché. Il faut acheter ... un demi-kilo de fraises mûres.
      Note: Depending on the academic level of your class, you may need to provide learners with a list of possible extra adjectives that they can use in their sentences ("fort/ forte" = hot (spices); "mûr(e)\* = ripe (fruit), etc.).
      \* Tell learners not to confuse the feminine form, singular, of the adjective "mûr" (ie: "mûre" = ripe) with the noun "mûre" which means blackberry).

 B8.5.2.1.3: Lire, comprendre et réagir à un texte sur la quantité et la qualité des choses

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the texts "Des crêpes à la française" et "Une recette de crêpes", on pages 76 and 77 of the Learner's Book, to themselves.
  - This is an excellent opportunity for learners to revise and expand their vocabulary while learning a few extra adjectives (such as: "fine" = thin; "léger/ légère" = light; "aigre" = sour; "pourri(e)" = rotten) that can be used when talking about the quality of specific food items (in this particular case, "crêpes", milk and eggs) in French.
  - Invite two learners to read the text "Des crêpes à la française" aloud (each to read half of it).
  - Invite one volunteer to read the ingredients' list of the text "Une recette de crêpes" (on page 76 of the Learner's Book) and then three extra volunteers to read captions 1–9 (each learner to read three captions) of the recipe steps that are illustrated on the following page.
  - Point out the "Vocabulaire" boxes on pages 76 and 77 of the Learner's Book and ensure good understanding.
  - Draw learners' attention to the Phrase box (on page 76 of the Learner's Book) and provide any explanation or clarification that you may find necessary and useful for learners at this stage.
  - Learners should already be familiar with the fact that, in the negative expression "ne ... pas", we normally replace the indefinite articles ("un", "une" and "des") and the partitive articles ("du"/ "de la"/ "de l'" and "des") with "de" (after the word "pas"). Explain to the learners that the same rule would then apply with the expression "ne ... jamais".

- From here, bring their immediate attention to the sentence "Fais attention aux quantités indiquées et n'achète jamais d'ingrédients de mauvaise qualité." (from the text "Des crêpes à la française"). Learners should then notice that the article "des" was replaced with "de" and understand why.
- Before moving to the next activity, bring learners' attention to the "Prononciation" box on page 76 of the Learner's Book. This feature box highlights three extra examples of words that, even if written exactly as their English equivalents, are pronounced differently in French. Read the words "restaurant", "France" and "secret" to your class and prompt them to repeat after you. Check their pronunciation and correct as necessary.
- **2.** Learners answer questions a)—d), individually and in writing.
  - Invite four learners (one per question) to share their answers aloud. The rest of the learners should state whether they agree or disagree.
  - Monitor, guide, assist and correct as necessary.
  - Learners' sentence answers may vary slightly.
     Accept any correct answers. Below are a few possible ones, as a reference.

### Answers

- **2.** a) Pour le petit déjeuner, le père prépare des crêpes à la française.
  - **b**) Ils (Kofi, Abenayo et Adolfo) disent que leur père peut travailler dans un restaurant en France parce que/ car les crêpes à la française qu'il prépare sont vraiment délicieuses.
  - c) Pour avoir (obtenir/ préparer) des crêpes délicieuses, il faut (on doit) utiliser des ingrédients frais et de très bonne qualité.
  - d) Non, pas du tout. Il ne faut pas/ jamais utiliser de lait aigre et d'œufs pourris dans la préparation des crêpes parce que/ car un lait aigre et des œufs pourris ne sont ni bons pour le goût des crêpes ni bons pour notre/ la santé.

 B8.5.2.1.4: Écrire la quantité et la qualité des choses

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)—b) Learners imagine that they go to the supermarket this Saturday and need to do their shopping list.
  - Prompt learners to list the name of the items to be bought and to indicate the type of packaging, if possible, for each product.
  - Check learners' lists and correct as necessary.
- 2. a)-d) Learners imagine that they are at the market and will be having a dialogue with the sellers represented in images A–C (at the bottom of page 78 of the Learner's Book). This can be set as a homework activity.
  - Prompt learners to include, for each dialogue, sentences referring to the quality and the quantity of the products that they wish to buy.

**Note:** Depending on the type of products that the learners mention in their dialogues, you may like to ask them to refer to the type of packaging

Encourage learners to use a dictionary, if necessary.

#### C'est l'heure de la dictée!

- We suggest that you dictate dialogues A–D, from page 70 of the Learner's Book, as these will help the learners to consolidate key vocabulary and language structures that have been revised and learnt throughout this unit.
- Allow learners to self-correct their dictations by prompting them to check their texts against the respective dialogues on the above-mentioned page (70).

#### **EXTRA ACTIVITY**

- To conclude the teaching of this unit, we suggest that you:
- a) Create a simple market scene in your classroom where learners will have the chance to role-play (taking turns and in groups of three) dialogues A–D on page 70 of the Learner's Book.
- b) Create some other market scenes in your classroom and let learners, as a class, imagine relevant dialogues (between sellers and customers) while expressing themselves on the topic of the unit.
- Prompt learners to bring some local materials (fruit, vegetables, fabrics, traditional crafts, etc.) to class in order to make these extra role plays as much relevant, in context and taken from real-life experiences as possible.

Notes:			

# **UNITÉ 2** Qu'est-ce qu'il vous faut?



### Suggested teaching time:

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

Faire des courses

### Introduction

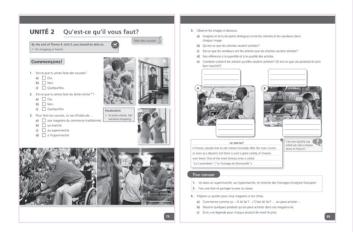
This unit builds on the content taught in the previous one. Its focus is on understanding and doing shopping in French.

Learners will revise key words and learn a few extra expressions which will enable them to express themselves, appropriately, confidently and in French, while shopping. This unit introduces learners to the French pronoun "en". It addresses the specific use of the preposition "chez" (as opposed to "au, à la, à l' or aux") when referring to the shops we go to.

Throughout this practical unit, learners will find plenty of opportunities to do role plays and to have fun while expanding their language knowledge and vocabulary on the topic.

# RESOURCES

• Learner's Book: pp. 79–89



### **Optional extra materials:**

- Posters, photos and word cards
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

## **KEY WORDS**

- \* (Liste de) Courses
- \* Lèche-vitrine
- ★ Magasin
- ★ Commerce traditionnel
- ★ Marché
- \* Supermarché

- ★ Hypermarché
- ★ Rayon de produits
- **★** Pharmacie
- **★** Boulangerie
- ⋆ Poissonnerie
- ★ Épicerie
- ★ Pâtisserie

- \* Parfumerie
- \* Boucherie
- \* Charcuterie
- ★ Fleuriste
- \* Papeterie
- ★ Librairie
- **★** Boutique

Pharmacien

\* Livraison

- ★ Mode de paiement/ de livraison
- \* Produit
- ★ Moteur de recherche
- \* Panier
- **★** Total
- ★ Navigateur
- ★ Carte (de crédit)
- **★** Payer

In addition to the key words, this unit also revises and introduces key questions and expressions which are relevant to this particular topic:

- ★ Je veux/ voudrais acheter ... s'il vous plaît.
- ★ Est-ce que vous pouvez/ pourriez me donner ...?
- \* Avez-vous du/ de la/ de l'/ des/ un(e) ...?
- \* Est-ce que vous avez du/ de la/ de l'/ des/ un(e) ...?
- ★ Ce sera tout, merci.
- ★ Non, merci. Je ne veux rien d'autre/ de plus.
- ★ Combien coûte ...?/ Ça fait combien ...?
- \* C'est trop cher! Je veux quelque chose de moins
- ★ Baissez un peu le prix, s'il vous plaît!
- ★ Faites-moi un prix, s'il vous plaît!
- ★ Qu'est-ce que vous voulez aujourd'hui?
- ★ Qu'est-ce qu'il vous faut?
- ★ De quoi avez-vous besoin?
- ★ Est-ce que je peux vous aider?
- \* Voulez-vous du/ de la/ de l'/ des/ un(e) ...?
- Combien de grammes/ kilos/ tranches/ boîtes/ ... vous désirez?

- ★ Et avec ça?
- ★ Voulez-vous quelque chose d'autre?
- ★ Vous voulez autre chose?
- ★ C'est tout?
- ★ Oui, j'en ai (un(e), un peu/ beaucoup ...).
- ★ Non, je n'en ai pas un(e)/ un peu/ beaucoup ...
- ★ Malheureusement, je n'en ai pas (un(e), un peu/ beaucoup ...).
- ★ Je regrette. Il n'y en a plus.
- ★ C'est ... cedis le litre/ le paquet/ la pièce/ le sac, etc.

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be learning more on the topic of doing shopping in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 79 of the Learner's Book.
- Bring learners' attention to the title of the unit ("Qu'est-ce qu'il vous faut?") and explain that this is one of the many questions that a seller may ask a customer, meaning "What do you need?".
- Bring learners' attention to the word "courses" (in the Objectives box) and prompt them to tell you what it means (Answer: shopping).
- We suggest that you encourage learners to practise the use of this units' key words/ expressions through extra role plays and interactive activities that are taken from real-life situations. You may even decide to take learners outside the classroom (wherever relevant and appropriate) and ask them to write possible (and creative) dialogues between local sellers and customers.

## **COMMENÇONS!**

1.—3. Learners answer the three quick multiple-choice questions presented on page 79 of the Learner's Book. The idea is to build learners' excitement for the unit while letting them think, individually, about their own shopping experiences. This is a short and simple activity yet one that allows for diagnostic assessment, that revises and introduces vocabulary and from which you will be able to get a general sense of your class's interest in the topic.

- Read questions 1.–3. aloud to your learners and invite a few of them to share their answers in class.
- Guide and correct as necessary.
- Ensure that learners are clear about the meaning of "quelquefois", "lèche-vitrine", "magasin", "commerce traditionnel", "marché", "supermarché" and "hypermarché" as these are crucial for the understanding of the activity itself.
- Prompt your class to add any new words to their "Dictionnaire personnel".
- You can also use the five images, on page 79 of the Learner's Book, for a quick and general class discussion on the topic of shopping. Monitor and guide the discussion as appropriate. Alternatively, you may decide to refer your class back to the images on this page a bit later in the unit (for example as a basis for some extra speaking or writing activities where learners imagine dialogues, describe shopping scenes, etc.).
- Bring your learners' attention to the top of page 80 of the Learner's Book and point out the "Le sais-tu?" box to your class. This is a great way to build learners' knowledge and sense of global citizenship and to prompt them to the activity 4. that follows next.
- **4. a)** Give learners some time to observe the images of the different shops (on pages 80 and 81 of the Learner's Book). Then, read the heading "Chaque produit à son magasin" and the sentence beginnings A–L to your class, stressing the vocabulary highlighted in bold.
  - Read slowly and clearly to ensure good understanding.
  - Tell learners that each word in bold refers to the name of each of the shops represented on pages 80 and 81 of the Learner's Book.
  - b) Draw learners' attention to the list of words (1–12) on page 81 of the Learner's Book and read it aloud to your class. Then, prompt them to match those sentence endings to the respective shop/ sentence beginning (A–L) on pages 80 and 81 of the Learner's Book.

- Invite twelve learners (one per listed item) to share their answers aloud. The rest of the learners should state whether they agree or disagree.
- Monitor, guide and correct as necessary.

## **Answers**

- 4. b) 1 C 2 E 3 K 4 - H 5 - I 6 - A 7 - J 8 - L 9 - B 10 - D 11 - F 12 - G
  - Before moving on, ensure good understanding of all the items on the list (1–12). Once again, encourage learners to add any new words to their "Dictionnaire personnel".
  - Point out the Question box (at the bottom of page 81 of the Learner's Book) to your learners and prompt them to do the proposed activity (first, by involving their home and school communities and, later on, by sharing their findings in a quick class discussion).

#### **Indicator:**

 B8.5.3.1.1: Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle l'on fait des courses

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

1. a) Learners listen to a dialogue where a father and a son, who are at the hypermarket, refer to the items that they need to buy. Learners should pay special attention to all the ingredients being mentioned.

# Listening activity script

Frank: J'adore quand nous faisons nos courses dans cet hypermarché, Papa!

**Papa:** Ah oui? Et pourquoi adores-tu cet hypermarché, Frank?

**Frank:** Je l'adore parce qu'ici on trouve toujours tout ce dont l'on a besoin.

## ① Listening activity script (continued)

Papa: C'est vrai, Frank. Je l'adore aussi et j'espère qu'on peut trouver, dans les rayons de produits de cette grande surface, tout ce dont l'on a besoin aujourd'hui. Alors, voilà notre liste de courses pour ne rien oublier.

Frank: Qu'est-ce qu'il faut acheter, Papa?

Papa: Il faut acheter deux citrons, un ananas, deux kilos de bananes, un paquet de farine et aussi un tube de dentifrice.

Frank: C'est tout?

**Papa:** Non. Nous avons besoin aussi d'une boîte de thon et il ne faut pas oublier d'acheter quelques cadeaux pour Maman. C'est son anniversaire la semaine prochaine.

**Frank:** Peut-être nous pouvons lui offrir un livre et un parfum? Et une boîte de bonbons aussi?

Papa: Ce sont de très bonnes idées, Frank! Alors, ajoutons un livre, un parfum et une boîte de bonbons à notre liste de courses. Voilà, notre liste de courses est complète!

- **b**) Based on the information provided in the dialogue, learners tick the correct shopping list (from the ones shown on page 82 of the Learner's Book).
  - Let learners listen to the dialogue a second time and confirm their answers.
  - Invite a volunteer to share his/ her answer aloud. The rest of the learners should state whether they agree or disagree. Assist and correct, as necessary.

## Answers

### 1. b) Liste de courses C

- This listening activity allows for diagnostic assessment on vocabulary that learners should already be quite familiar with. It is a great pre-activity ahead of the exercises that follow in this unit.
- Clarify any queries that your class may have at this stage.
- **2.** Learners observe and listen to a dialogue between a customer and a pharmacist.
  - Bring learners' attention to the heading "Chez le pharmacien" and allow enough time

to explain when to use "chez" (as opposed to "au, à la, à l' and aux") when it comes to specific shopping experiences. To help you with this explanation, point out the Bell box, on page 83 of the Learner's Book, to your class. As further examples, bring learners' attention back to pages 80 and 81 of the Learner's Book and to sentence beginnings A–L (as suggested in the Question box at the bottom of page 83). Learners should notice that, in I, the preposition "chez" is also used ("Chez le/ la fleuriste ...") since it refers to the person that works at that particular shop as opposed to a shop's designation.

- Clarify any queries that your class may have and provide further examples, if necessary, such as:
  - Je vais à la boulangerie.; Je vais chez le boulanger/ la boulangère.
  - Je vais à l'épicerie.; Je vais chez l'épicier/ l'épicière.
  - Je vais à la boucherie.; Je vais chez le boucher/ la bouchère.
- a) Let learners listen to the dialogue again. This time, the exercise will also allow for word and sound recognition since learners will need to match each of the listed sentences (1–12) to the correct speech bubble (A–L).
  - If necessary, let learners listen to the dialogue one last time and confirm their answers.
  - Invite twelve learners (one per speech bubble) to provide their answers aloud.
  - Monitor, guide and assist as necessary.

## Answers

- 2. a) A-5 E -4 I -7 B -11 F -6 J -9 C -2 G -1 K -3 D -12 H -10 L -8
  - b) Learners answer the five questions about the dialogue that they have just listened to.
     Note: Depending on the academic level of your learners, you may decide to prompt them to answer these questions earlier in the unit (before they do exercise a) on the previous page. This will allow you to do a quick comprehension

- check on how much your class has actually understood from the dialogue without the text references provided in a).
- You can decide if you prefer your learners to answer the questions in writing first (and then to share their answers aloud) or if you prefer them to only answer the questions orally.
- Invite five learners (one learner per question) to share their answers with the rest of the class.
- Guide and correct as necessary. Learners' sentence answers may vary slightly. Accept any correct ones. Some possible sentence answers are provided below:

### Answers

- 2. b) Madame Akosua est chez le pharmacien.
  - Elle va chez le pharmacien aujourd'hui parce qu'elle ne se sent pas bien. Elle a mal à la tête, aux dents et elle est enrhumée. Donc elle a besoin d'acheter des médicaments.

Note: Learners will be introduced to the French pronoun "y" later in this course, though, it is a good idea to start getting them, gradually, exposed to it. Therefore, we suggest that you simply explain that, in the question "Pourquoi est-ce qu'elle y va aujourd'hui?", "y" is a pronoun that replaces "chez le pharmacien" (ie: the place to where Madame Akosua goes).

- Elle veut acheter une boîte d'aspirine et un paquet de vitamine C.
- Elle achète seulement la boîte d'aspirine.
- Ca coûte 16 cedis.
- Bring learners' attention to the "Petit rappel" box on page 84 of the Learner's Book as this will help learners to better understand the content of the "Observer et apprendre" box that follows next.
- Stress that the French direct object personal pronouns only apply to countable or specific nouns (ie: that are preceded by definite articles, possessive adjectives or demonstrative adjectives).

- Provide further examples, if necessary.
- We suggest that you refer your learners to section "Tableaux de référence" (page 141) of the Learner's Book and prompt them to revise the French direct object personal pronouns with the help of the table provided.
- Guide, assist and clarify as necessary.

## Observer et apprendre

### The French pronoun "en"

- Allow enough time to go through this "Observer et apprendre" box (on page 84 of the Learner's Book) with your class. It introduces an important French pronoun ("en") which learners will be using often going forward (and, in particular, throughout this unit and theme).
- When going through the examples provided, bring learners' attention to the fact that when using "en" to replace a word that is preceded by a partitive article ("du, de la, de l', des"), then that word itself is replaced by "en" and the partitive article, that was preceding, disappears. Provide extra examples, as such:
  - Voulez-vous de la farine?
  - Oui, j'en veux, s'il vous plaît.
- When we use "en" to replace a word that is preceded by "un(e), deux, trois ..." or "un peu/beaucoup/ trop/ assez de ..." (ie: when the idea of quantity is expressed), then the word itself is replaced by "en" but, in this case, the words "un(e)", "deux", "trois", "un peu", "beaucoup", "trop" et "assez" will not disappear. Provide extra examples, as such:
  - Est-ce que vous avez deux paquets de vitamine C, s'il vous plaît?
  - Je regrette. Je n'en ai pas deux, mais j'en ai un, si vous voulez?
  - Voulez-vous <u>beaucoup</u> d'oignons?
  - Non, je n'en veux pas beaucoup.
- Provide as many examples and further explanations as necessary. You may like to provide this quick summary as an example as well:
  - Avez-vous des oranges?
  - Oui, j'en ai.
  - Non, je n'en ai pas.
  - Avez-vous <u>une</u>/ <u>deux</u>/ <u>trois</u> orange(s)?
  - Oui, j'en ai <u>une</u>/ <u>deux</u>/ <u>trois.</u>
  - Non, je n'en ai pas une/ deux/ trois.

- Avez-vous <u>assez</u> d'oranges?
- Oui, j'en ai assez.
- Non, je n'en ai pas assez.
- Clarify any queries that learners may have.
- Bring learners' attention to the Bell box on page 84 of the Learner's Book. It is very important that learners understand that when using the pronoun "en", in affirmative imperative sentences, its placement is then after the verb (with a hyphen) and that the verb itself keeps a final "s" (in case it is an "–er" ending type of verb).
- 3. a)-c) Learners listen to a short, clear and generic explanation on the basic steps to be taken in order to purchase something online.
  - This activity allows for word and sound recognition and it aims to start getting your learners familiarised with some key vocabulary on the topic of online shopping.
     Note: Learners will have the chance to build on this key vocabulary, and to keep practising it in even more detail, later on in this French series.
  - Learners to put all the eleven steps listed in the activity (as they listen to the script) into the correct order.

## Listening activity script

Bonjour à tous et à toutes!

Voulez-vous savoir comment acheter/ faire des courses en ligne? Alors, voici les onze étapes qu'il faut suivre!

Première étape – Avoir une carte de crédit

Deuxième étape – Se connecter à l'internet

Troisième étape - Ouvrir le navigateur

Quatrième étape – Chercher le supermarché ou le magasin dans le moteur de recherche

Cinquième étape - Sélectionner ses produits

Sixième étape – Mettre les produits à acheter dans le panier

Septième étape - Faire le total

Huitième étape - Choisir le mode de paiement

Neuvième étape – Choisir le mode de livraison

Dixième étape – Payer par carte

Onzième étape - Attendre la livraison

Et voilà! C'est très facile et aussi très convenable, n'est-ce pas?

- Allow learners to listen to the script once again before you invite a volunteer to share his/ her answers aloud.
- Correct the activity and clarify any queries that your class may have at this stage.

## Answers

- **3. b**) Please refer to the sentences highlighted in the Listening activity script of the previous page.
  - Point out the Bell box, at the top of page 85 of the Learner's Book, and ensure good understanding.
  - Encourage learners to add all the new words in the activity to their "Dictionaire personnel".
  - Take the opportunity to revise the French ordinal numbers with your class.

#### Indicator:

• B8.5.3.1.2: Faire des courses

### PARLER – Production orale/ Interaction orale

- Working in pairs and taking turns, learners roleplay the dialogue on page 83 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues. Guide, assist and correct as necessary.
- 2. a)—c) Say aloud to your class: "Je voudrais acheter quelques produits en ligne, mais j'ai besoin de votre aide, s'il vous plaît. Est-ce que vous pouvez m'aider? Est-ce que vous pouvez m'expliquer les étapes à suivre? Merci d'avance, la classe!"
  - Invite then eleven learners each to indicate a step (as per the ones mentioned in the previous activity) aloud.
  - Check for good use of vocabulary, understanding and pronunciation.
  - Guide and correct as appropriate.
- 3. a)—d) Working in different pairs and taking turns, learners role-play their own dialogues, by imagining that they will go shopping at each of the shops referred to on pages 80 and 81 of the Learner's Book.

- Bring learners' attention to the Bell boxes on page 86 of the Learner's Book and give them enough time to study them in their pairs.
- Go through both boxes with your class, checking for good understanding of the meaning and appropriate use of each of the listed expressions. If you find it appropriate, you may like to ask learners to try to translate each of the listed expressions into English (or provide them with the translations yourself, for their quick and easy reference, should you find it necessary at this stage).
- Clarify any queries that your class may have.
- Learners to play, in turns, the roles of the customer and of the market seller/ shop assistant in their dialogues. Ensure that each learner has the chance to play both roles.
- Ensure that learners are clear that they need to imagine a short dialogue for each of the shops referred to on pages 80 and 81 of the Learner's Book.
- Encourage learners to use as much vocabulary and expression as possible.
- Walk around the classroom, listening to their dialogues. Guide, assist and correct as necessary.
- Invite a few pairs of learners to present a dialogue (for one of the shops) in front of the class. Check their pronunciation and correct as appropriate.

#### **EXTRA ACTIVITY**

- As mentioned earlier, we suggest that you encourage learners to practise extra role plays (considering different shopping environments and experiences). This specific theme and unit are very practical as well as an excellent opportunity to get learners to explore new vocabulary, think creatively and build on their confidence to keep interacting, in French, in situations that are taken from real-life examples.
- Record, whenever possible and relevant, your learners' role plays. Play it back to them and allow learners to check their own pronunciation. Correct as necessary.

 B8.5.3.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on fait des courses

### LIRE – Réception écrite/ Compréhension des écrits

- **1.–2.** Learners read the text (on page 87 of the Learner's Book) and answer the questions that follow.
  - Give learners enough time to read the dialogue to themselves.
    - **Note:** This dialogue has been made intentionally long. It allows learners to practise and revise, in context, useful vocabulary/ expressions and important grammar points. On the other hand, it is meant to make learners feel better prepared and more confident, gradually, to read some other longer passages in French (such as magazine and newspaper articles, books, etc).
  - This text expands and consolidates learners' knowledge and vocabulary on the topic of shopping.
  - Draw learners' attention to any particular word or expression that you may find useful to be highlighted or clarified further.
  - Invite three learners to read the text aloud. Check their pronunciation and correct as necessary.
  - Bring learners' attention to the two Bell boxes on page 88 of the Learner's Book and ensure good understanding.
  - Invite seven learners to answer questions a)—g) aloud (one learner per question). The rest of the learners should state whether they agree or disagree.
  - Monitor, guide and correct as necessary.
  - Learners' sentence answers may vary slightly.
     Accept any correct ones. Below are a few possible sentence answers, as a reference.

## Answers

- 2. a) Felicia et Joselyn sont dans une boutique.
  - **b**) Non, il est trop cher.
  - c) Non, malheureusement, la vendeuse ne peut pas leur faire un prix.
  - d) La vendeuse leur conseille de regarder les jupes et les robes parce qu'/ car elles sont soldées.

- e) Oui, il y a des robes et des jupes disponibles pour leur taille (S).
- f) Oui, elles trouvent des articles soldés qu'elles aiment. Joselyn trouve une robe rouge et Felicia trouve une jupe orange.
- g) Avant d'acheter des vêtements, il faut les essayer.

#### Indicator:

• B8.5.3.1.4: Décrire une scène de marchél supermarché à quelqu'un/ marchander avec quelqu'un

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners observe the market scene represented in images A–D (at the bottom of page 88 of the Learner's Book) and write a small text to describe them to someone they know (to a friend, to a family member or to you, for example).
  - Encourage learners to use as much vocabulary as possible and to check a dictionary, if necessary.
  - Check their texts and correct as appropriate.
  - Draw learners' attention to image B and take the opportunity to teach them an extra French verb: "Héler" (to hail/ to call someone from far to try to attract his/ her attention. Examples: when calling a taxi or when a seller tries to attract the attention of a potential customer).
  - Prompt learners to say (as a possible way to describe the scene in image B):
     "Le vendeur hèle la cliente."
- 2. Following on from the previous activity, learners are now to imagine suitable texts to fill in each speech bubble provided at the bottom of page 88 of the Learner's Book.
  - Check learners' speech bubbles and correct as necessary.
  - Your learners' texts will vary. Accept any correct and appropriate ones.
  - Allow your learners to rewrite their texts correctly once you have checked them.

- 3. a)—e) Learners observe images A and B (on page 89 of the Learner's Book) and imagine short dialogues between each customer and the respective seller. This activity can be set as homework.
  - Learners to follow the prompts indicated in a)—e) in order to have their dialogues as complete as possible.
  - Encourage your class to use a dictionary, if necessary.
  - You may also like to refer your class back to page 86 of the Learner's Book and do a quick revision of all the expressions listed in the Bell boxes.
  - Check learners' dialogues and correct as appropriate.
  - Allow learners to rewrite their dialogues correctly once you have checked them.
  - Bring learners' attention to image B (on page 89 of the Learner's Book) and take the opportunity to let learners know another interesting curiosity about the French culture: the love for cheese! Point out the "Le sais-tu?" box, on page 89 of the Learner's Book, to your class. Provide as many extra details and information as you may find relevant and appropriate.
  - Point out the Question box on the same page and let your class think, discuss and provide the answer to the question raised.
     (Answer: "Fromagerie")

### Pour s'amuser

- This "Pour s'amuser" is another great opportunity to get your class to develop a sense of global citizenship as they learn more curiosities about the francophone world.
- 1.–2. Prompt learners to do the fun activities suggested and to share their lists in class. It is likely that their lists include, at least, one of the following five types of French cheeses: "Roquefort"; "Camembert"; "Brie"; "Emmental"; "Gruyère".
  - Guide and inform further as you may find it relevant, necessary and appropriate.

- **4.** a)-c) Learners prepare a poster for different shops of their choice.
  - Ensure that learners are clear about instructions a)—c) for the activity and clarify as necessary.
  - Check learners' posters and correct as necessary.
  - Encourage learners to display their posters in their homes so that their family members can also be involved in their French learnings.

#### C'est l'heure de la dictée!

- We suggest that you dictate words, sentences, small texts or dialogues of your choice on the topic of "shopping".
- Prepare your lists of words/ sentences or texts/ dialogues beforehand, ensuring that they are suited to address learners' needs in terms of reinforcement or consolidation of vocabulary/ expressions.
- Check their dictations and correct as necessary.

Notes:		
140tes.		

#### Je voudrais réserver ... **UNITÉ 3**



### Suggested teaching time:

Five hours (6 periods of 50 minutes each), over two weeks

Faire une réservation

#### Introduction

The focus of this unit is on understanding and making a booking/ reservation in French.

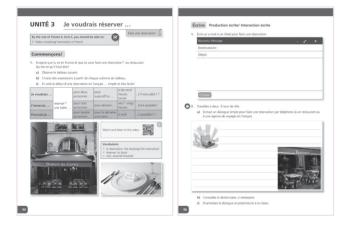
Learners will be using some conditional forms of the verbs "vouloir", "aimer" and "pouvoir" and understand that these will help them in showing politeness when wanting to make a booking/ reservation in French.

This unit presents a fair amount of dialogues to the learners and provides them with the opportunity for great practice of the content through visual, relevant and meaningful activities which are taken from real-life examples and experiences.

Although it is a short unit, learners will revise and expand their vocabulary by learning new French expressions on the topic. We advise that you check their "Dictionnaire personnel" after this unit.

### (C) RESOURCES

Learner's Book: pp. 90–96



### **Optional extra materials:**

- Posters and photos (of the interior of a restaurant, of a hotel, etc.)
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

## KEY WORDS

- ★ Réserver
- ★ Hôtel
- ★ Réservation
- ★ Table
- **★** Restaurant
- \* Chambre
- ★ Lit (simple/ pour une personne/ double/ grand lit/ pour deux personnes)

- ★ Deux lits jumeaux
- ★ Complet

Vol

**★** Disponible

Vers

- \* Iour
- \* Personne
- \* Nuit
- Aujourd'hui
- ★ Vue sur la mer
- Demain
- ★ Inclus(e)
- Semaine prochaine
- ★ Gratuit(e)
- Soir
- \* Carte de crédit
- **★** Heure
- \* Numéro de
- \* Regretter
- réservation

★ Billet aller-simple

In addition to the key words, this unit also revises and introduces key questions and expressions, such

- ★ Je voudrais/ J'aimerais réserver ...
- ★ Pourrais-je réserver ...?
- ★ Est-ce que je peux vous aider?
- ★ Je regrette, Monsieur/ Madame.
- ★ C'est complet.
- ★ C'est noté.
- ★ Si vous voulez, je peux vous garder une table pour ...
- ★ À quel nom?
- Je vous remercie, Monsieur/ Madame.
- ★ Je vous en prie.
- \* Pas de soucis.
- ★ Pour combien de personnes?
- ★ Pour quel jour?
- Voudriez-vous réserver ...?

- \* Avez-vous des chambres libres pour ...?
- ★ Nous avons des chambres libres.
- ★ C'est combien par nuit?
- ★ C'est ... par nuit ...
- ★ Votre numéro de réservation est le ...
- ★ Merci à vous d'avoir choisi notre restaurant/ hôtel/ agence ...
- ★ Je vous souhaite une bonne journée.
  Note: Only the "vous de politesse" is mentioned in the above listed expressions, considering that, in the specific context and topic of this unit, the formal "you" seems to be the most appropriate subject personal pronoun to be used throughout (not only by the person who makes the booking/ reservation itself but also by the one who takes it).

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be making bookings/ reservations in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 90 of the Learner's Book.
- Bring their attention to the title of the unit ("Je voudrais réserver ..."), the sub-strand ("Faire une réservation") as well as to the Objectives box where learners can find what is expected to be achieved by the end of the unit. Highlight the words "voudrais", "réserver" and "réservation" and briefly check for good understanding. Clarify as necessary.

**Note:** This unit provides the opportunity to quickly review the required core competencies (when communicating over the phone) that have already been covered in Unit 2/ Theme 1 of the Learner's Book (pages 11–18).

## COMMENÇONS!

- 1. a)-c) Learners imagine that they are in France and would like to make a booking/ reservation for a restaurant.
  - From the table provided in the exercise (and selecting an expression from each column), learners will be able to learn in a fun, simple, quick and practical way questions that they can use when starting to make a basic booking/ reservation in French.
  - Read each column aloud to your class and allow learners enough time to engage with it in their own time. Encourage them to

- write their sentences down as they match the relevant words from each column.
- Invite three different learners to come to the writing board and to write down one of their sentences.
- Monitor, guide, assist and correct as necessary.
- Learners' sentences may vary. Accept any correct ones. Below are just three possible options, as a reference:
  - Je voudrais réserver une table, pour deux personnes, pour aujourd'hui, à dix-neuf heures trente. Est-il possible?
  - J'aimerais réserver une table, pour quatre personnes, pour la semaine prochaine, vers vingt heures, si possible.
  - Pourrais-je réserver une table pour trois personnes, pour demain, à midi, s'il vous plaît?
- Play this video from YouTube as an extra reference and quick summary on how to book a table for a restaurant in French:



• Replay, if necessary, and clarify any queries that your class may have.

## Observer et apprendre

### Using the conditional mood to make a booking/ reservation in French

- Without providing too much detail about the French conditional mood at this stage, explain to your class that they will be using conditional forms of three specific verbs ("vouloir", "aimer" and "pouvoir") when making a booking/reservation in French.
- Go through the "Observer et apprendre" box (on page 91 of the Learner's Book) with your learners and highlight the words "voudrais", "aimerais" and "pourrais" from the examples provided.
- Learners should already be familiar with a few conditional forms as they have been exposed to some in previous units and years. They should therefore be aware, and understand, that these are normally used when we want to ask for something, very politely, in French.

- Depending on the academic level of your learners, you may also like to refer to these extra conditional forms which they may find useful for some activities of this unit: "Voudriez", "Aimeriez" and "Pourriez". Provide some examples for context, such as:
  - Pour combien de personnes voudriez-vous réserver une table, Madame?
  - Aimeriez-vous une table avec une vue sur la mer?
  - Pourriez-vous me garder une table pour demain soir, s'il vous plaît?
     Note: Later on in this series, learners will be learning, in detail, about the conditional mood in French. It is important that they learn to conjugate it only after they have been exposed to the "Futur Simple" and to the "Imparfait" (considering that the conditional mood is formed using parts from these two tenses: stem from "le Futur Simple" + endings from "l'Imparfait").

• B8.5.4.1.1: Écouter, comprendre et réagir à un dialogue où l'on fait une réservation

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

- 1. a)-f) Learners listen to a very simple dialogue where a lady wishes to make a booking/reservation in French.
  - Before playing the audio, let learners familiarise themselves with sentences a)-f), and with their respective answer options, so that they can have a prior idea of the information they should aim to get from the listening exercise.
  - Play only the audio of the following video from YouTube:
    - https://www.youtube.com/watch?v=VvEauxfxSWo
    - Prompt learners to tick the correct options in a)-f).
    - Replay the audio one more time and let learners double check their answers.

- Invite six volunteers (one per sentence) to share their answers aloud. The rest of the learners should state whether they agree or disagree.
- Monitor, guide and correct as necessary.

## Answers

- 1. a) A
- **c**) A
- e) C

- **b**) C
- **d**) B
- **f**) A
- Point out the Bell box at the bottom of page 91 of the Learner's Book. This is just a very quick reminder that we never say "la madame" in French, when wanting to say "the lady".

#### Indicator:

• B8.5.4.1.2: Faire une réservation par téléphone

### PARLER – Production orale/ Interaction orale

- a)-d) Working in pairs, and taking turns, learners role-play dialogue A from page 92 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues. Check their pronunciation and correct as appropriate.
  - Prompt learners to pay special attention to the vocabulary (and to all the new expressions) and to use a dictionary, if necessary. Remind them to add any new words/ expressions to their "Dictionnaire personnel".
  - Point out the Bell box, on page 92 of the Learner's Book, to your class. Guide and assist whenever you may find it relevant, appropriate and necessary.
  - Point out the "Petit rappel" box (at the bottom of the page) to your learners and ensure good understanding. As an example, bring their attention to the second speech bubble of dialogue A, to where it says:
     "Je voudrais réserver une table ... pour le premier juillet ...".

- Point out the Question box on the same page and expect learners to provide the following answer: "Merci d'avance." and "Je vous remercie.". Prompt your learners to read the two expressions aloud and to discuss their meaning in class ("Thank you in advance." and "Thank you.", respectively).
- 2. a)—c) Working in different pairs and taking turns, learners role-play dialogue B from page 93 of the Learner's Book. This time, there is an extra challenge to the learners as they will need to complete the speech bubbles with the appropriate words from the list provided.
  - Walk around the classroom, listening to their dialogues. Check their pronunciation and ensure that learners are role-playing the scene using complete and correct speech bubbles. Guide and correct as necessary.

## Answers

Agence "Le Voyage de Vos Rêves", bonjour.

Est-ce que je peux vous aider?

Bonjour, Madame!

J'aimerais réserver un billet aller-simple Accra-Paris, en classe économique, s'il vous plaît.

Pas de soucis,
Monsieur. Pour
combien de
personnes
et pour quel jour?

C'est pour quatre adultes
et un bébé. Je voudrais
réserver pour le 25 juin,
s'il vous plaît.



réserver pour une autre date?

Malheureusement, nous pouvons seulement voyager pendant ce jour-là. Merci et au revoir, Madame.

Voudriez-vous

Je vous en prie.
Au revoir, Monsieur!

 Invite two pairs of learners to present their role plays in front of the class. Record the role plays and play them back to the learners. Allow learners to try to correct their own pronunciation, if necessary.

### **EXTRA ACTIVITY**

- Encourage learners to follow the model of dialogues A and B and keep practising similar dialogues with you and their classmates.
   Ask them to record their extra role plays (wherever possible) and to then share them in class.
- Check their pronunciation, vocabulary/ expressions used and correct as necessary.

 B8.5.4.1.3: Lire, comprendre une conversation où l'on fait une réservation

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on page 94 of the Learner's Book and pay attention to the vocabulary/ expressions used.
  - Allow enough time for learners to read the dialogue to themselves.
  - Invite three pairs of learners (one pair for every three images, ie: per row) to read the speech bubbles of the text aloud. Check their pronunciation and correct as necessary.
  - Remind learners to add any new vocabulary and expressions to their "Dictionnaire personnel".
- **2.** a)—h) Learners read the statements and tick them as "Vrai" or "Faux". Learners to correct the false statements in writing.
  - Invite eight volunteers (one per statement) to share their answers aloud and to correct any false statements on the writing board.
  - Monitor, guide and correct as necessary.
     Learners' corrected statements may vary slightly. Accept any correct ones.

## Answers

- **2.** a) Faux. Monsieur Addo veut réserver une chambre à l' "Hôtel Bienvenue en France".
  - **b**) Faux. Monsieur Addo veut réserver une chambre pour deux personnes, avec un grand lit, pour la semaine prochaine.
  - c) Faux. Il y a des chambres disponibles pour ces jours-là.
  - d) Vrai.
  - e) Faux. Toutes les chambres de l'hôtel ont une vue sur la mer et elles sont équipées d'une salle de bains.
  - f) Vrai.
  - **g**) Faux. La connexion wi-fi est gratuite pour les hôtes.
  - h) Vrai.

- Draw learners' attention to the "Prononciation" box on page 95 of the Learner's Book and go through it with your class
- Ensure that learners are clear that the letter "h" is never pronounced in French. Read the words "hôtel", "hôte" and "heure" aloud to your class. Learners repeat after you. Check their pronunciation and correct as necessary.
- Remind learners that some French words are written as their English equivalents but that their pronunciation can be different, such as the listed words "parking", "wi-fi" and "double". Read these three words aloud to your class. Learners repeat after you.

## Observer et apprendre

### Booking a hotel room in French

- Quickly go through the "Observer et apprendre" box on page 95 of the Learner's Book.
- Check for good understanding and pronunciation of the new vocabulary. Correct as necessary.
- Clarify any queries that learners may have.
- Encourage your class to add the new vocabulary to their "Dictionnaire personnel".

#### **Indicator:**

• B8.5.4.1.4: Écrire un texte simple pour faire une réservation

### ÉCRIRE – Production écrite/ Interaction écrite

- **1.** Learners write an email to a hotel to make a reservation. This can be set as homework.
  - Draw learners' attention to the word "e-mail" and remind them that, in francophone countries, they may also hear/ see the words "courriel" and "mél" when referring to an "email".
  - Check learners' texts and correct as necessary.
  - Allow learners to rewrite their texts correctly once you have checked them.
  - Invite a few learners to share their texts aloud once they have rewritten them correctly.
  - Check their pronunciation and correct as necessary.

- 2. a)—c) This is a great opportunity for learners to collaborate and assist each other. Working in pairs and taking turns, learners write a simple dialogue to make a booking for a restaurant or for a trip.
  - Encourage learners to use a dictionary, if necessary.
  - Check learners' dialogues and correct as appropriate.
  - Allow learners to rewrite their texts correctly once you have checked them.
  - Invite a few volunteers to read their dialogues aloud once they have rewritten them correctly.

 Record their presentations and play them back to the learners.

### C'est l'heure de la dictée!

- We suggest that you dictate dialogue A (from page 92 of the Learner's Book) since it covers quite a few concepts and vocabulary from this unit.
- Allow learners to self-correct their dictations, by prompting them to check their texts against dialogue A on page 92.

### PRATIQUER, PRATIQUER, PRATIQUER!

- 1. Learners imagine that they will be baking some biscuits for a picnic and therefore need some ingredients.
  - a) Learners write down their list of ingredients. This is a quick way to revise and consolidate vocabulary.
  - b) Learners imagine that their father goes to the grocer's shop this afternoon. They send their father a message to ask him to get the ingredients they need.
    - **Note:** Depending on learners' family background, you may wish to tell them that the message to be sent can be to any family member of their choice.
  - c) Learners imagine and write the dialogue between their father (or family member) and the grocer.
    - Encourage learners to use as much vocabulary/ expressions learnt as possible.
    - Check their lists, messages and dialogues and correct as necessary.
  - d) Following on from exercise c), learners to share their dialogues with a partner (after you have checked and corrected their work) and role-play them.
    - Walk around the classroom, listening to their dialogues. Guide and correct as appropriate.
- 2. a)-b) Learners imagine that they work at a restaurant and that you are a customer who will be calling them to book a table there.
  - Invite a few volunteers to have a quick dialogue with you.

- Ensure that learners ask you relevant questions and that they answer yours appropriately. Check for good use of vocabulary and for good pronunciation.
- Guide, assist and correct as necessary.

#### **EXTRA ACTIVITY**

- Following on from the previous activity, we suggest that you engage in some extra and similar dialogues with your class. This time, learners to imagine that they work at a hotel or at a travel agency. Follow the same steps as suggested for 2. a)—b).
- **3.** Learners to write messages to their imagined online customers.
  - Prompt learners to be as creative as possible and to use a variety of vocabulary in their messages. Check their work and accept any correct texts.
- 4. a)-d) Learners to observe the image and notice that the scene takes place at a pharmacy. Learners to be as creative as possible when imagining a suitable dialogue between the client and the pharmacist.
  - The questions in b)—d) should be used as guidance and reference on the kind of information that learners can include in their dialogues. Allow learners to add any further relevant and appropriate information/ details.
  - Check their texts and correct as necessary.

#### En quelle taille? **UNITÉ 1**



### Suggested teaching time:

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

Parler de l'habillement et de la mode

### Introduction

The focus of this unit is on clothing and fashion.

Learners will be revising and expanding on their French vocabulary while engaging in plenty of practical, fun and meaningful activities around the topics in study. They will build on what they have learnt in previous years about the names of clothing items in French and be introduced (with the help of "Vocabulaire illustré" tables) to the French names for different clothing styles and accessories.

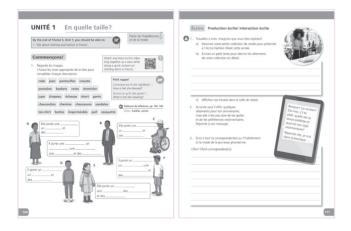
Learners will be reminded that the colours "marron" and "orange" are invariable adjectives in French (therefore never change their forms for the feminine or the plural) and will learn how to describe what someone is wearing in detail.

This first unit of Theme 5 also aims to draw learners' attention to the important role that the African continent (and Ghana, in particular) plays in the fashion world.

It is a long unit yet one that invites learners to interact and communicate, always in context, through real-life situations and experiences and via a learner-centred approach.

## (C) RESOURCES

• Learner's Book: pp. 100–111



### **Optional extra materials:**

- Posters and flashcards
- Clothing and fashion catalogues (in digital or printed format)
- Magazine or newspaper articles on the topic of clothing and fashion
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

## **KEY WORDS**

- Habillement
- Mode
- Vêtements/ Habits
- Robe
- Jean
- Pantoufle
- Cravate
- Pantalon
- Baskets/ Tennis
- Veste
- **★** Chemisier
- Jupe
- Chapeau
- Écharpe/ Foulard
- Short
- **★** Gants
- Chaussette
- Chemise
- Chaussure/ Soulier
- Sandale
- Tee-shirt
- Botte
- Imperméable

- \* Pull
- **★** Casquette
- ★ Long(ue)
- **★** Large
- ★ Court(e)
- ★ Uni(e)
- ★ À pois
- ★ À carreaux
- \* À boutons
- **★** À poches
- ★ À col roulé
- ★ À rayures
- ★ À lacets
- ★ À manches courtes/ longues
- ★ Motifs imprimés
- **★** Boucle
- **★** Taille
- **★** Pointure
- **★** Coton
- **★** Dentelle
- **★** Laine
- \* Soie

- ★ Nylon ★ Défilé de ★ Porter
- ★ Cuir mode ★ Suivre★ Couleur ★ Styliste ★ Mettre
- ★ Clair(e)
   ★ Être
   ★ Habiller
- ★ Colour names (as listed in the "Petit rappel" box on page 101 of the Learner's Book)

In addition to the key words, this unit also revises and introduces key sentences, such as:

- ★ Comment est-il/ elle habillé(e)?
- \* Qu'est-ce que tu portes/ vous portez?/ Qu'est-ce qu'il/ elle porte?
- ★ Je/ Il/ Elle porte un/ une/ des ...
- ★ Il/ Elle est comment?/ Ils/ Elles sont comment?
- ★ En quelle taille?
- ★ En quelle pointure?
- ★ En quoi?
- ★ De quelle couleur?
- ★ Il/ Elle est .../ Ils/ Elles sont ...
  avec ... / sans ... / à ... / en taille ... /
  en pointure ... / en ...

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be talking about clothing and fashion in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 100 of the Learner's Book, especially with the Objectives box where they can find what is expected to be achieved by the end of the unit.
- Highlight the words "taille" (from the title of the unit) as well as "habillement" and "mode" (from the Objectives box) and ensure that your class is clear about their meaning.
- Throughout this unit, be sensitive to the fact that learners may prefer completely different clothing styles and also have a totally different opinion and approach from each other when it comes to fashion. Ensure that they always show respect and tolerance to each other's preferences and opinions.

## COMMENÇONS!

1. Learners observe the images (A–F), on page 100 of the Learner's Book, attentively. They should then complete the sentences for each person with the correct words from the list provided.

- This is a great diagnostic activity which allows you and the learners to assess how much they can remember of some of this key vocabulary for the unit's topic.
- Allow learners enough time to do the activity.
- Before you correct it, tell learners that they
  will be listening (and singing along) to a song
  which will help them to double-check some
  of their answers.
- Play the following video from YouTube:
  - https://www.youtube.com/watch?v=JDidxfQ4qB4
- This video will provide an extra visual reference for learners on helping them to revise the French names of different clothing items.
- You may want to provide some guidance to learners on some of the vocabulary.

  For example, you can explain and clarify that the words "foulard" ((head) scarf) and "tennis" (tennis shoes) that they hear in the song refer to items that are quite similar to "écharpe" (scarf to be used around one's neck) and "baskets" (trainers), respectively.
- Replay the video and get your class to sing together. Check for good pronunciation and correct as appropriate.
  - Allow learners a few minutes to refer back to the "Commençons!" activity and doublecheck their answers before sharing them aloud.
  - Invite six learners (one per image) each to read the complete description for the respective image. The rest of the learners should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct as necessary.
  - Depending on the academic level of your learners, you may like to remind/ teach them that the French word "souliers" is also used for "shoes". Though, nowadays, the term "chaussures" is more commonly used.

### Answers

- 1. A Elle porte une jupe, un chemisier et des pantoufles.
  - B Il porte une cravate, un pantalon, une chemise, une veste et des chaussures.

- C Elle porte une **robe**, un **chapeau** et des **sandales**.
- D Il porte un pull, un jean et des chaussettes.
- E Elle porte un imperméable, une écharpe, des gants et des bottes.
- F Il porte un **short**, un **tee-shirt**, une **casquette** et des **baskets**.
- Encourage learners to add the list of words from the "Commençons!" activity to their "Dictionnaire personnel".
- Tell learners to turn to page 101 of the Learner's Book and study the content of both the Bell and "Petit rappel" boxes. Allow enough time to go through them with your class as these refer to important points to remember. Ensure good understanding and clarify any queries that learners may have.

 B.8.6.1.1.1: Comprendre et réagir à une conversation où des gens s'expriment sur l'habillement et la mode

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

- This is likely to be an activity that most of your learners will enjoy. Build on their excitement by asking them to bring to class different clothing items (which they can easily put on over their uniforms). On the day of the activity, each learner should dress up using their respective clothing items. Encourage them to bring a variety of clothes and to dress up as creatively as possible. Look around and choose a few learners (a maximum of five) whose clothes would be easy to identify once you describe them aloud.
- 1. a)—b) Learners should listen attentively as you describe what some of their classmates are wearing ("II/ Elle porte un/ une/ des ...") and, based on what they hear, try to guess who is being described.
  - At this stage of the unit, refer only to the French name and colour of the clothing items as you describe them.
  - Monitor, guide and correct as appropriate.

- **2.** Learners should read the activity instruction to themselves and observe the illustrations on page 102 of the Learner's Book.
  - a)-b) Learners listen to a dialogue between a girl (Sophie) and a boy (David) who talk about the clothes that they like or do not like wearing. Learners should then put a tick next to the clothing items that Sophie and David like wearing and a cross next to those that they do not like to wear.

## Listening activity script

Sophie: Dans la classe de français, nous parlons maintenant de l'habillement et de la mode.

C'est super car j'adore parler de ces sujets-là!

**David:** Moi aussi, j'adore parler de l'habillement et de la mode. Dans l'avenir, j'aimerais devenir mannequin.

Sophie: Ah bon? Ce sera génial! J'aimerais devenir photographe de mode. Bien que j'adore parler de l'habillement et de la mode, il y a des vêtements que j'aime porter ainsi que ceux que je n'aime pas porter du tout. Cela dépend, en fait, de la saison de l'année. Alors, en ce moment, parce que nous sommes en été, je n'aime pas porter de bottes, de chaussures, de gants ou d'écharpes. Dans cette saison de l'année en particulier, j'aime porter des sandales confortables, des shorts et des tee-shirts simples, des jupes et des robes jolies et aussi de beaux chapeaux sur la tête! Le soir, si la température baisse un petit peu, j'aime porter des pantalons et des pulls. Et toi, David? Qu'est-ce que tu aimes ou n'aimes pas porter?

David: Mon style vestimentaire est très varié.

D'habitude, j'aime porter des casquettes, des jeans ou des shorts et des tee-shirts (j'adore le tee-shirt, c'est très pratique et confortable!). Mais quand il y a des événements importants ou des célébrations dans ma communauté, j'aime beaucoup porter une belle chemise, un pull (s'il fait froid), un pantalon, une veste et une cravate. Je n'aime pas porter de chaussures, alors, je porte toujours – quelle que soit l'occasion – des baskets. Je déteste la pluie, alors, je n'aime pas porter d'imperméables.

## ① Listening activity script (continued)

**Sophie:** La cloche sonne! Allons-y à la classe de français pour partager nos préférences vestimentaires avec nos copains et nos copines de classe.

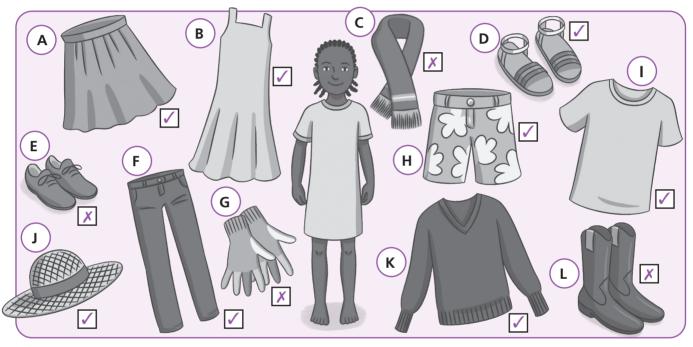
David: Allons-y, Sophie!

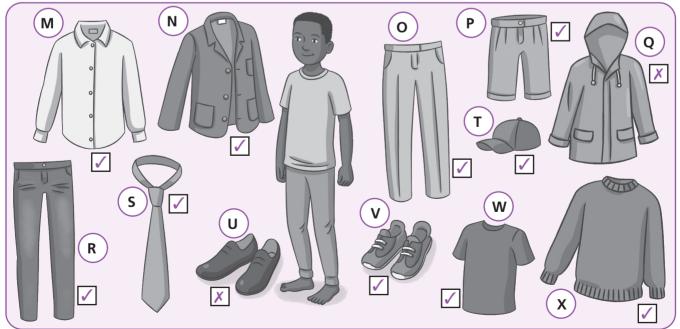
 Allow learners to listen to the script once more and confirm their ticks and crosses for the activity. • Invite a female learner to share her answers for Sophie and a male learner to share his answers for David, by referring to the image letter and saying: "Elle (Sophie)/ Il (David) aime porter ..." or "Elle (Sophie)/ Il (David) n'aime pas porter ...".

For example: "A – Sophie aime porter des jupes. C – Elle n'aime pas porter d'écharpes."

### Answers

### 2. a)-b





- Clarify any queries that your class may have.
- From the script, we suggest that you highlight the following vocabulary to your class: "mannequin" (fashion model); "photographe de mode" (fashion photographer), "style vestimentaire" (fashion style) and "quelle que soit" (regardless). Clarify the respective meanings and invite learners to add those new words/ expressions to their "Dictionnaire personnel".
- Bring learners' attention to the
   "Prononciation" box on page 102 of the
   Learner's Book. It is always important for
   learners to be aware of these words called
   "faux amis" (false friends) which are
   written exactly as English ones even though
   their meanings and pronunciation are totally
   different.
- 3. a)-c) Learners listen to four teenagers (Ama, Kofi, John and Naa-iellah) who talk about the topic: "Faut-il suivre la mode?". They should then tick the correct column of the table, according to each teenager's views on the subject.
  - Give learners enough time to read the instruction to the exercise and to familiarise themselves with what is expected from the activity.
  - Read questions a) and b) aloud to your class and ensure good understanding.
  - Allow learners to listen to the script twice and prompt them to pay attention to the vocabulary.

## Listening activity script

**Interviewer:** Bonjour à tous et à toutes! Dites-moi: Qu'est-ce que vous pensez de la mode?

Est-ce qu'il faut la suivre?

Ama: J'adore la mode! Quand on est à la mode, nous nous sentons plus jolis et

confiants. Bien sûr, il faut la suivre!

**Kofi:** La mode change trop vite. Elle peut

coûter cher aussi. Il ne faut pas suivre la

mode du tout!

John: La mode c'est un art, c'est une vraie

inspiration! Je suis toujours les tendances de la mode et je pense que tous les gens doivent la suivre aussi.

### ((t

### Listening activity script (continued)

Naa-iellah: Je ne suis jamais les tendances de la mode. Je porte seulement des vêtements dans lesquels je me sens à l'aise. Mon conseil: ne la prenez pas trop au sérieux et habillez-vous confortablement.

 Repeat the question aloud "Faut-il suivre la mode?" and invite four learners (one per person: Ama, Kofi, John and Naa-iellah) to share their answers aloud.

### Answers

3. c) Ama - Oui.

Kofi – Non.

John - Oui.

Naa-iellah – Non.

- 4. Learners listen to the four teenagers once again.
  - a) This time, they should pay special attention to the reasons for why Ama, Kofi, John and Naa-iellah think that fashion should or should not be followed. Learners to take notes as they listen.
  - b) Invite a few volunteers to share their notes aloud. Learners' notes may vary slightly.
     Monitor, guide and correct as appropriate.
     Some possible answers (notes) would be:
    - "Ama pense qu'il faut suivre la mode parce que quand on est à la mode, nous nous sentons plus jolis et confiants."
    - "Kofi pense qu'il ne faut pas suivre la mode parce qu'elle change trop vite et peut coûter cher aussi."
    - "John pense qu'il faut suivre la mode parce qu'elle est un art et une vraie inspiration."
    - "Naa-iellah pense qu'il ne faut pas suivre la mode parce que ce qui est vraiment important c'est que les gens se sentent à l'aise dans leurs vêtements/ habits."
       Note: Take the opportunity to remind learners that both "vêtements" and "habits" can be translated as "clothes".
  - c)-d) Write only the answers of each person (from the script that the learners have just listened to) on the writing board (ie: no need to write the text for the "Interviewer").

- Ensure good understanding and clarify any queries that your class may have.
   Prompt learners to add any new words to their "Dictionnaire personnel".
- Read each answer text aloud and ask learners to repeat after you.
- As a consolidation, learners should copy each sentence from the writing board into the respective speech bubble of the table provided in the previous activity (3.).
- Take the opportunity to draw learners' attention to the following vocabulary:
   "se sentir à l'aise" (to feel comfortable) and
   "prendre [quelque chose] trop au sérieux"
   (to take something too seriously).
- Bring learners' attention to the in-text cross-reference at the top of page 103 of the Learner's Book which refers to the French verb "suivre". Prompt learners to study its conjugation for the present tense (of the indicative mood) with the help of page 150 (in the "Tableaux de référence" section) of the Learner's Book. Learners will notice that the verbs "suivre" and "être" share the same form "suis" for the first person of the present tense (in the indicative mood).

• B8.6.1.1.2: Parler de l'habillement et de la mode

### PARLER – Production orale/ Interaction orale

- 1. Learners should quickly share aloud if they like fashion or not.
- 2. Following on from the previous activity, learners should now indicate if they follow any fashion tendencies or not and present two good reasons to justify their answers.
  - Invite three volunteers to share their answers aloud. Learners' answers will vary. Accept any correct ones.
  - Check for good use of vocabulary and pronunciation. Guide, assist and correct as necessary and appropriate.

- 3. Read the question in the activity instruction ("As-tu un style vestimentaire préféré?") aloud to your class and then bring learners' immediate attention to the "Vocabulaire illustré" on page 104 of the Learner's Book. Allow them enough time to engage with the images and respective captions.
  - a) Learners should indicate if they identify themselves with any of the fashion styles illustrated in the "Vocabulaire illustré" and, if so, with which one. In case they don't identify themselves with any of those fashion styles, ask learners to imagine an appropriate name for their own style (which may include a fusion between two or more styles from the ones on the page; for example: "sportif-artistique").
  - **b**)-**c**) Learners to draw themselves dressed in their preferred fashion style (indicated in a)) and to present their drawings to the class.

### Observer et apprendre

### Describing what we wear in detail

- Tell learners to turn to page 105 of the Learner's Book and prompt them to study the "Observer et apprendre" box. This should be set as homework to allow learners enough time to engage with it properly.
- Once back in the classroom, go through the content and examples of this "Observer et apprendre" box with your class. Allow enough time for this as there is quite a lot of new vocabulary for learners to study and understand clearly. Provide any extra information and examples that you may find necessary and appropriate.
- Clarify any queries that learners may have and tell them that they will have the chance to practise the new content and vocabulary in the fun and creative activities that follow next.
- Ask your class to turn to page 106 of the Learner's Book and read through the first instruction to the "Pour s'amuser" activity.

### Pour s'amuser

- Start this long "Pour s'amuser" section of the Learner's Book, by bringing learners' attention to the ICT feature box at the top of page 106 of the Learner's Book. This will set the idea (a fashion show) for the activities that will follow next.
  - Play the following video from YouTube:
     https://www.youtube.com/watch?v=C5FQrSImJGg
  - Replay as many times as you may feel necessary.
  - Ask learners to pay attention to the different scenes of the fashion show in the video and to all the vocabulary being used. Highlight any particular words that you may find crucial or more challenging to your class and clarify as appropriate.
  - Wherever relevant, pause the video and prompt learners, as a class, to do the filling of gaps activity that appears on the screen.
  - Monitor, guide and assist learners as necessary.
  - Build on learners' excitement by telling them: "Allons-y, les élèves! C'est à vous maintenant d'organiser un défilé de mode!"
- 1. Learners to organise, as a class, their own fashion show. Ensure that all learners have the chance to be the fashion models, regardless of their body shapes or physical abilities.
  - As a homework activity and ahead of the fashion show day, ask learners to do a quick recap of the French names for clothing items, as well as revising the content of the "Observer et apprendre" box on page 105 of the Learner's Book.
  - Ask learners to also revise and study the content of the two "Vocabulaire illustré" boxes of this unit ("Des styles vestimentaires" and "Des accessoires", on pages 104 and 107, respectively).
  - On the day of the fashion show, learners must bring to class different clothing items and accessories which they can then use to dress up.

- Ensure good understanding of all the content and vocabulary that have been revised and studied as part of learners' previous homework. Clarify any queries that your class may have.
- We suggest that you do encourage your learners to consider a great variety of clothing items/ styles (as well as of accessories) for their fashion show, including traditional ones made from local fabrics/ materials. You may even like to suggest that they create their own clothing items from scratch, using only local and recyclable materials.
- Draw learners' attention to the Bell boxes on page 106 of the Learner's Book and, if necessary, do a very quick revision of the French indefinite articles with the help of the "Tableaux de référence" section of the Learner's Book (page 143).
- a)-c) Divide your class into two groups. One group to parade while the other group presents the show, by describing what each "fashion model" is wearing in detail.
  - Say "C'est parti!" to kick-start the fashion show activity.
  - Ensure that all learners have the chance to both parade and present/ describe.
  - Monitor, guide and assist as necessary, ensuring good pronunciation and the appropriate use of vocabulary.
  - We suggest that you record your class's fashion show and play it back to learners afterwards.
- 2. a)—b) This is another great opportunity for your class to practise the topic in study, together and through a meaningful, fun, practical and in-context activity. This time, learners will have the chance to ask and answer questions about the particular details of different clothing items and accessories (playing the roles of "interviewers" vs "fashion models").
  - Monitor, guide and correct as necessary, ensuring an appropriate and good use of vocabulary.

- 3. Learners do the Quiz on page 108 of the Learner's Book. Clarify that this is just a nice way to consolidate and practise vocabulary while having fun. It is important that learners are aware that the results for this quiz are not to be taken too seriously. Reinforce, once again, the importance for respect and tolerance as different people might have a completely different approach to fashion. Tell learners that, regardless of being a fashion-lover or not ("un(e) passionné(e) de mode"), the most important thing is for one to feel comfortable and happy.
  - Encourage learners to use a dictionary, if necessary, to help them with any new words (which they should then add to their "Dictionnaire personnel").
  - Draw learners' attention to option b) of question 3., in the Quiz, and highlight the use of the verb "mettre" in the context of this unit. Clarify any questions that your learners may have and refer them to the "Tableaux de référence" section of the Learner's Book (page 149). Prompt learners to conjugate this irregular French verb (in the present tense) as a class.
  - There is no need for learners to share the results of their Quiz aloud. As mentioned above, the main purpose of this activity is to keep learners practising the topic while learning/ consolidating vocabulary and having fun.
- **4.** a)-b) This is another great activity for learners to get their school community involved in their French studies and activities.
  - Learners to interview different people from the community to inquire about their clothing preferences (name of items, colour, style, etc.).
  - Learners to then present the results of their interviews in class. You may like to allow a quick class discussion where learners have the chance to compare their results with the other pairs'.

 B8.6.1.1.3: Lire et comprendre un texte sur l'habillement et la mode

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Allow enough time for learners to read articles A and B (on pages 109 and 110, respectively, of the Learner's Book) by themselves.
  - Read the title of article A aloud to your class and immediately invite three learners each to read a paragraph of the article.
  - Draw learners' attention to the "Vocabulaire" and Phrase boxes on page 109 of the Learner's Book as well as to any other particular words in article A that you may find relevant to be highlighted and discussed at this point.
  - Read the title of article B aloud to your class and immediately invite three learners each to read a paragraph of the article.
  - Learners to do some research and find some relevant articles about fashion preferences in France.



- Learners to share their findings in class. Check for good pronunciation.
- Monitor, guide and assist as necessary.
- 2. Based on the information provided in articles A and B, learners should now indicate if the statements in the table (on page 110 of the Learner's Book) are true or false. Learners to correct the false ones in writing.
  - Invite six learners (one per statement) to share their answers with you and the class. The rest of the learners should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct as appropriate.

## Answers

**2. a**) Faux. Depuis quelques années, le Ghana se positionne comme un pays important en ce qui concerne l'évolution de l'art et la culture.

- **b**) Faux. *L'Accra Fashion Week*, en matière de mode, figure parmi les événements les plus connus du continent africain.
- c) Faux. Nana Addo Tamakloe est un jeune ghanéen qui comprend très bien l'industrie de la mode.
- d) Vrai.
- e) Vrai.
- f) Vrai.

 B8.6.1.1.4: Écrire sur l'habillement et la mode de la jeunesse

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)-c) Learners imagine that they are fashion designers. They should then imagine and draw (on an A3 piece of paper or cardboard) a small design collection of their own and write a short text to describe, in detail, its clothing items.
  - Encourage learners to ensure variety in their design collections and to add as much detail as possible to their descriptions.
  - For an even better and more complete practice, prompt learners to include fashion accessories as well in both their drawings and respective descriptions.
  - Allow learners to rewrite their descriptions correctly once you have checked them.
     Learners to then display their work in the classroom for everyone to see.
- 2. Learners imagine that their aunt would like to know about their clothing preferences (or particular fashion style) in order to get them some clothing items for their birthday. Learners to prepare a suitable short message to answer their aunt's questions.
  - Check learners' messages and correct as necessary.
  - Draw learners' attention to the word "tenue", ensuring that they are clear that it is a synonym for "vêtements" and "habits".

- **3.** Learners write to their penfriends to talk about the clothing and fashion styles of teenagers in Ghana.
  - Check learners' texts and correct as necessary.
  - Allow learners to rewrite their letters correctly once you have checked them.

#### C'est l'heure de la dictée!

- For this unit, we suggest that you prepare and dictate descriptions of the clothing items and accessories for four different imaginary people of your choice.
- Ensure variety and include as much detail as possible in your descriptions (for example: colour, size, type of material/ fabric, etc.).
- Write each description on the writing board afterwards and allow learners to self-correct their texts.
- To ensure good understanding in a visual, fun and practical way, prompt learners to draw, in their exercise books, each of the imaginary people described. Check their drawings and advise as appropriate.

Notes:			

#### Tu fais du sport? **UNITÉ 2**



### Suggested teaching time:

Five hours (6 periods of 50 minutes each), over two weeks

Parler des sports

### Introduction

The focus of this unit is on vocabulary specifically related to sports.

Learners will build on what they have already learnt on the topic and will expand their vocabulary and knowledge on it.

They will be engaging in meaningful and in-context dialogues which, via a learner-centred approach, will give them the chance to talk about their own sport preferences as well as learning about other people's.

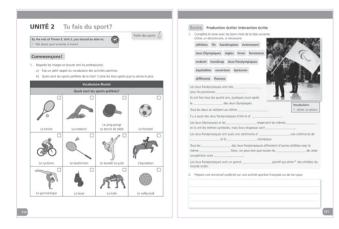
In this unit, learners will be reminded that, in French, the letter "h" can be "muet" (silent/ mute) or "aspiré" (aspirated) and understand that the word "hockey" is a good example of an aspirated "h".

Learners will certainly feel proud of Alice Annum, a retired athlete from Ghana whose short biography they will have the chance to read in this unit.

There will also be some fun activities which aim to keep learners excited about the topic in study while practising and learning new and interesting content.

### (U) RESOURCES

• Learner's Book: pp. 112–121



### **Optional extra materials:**

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

# **KEY WORDS**

\* Names of sports (as labelled in the "Vocabulaire illustré", on pages 112 and 113 of the Learner's Book)

- \* Names of sportswear (as labelled on page 115 of the Learner's Book)
- \* Sport
- \* Activité sportive
- ★ Discipline sportive
- \* Pratiquer
- Faire
- Préféré(e)
- Jouer
- Courir
- Sauter
- S'entraîner (à)
- Stvlé(e)
- Se sentir à l'aise
- La tenue d'entraînement
- Survêtement
- Compétition
- Tournoi
- Soirée
- Jeux Olympiques/ Jeux Paralympiques
- **★** Épreuve
- \* Athlète
- Saut en longueur
- Sprint
- Médaille (d'argent/ de bronze/ d'or)
- Être fier de/ d' ...

In addition to the key words, this unit also revises and introduces key questions, such as:

- \* Quel est ton/ votre sport préféré?/ Quels sont tes/ vos sports préférés?
- ★ Quelle est ton/ votre activité sportive?
- ★ Tu pratiques/ Vous pratiquez quel sport?
- ★ Tu fais/ Vous faites du sport?
- ★ À quel sport joues-tu/ jouez-vous?
- ★ Tu t'entraînes/ Vous vous entraînez à quelle activité sportive?

#### **GUIDELINES AND SUGGESTIONS**

- This is likely to be a unit topic that most of the learners will enjoy. Even if they do not practise a lot of sports themselves, it is very possible that they have a/ some favourite sporting activity/ activities.
- Build on their excitement by saying that they
  will be revising a lot of vocabulary and learning
  new words/ expressions to talk about the topic
  of sports in French.
- Explain that there will be a lot of practical and fun exercises in this unit where they will have the chance to engage in different and playful activities while practising their French skills and building on their knowledge.
- Start teaching this unit by bringing your learners' attention to the top section of the unit-opener (page 112 of the Learner's Book).
- Give learners a couple of minutes to engage and familiarise themselves with the title of the unit ("Tu fais du sport?"), the sub-strand ("Parler des sports") and the Objectives box where learners will find what they can expect to achieve by the end of the unit. Read both the title and content standard aloud to your class. Stress the words "sport" and "activités sportives" to ensure good understanding and pronunciation.
- Throughout this unit, be sensitive to the fact that learners may have different physical abilities. Feel free to change or adapt, as relevant and appropriate, the proposed activities in this unit in order to fully meet the needs and specific abilities of your learners.

## COMMENÇONS!

- 1. a) Allow learners enough time to engage with this initial and quite detailed "Vocabulaire illustré" of the unit. This will help them to recap some of the words that they already know from previous years while learning new vocabulary too.
  - Read the captions of all the sports listed on pages 112 and 113 of the Learner's Book. Ask learners to repeat after you.
  - Check for good understanding and pronunciation.
  - Point out the Question box at the bottom of page 113 of the Learner's Book. Encourage learners to check a dictionary, if necessary, and prompt a quick class discussion where they can share the French names of any additional sports that they can think of.
  - Encourage learners to add any new words to their "Dictionnaire personnel".
  - b) Ask learners to observe, once again, the images and respective captions from the "Vocabulaire illustré" on pages 112 and 113 of the Learner's Book. This time, ask them to tick their three favourite sports.

**Note:** Learners will have the chance to talk about their choices a bit later in this unit.

- Bring learners' attention to the sports names "le hockey" and "le hockey sur glace". Ask your class why we use the definite article "le" (and not "l'") before the word "hockey", considering that it starts with the letter "h".
  - (Answer: the initial "h" in "hockey" is "aspiré" (aspirated) and not "muet" (silent/"mute"). Therefore it should act as any other French consonant). From here, and to quickly revise and consolidate this content, refer learners to the "Petit rappel" box on page 115 of the Learner's Book.

    Note: Depending on the academic level of your class, you may need to refer learners to this "Petit rappel" box before they actually try to answer the question on the use of "le" (and not "l'") with the noun "hockey".
- Clarify any queries that may arise and provide extra explanations and examples, if necessary.

• B8.6.2.1.1: Écouter, comprendre et réagir à une conversation sur les sports

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

- Play the following video from YouTube:

   https://www.youtube.com/watch?v=PhlVKOaLl24
- This video will help learners to remember how to use the French verbs "Faire" and "Jouer" when talking about/ describing the sports that one practises. It is important that your class clearly understands the use of "faire du/ de la/ de l' + sports name" and "jouer au/ à la/ à l' + sports name."

**Note:** We suggest that, in the next unit of this theme (when referring to playing musical instruments as a possible pastime), you take some time to bring learners' attention, once again, to the verb "jouer" (which will then be used, in that particular context, as "*jouer dul de lal de l'I des + name of the musical instrument*"). That way, learners shouldn't forget that they would need to say, for example, "Je joue **au** football et je joue **de la** guitare."

- The above suggested video will also help learners to consolidate the French names of different sports and, possibly, arouse their curiosity to learn about some others (that are briefly mentioned in the video and might be new to them), such as "la pétanque" (the very popular game in France which is played with heavy silver balls) and "l'ultimate" (the popular game, enjoyed by many around the world, which is played with a flying disk).
- Because some of the French names of sports are similar to the English ones, prompt learners to pay attention to their spelling and pronunciation.
- Tell learners that, the same way as they see "le basket" used as short for "basket-ball" in the video, "le foot" is commonly used in French as short for "le football".
- By now, learners have already revised and learnt a lot of new words on the topic and they will keep expanding their knowledge and vocabulary on it as they progress in the unit.

- Following on from the video that they have just watched and listened to (and, in particular, on what they have just revised and learnt about the use of the verbs "faire" and "jouer" while on the topic of sports), you may like to take the opportunity to bring learners' attention to the verbs "pratiquer" and "s'entraîner". Explain that we use "pratiquer le/ la/ l' + sports name" and "s'entraîner au/ à la/ à l' + sports name". Provide some examples: "Je pratique la natation tous les jours. Tu t'entraînes à l'équitation deux fois par semaine." Feel free to add any extra explanations and examples that you may find appropriate and relevant at this stage.
- Point out the in-text cross-reference, at the top of page 114 of the Learner's Book, and prompt learners to conjugate the verb "s'entraîner", in the present tense, with the help of the "Tableaux de référence" section (page 146) of the Learner's Book. Take the opportunity to ask learners to conjugate (also in the present tense) the French verb "pratiquer". Learners should be able to conjugate this easily and with no visual reference, being also (as "s'entraîner") a regular verb ending in "—er".
- 1. Ask learners to close their eyes and re-read all the French names of sports listed in the "Vocabulaire illustré" on pages 112 and 113 of the Learner's Book. Re-read any additional French names of sports that learners may have mentioned earlier (as part of the Question box activity on page 113 of the Learner's Book) and which you might have written before on the writing board.
  - This time, learners should just listen attentively and repeat the words in their own heads. The aim of this quick, and yet very useful exercise, is to let learners practise their listening skills while paying attention to the pronunciation of each word. As you read, you may also like to ask learners not only to repeat the words in their own heads but also to imagine themselves doing that particular sport.

- 2. a)-b) Learners listen to eight teenagers (A–H) who talk about their favourite sports. Learners should then match each person with the respective sports icon (1–8) on page 114 of the Learner's Book.
  - Learners should notice the words "la course de haies" (huddle race) as they listen to the script. Write it down on the writing board, clarify its meaning further, if necessary, and prompt them to add it to their "Dictionnaire personnel".
  - Learners should also notice the reference to other verbs related to the topic of "sports", such as "courir" and "sauter". Encourage learners to conjugate both, in the present tense. "Sauter" is a regular French verb ending in "—er" and therefore learners should be able to conjugate it easily and by themselves. As for the verb "courir", you may like to refer your class to the "Tableaux de référence" section of the Learner's Book (page 149).

## Listening activity script

- A Bonjour! J'aime la mer et j'adore aller à la piscine. Peux-tu deviner quel est mon sport préféré? Alors, c'est la natation!
- B Moi, je suis très forte et mes muscles sont bien renforcés car je pratique mon sport préféré trois fois par semaine. Mon sport préféré, c'est l'haltérophilie.
- C J'aime beaucoup regarder le football à la télé. Je ne joue pas au foot moi-même, mais c'est mon sport préféré, bien sûr!
- D Je suis un athlète amateur donc je fais de l'athlétisme, mais ma modalité sportive préférée, c'est la course de haies.
- E Je suis un athlète amateur aussi. J'adore courir, mais je déteste sauter. Alors, je fais de l'athlétisme (qui est mon sport préféré!), mais je ne m'entraîne jamais à la course de haies.
- F Connais-tu la citation fameuse qui dit:
  "Bien dans son corps, bien dans sa tête."? Alors, je fais du sport tous les jours de la semaine.
  Je fais de la natation, du cyclisme et de la gymnastique. Je fais aussi du tennis qui est, en fait, mon sport préféré.

## Listening activity script (continued)

- G Moi, je fais du cyclisme, je pratique la natation, je joue au foot et je m'entraîne à la gymnastique. J'aime faire tous ces sports-là, mais le sport que je préfère, c'est le cyclisme.
- H Je pratique uniquement le sport que j'adore et que je préfère. Veux-tu savoir quel est mon sport préféré? D'accord, je te dis: C'est la gymnastique!
  - Invite eight volunteers (one per person: A–H) to share their answers aloud.
  - Monitor, guide and correct as necessary.

### Answers

<b>2. b</b> ) <b>A</b> – 6	$\mathbf{E} - 3$
B-4	F - 1
C - 8	G - 7
$\mathbf{D} - 2$	H – 5

- In the script that learners have just listened to, they should have noticed the mention to the famous quotation: "Bien dans son corps, bien dans sa tête." At this point, you may like to play the following video from YouTube:
  - \_ https://www.youtube.com/watch?v=S7sr-nnwY4A.
- In this video, different people give their opinion about sport in general and some even talk about the sports that they practise and prefer. One of the persons being interviewed also mentions that very same quotation ("Bien dans son corps, bien dans sa tête.") which you may like to use, later in the unit, as the topic for a quick class debate.

### **Indicator:**

• B8.6.2.1.2: Parler des sports

### PARLER – Production orale/ Interaction orale

1. a)—c) Learners re-look at the "Vocabulaire ilustré" ("Commençons!", pages 112 and 113 of the Learner's Book) and revisit the images that they have ticked previously as their three favourite sports. Based on their ticked preferences, ask learners to share them with you

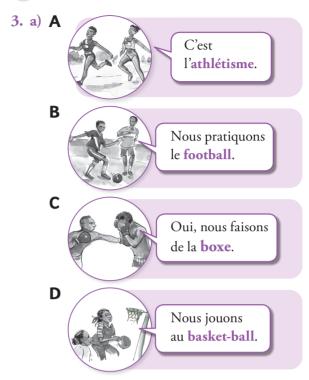
and the rest of the class (a), to explain why they enjoy them so much (b), and to indicate if they practise any of those three sports or not (c).

- Monitor, guide and assist as necessary.
- Bring learners' attention to the answer prompts provided in a)—c) as well as to the Bell box (on page 115 of the Learner's Book). This Bell box is an important recap of the French verbs "faire" and "jouer" when talking about sports. Guide and provide any clarification that may still be necessary in this regard.
- 2. a)-c) Working as a class, learners find out what sports are most enjoyed and practised by their classmates and discuss the results together.
  - Invite a volunteer to join you at the writing board. He/ She should then write the names of the sports being mentioned by his/ her classmates and tick the appropriate column ("Préféré" or "Pratiqué") according to his/ her classmates' preferences and sporting practices. You may like to use the table template provided below, as a reference.

Nom du sport	Préféré	Pratiqué

- Ask learners to compare their results and discuss them in class. Prompt learners to identify the "Top 3 Sports of the Class" (favourite and practised, respectively).
- 3. a) Working in pairs and based on the sport images provided, learners fill in the gaps to complete the answers for each person's questions (A–D) on page 116 of the Learner's Book.
  - **b**) Working in the same pairs and taking turns, learners role-play each of those dialogues.
    - Walk around the classroom, listening to their role plays. Check their pronunciation.
    - Guide and correct where relevant and appropriate.





- 4. In groups of three, learners gather information about the sports that are favoured by Ghanaians. Learners do research (by searching online, reading local magazine/ newspaper articles or even by talking to different people from Ghana) and share their findings in class. This is a great activity to get their communities involved as well.
  - Check for good and relevant use of vocabulary as well as for good pronunciation.
  - Monitor, guide and correct as necessary.

#### **EXTRA ACTIVITY**

- To keep learners excited about the topic and to give them the chance to practise further in an interactive, creative and fun way we suggest that you play the following video from YouTube:
  - https://www.youtube.com/watch?v=SNqaUkn4ZN4
- Ask learners to watch attentively and to pay attention to the vocabulary.
- This video can then set the idea for an activity to be done in class where learners (in turns) mime a sport while the others try to guess it.
- Monitor, guide and correct as appropriate.

#### Indicator:

 B8.6.2.1.3: Lire, comprendre et réagir à un texte sur les sports

#### LIRE – Réception écrite/ Compréhension des écrits

1. Learners read the sport shop's advert, and its respective catalogue, on pages 116 and 117 of the Learner's Book. These texts are an excellent way to get learners to expand their knowledge on the topic of sports while practising their French reading skills. These texts build on the topic covered in the previous unit of the Learner's Book, since learners now have the opportunity to learn more French vocabulary on clothing items and accessories; this time, specifically related to sportswear.

**Note:** We suggest that you do a quick review of the required core competencies from the previous unit.

- Invite seven learners each to read a section of the texts provided on pages 116 and 117 of the Learner's Book (two learners each read two of the paragraphs from the text on page 116; another learner reads the introduction of the catalogue on page 117, and the other four learners each read a sport section of that same catalogue).
- Check for good understanding and pronunciation and correct as necessary.
- 2. Based on the information provided in the texts from the previous activity, learners complete the "Vrai"/ "Faux" table on page 118 of the Learner's Book.
  - Invite eight learners (one per statement)
    to share their answers in class, correcting
    the false statements aloud. Allow the rest
    of the class to correct their classmates as
    appropriate.
  - Monitor, guide and correct learners as necessary.

# Answers

- **2.** a) Faux. "Le Ghana Sportif" est un magasin d'articles de sport.
  - b) Faux. Le magasin vend des articles en toutes les tailles.
  - c) Vrai.
  - d) Vrai.
  - e) Faux. Il y a des remises pour les clients pendant toute cette semaine.
  - **f**) Faux. Il y a une remise de 35% sur la tenue de tennis.
  - g) Faux. Il n'y a pas de remise de 35% sur la tenue de yoga. Les remises de 35% sont uniquement sur la tenue de ballet, de tennis, de judo et de football.
  - h) Vrai.
- 3. Learners read the biography of the Ghanaian Alice Annum (on page 118 of the Learner's Book) and learn about her successful sporting career.
  - Allow learners enough time to read the text to themselves and to properly engage with the "Vocabulaire" and Phrase boxes on the page.
  - Invite three volunteers to read the text aloud with you, as follows: one learner reads the first two paragraphs, another learner reads the next two and you read the very last sentence of the text. Check for good pronunciation and correct as necessary.

    Note: Considering that the present tense is often used in biographical texts (and that learners will be only introduced to past tenses, in French, in Basic 9), the present tense is therefore used in the text about Alice Annum as well as in its related activities (on pages 118 and 119 of the Learner's Book). With all of this in mind, it is then expected that learners use the present tense too in their answers to the activities that follow next.
- 4. a)—e) Learners answer the questions about the text that they have just read (on page 118 of the Learner's Book). Prompt them to answer the questions in writing first. This can be set as homework.
  - Once back in class, invite five learners (one per question) to share their answers aloud.
     Learners' sentence answers may vary slightly.
     Accept any correct ones.

# Answers

- 4. a) Alice est une athlète ghanéenne.
  - b) Elle est ghanéenne.
  - c) Non, elle ne participe plus aux compétitions sportives parce qu'/ car elle est retraitée.
  - d) Pendant sa carrière sportive, elle participe aux Jeux Olympiques d'été, mais pas en 1973. Elle participe à ceux-là en 1972.
  - e) Les Ghanéens doivent être fiers d'Alice parce qu'/ car elle est la première athlète féminine du Ghana à remporter des médailles.
- 5. a)—e) This is a good exercise to get your class to practise, in a meaningful way and via a learner-centred approach, how to correctly formulate French questions for the given answers (using, in this case, "Est-ce qu' ..."; "Quel(le) ..."; "Quand ..." and "Où ...").
  - Allow learners enough time to do the activity.
  - Invite five learners (one per answer) to come to the writing board and write an appropriate question.
  - Guide and correct as necessary.
  - Invite five pairs of learners each to read a question-answer sequence from the exercise.
     Check for good pronunciation and correct where appropriate.

# Answers

- **5. a**) Est-ce qu'Alice remporte des médailles d'or, d'argent et de bronze pendant sa carrière sportive?
  - b) Quel est son lieu de naissance?
  - c) Quelle est sa date de naissance?
  - **d**) Quand est-ce qu'elle obtient son meilleur record personnel?
  - e) Où est-ce qu'elle l'obtient?

#### Pour s'amuser

1. a)—b) Following on from the previously mentioned quotation "Bien dans son corps, bien dans sa tête.", the aim of this "Pour s'amuser" is to motivate your class to try yoga (should they have not tried it before). Yoga is a great way to keep learners constantly engaged and motivated, being an activity known for its physical and mental benefits to all.

- Play the following video from YouTube which contains a nice, easy-to-follow yoga class in French:
  - https://www.youtube.com/ watch?v=1W8Qmr0EFjE
- Prompt your class to listen to the yoga class instructions attentively, paying attention to the vocabulary.

  Note: Yoga is an activity that can be practised by all. Though, some of the yoga exercises and postures would need to be adapted accordingly for people with physical disabilities. In case you have any learners with physical disabilities in your class, please refer them to the Sports teacher who may be able to advise them on how yoga can be adapted to their particular case.
- 2. "Roland-Garros" and "Le Tour de France" are two very important and well-known sporting events in France. Bring learners' attention to the "Le sais-tu?" box (at the top of page 120 of the Learner's Book) and prompt them to do the Quiz suggested on the page.
  - Give learners enough time to do the Quiz individually. Learners should self-check how many questions they can actually answer without any research, or help, at this stage. Get a sense of how difficult or easy your class found the Quiz itself.
  - Ask learners, as homework, to do some research in order to double-check their answers and search for any extra and relevant information about these two French sporting events.
  - Once back in class, invite six volunteers
     (one per question) to share their answers
     aloud. The rest of the learners should listen
     attentively and state whether they agree or
     disagree.
  - Monitor, guide and correct as necessary.

# Answers

- **2. 1. b**)
  - **2.** a)
  - **3.** c)
  - **4.** b)
  - **5.** c)
  - **6.** a)
  - Bring learners' attention to the Bell box on the page and clarify any queries that your class may have.
  - Point out the ICT box at the bottom of page 120 of the Learner's Book.
  - Ask learners to do some research and find information about any other famous sporting events from Ghana, France or any other country of their choice.
  - Learners should then share their findings, in French and in class. Check their pronunciation and correct as necessary.
  - Monitor, guide and assist as appropriate.

#### Indicator:

• B8.6.2.1.4: Écrire sur les sports

#### ÉCRIRE – Production écrite/ Interaction écrite

- Learners complete the text with the correct words as provided on page 121 of the Learner's Book.
  - Bring learners' attention to the great importance of the Paralympic Games and ask them if they have ever watched this particular sporting event on TV.
  - Allow learners enough time to complete the exercise.
  - Invite eight learners (one per paragraph) to come to the writing board and write a sentence with its gap(s) filled in accordingly.
  - Monitor, guide and correct as necessary.

# Answers

 Les Jeux Paralympiques sont des Jeux Olympiques pour les personnes handicapées.

Ils ont lieu tous les quatre ans, quelques jours après la **fin** des Jeux Olympiques. Tous les deux se réalisent au même **endroit**.

Il y a aussi des Jeux Paralympiques d'été et d'hiver.

Les Jeux Olympiques et les **Jeux Paralympiques** respectent les mêmes **règles** et ils ont les mêmes symboles, mais leurs drapeaux sont **différents**.

Les Jeux Paralympiques ont aussi une cérémonie d'ouverture, une cérémonie de fermeture et la flamme olympique.

Tous les **athlètes** des Jeux Paralympiques affrontent d'autres athlètes avec le même **handicap**. Alors, on peut dire que toutes les **épreuves** de cette compétition sont **équitables**.

Les Jeux Paralympiques sont un grand **événement** sportif qui attire des athlètes du monde entier.

- 2. Learners prepare an advert for a sports event of their choice (from either France or Ghana). This activity will help in developing learners' creativity and French writing skills.
  - Check learners' adverts and allow them to rewrite their texts correctly.
  - Display the adverts in the classroom for everyone to see.

#### C'est l'heure de la dictée!

- Dictate the "Vocabulaire illustré" from pages 112 and 113 of the Learner's Book. Alternatively, dictate dialogues A–D from activity 3. of "Parler" (page 116 of the Learner's Book).
- Check learners' work and correct as necessary.

#### **UNITÉ 3** Les passe-temps



#### Suggested teaching time:

Five hours (6 periods of 50 minutes each), over two weeks

Parler des passe-temps

#### Introduction

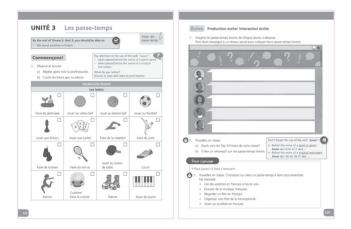
In this last unit of Theme 5, the emphasis is on vocabulary related to pastimes.

Learners will build on what they have already learnt on the topic in previous years and will expand their vocabulary and knowledge on it. It is very important to keep checking their understanding of any new words/ sentences as well as ensuring that their "Dictionnaire personnel" is kept up to date (and remember to do a last check of it - correcting where appropriate and necessary before the end of the school year).

This practical unit offers plenty of opportunities for learners to express themselves while having fun.

#### (C) RESOURCES

Learner's Book: pp. 122–129



#### **Optional extra materials:**

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

# KEY WORDS

- ★ Names of pastimes (as labelled in the "Vocabulaire illustré" on pages 122 and 123 of the Learner's Book)
- **★** Passe-temps
- ★ Loisirs
- ★ Temps libre
- Favori/ favorite
- Préféré(e)
- ★ Passion

- \* Activités culturelles
- ★ Voyager
- ★ Rendre visite [à quelqu'un]
- ★ Loisirs créatifs
- \* Lecture
- \* Photographie
- ★ Fêtes et soirées en groupe

In addition to the key words, this unit also revises and introduces key questions and expressions that are very useful for dialogues about hobbies or leisure activities in French, such as:

- ★ Quels sont tes/ vos loisirs favoris/ préférés?
- ★ Quel est ton/ votre passe-temps favori?
- \* As-tu/ Avez-vous un passe-temps favori?
- \* Que fais-tu/ Que faites-vous de ton/ votre temps
- ★ Qu'est-ce que tu aimes/ vous aimez faire pendant ton/ votre temps libre?
- ★ J'aime (beaucoup) .../ J'adore ...
- Ma passion, c'est ...
- ★ Mon passe-temps favori/ préféré est ...
- ★ Ce qui me passionne/ m'intéresse le plus, c'est ...

#### **GUIDELINES AND SUGGESTIONS**

This is likely to be a unit topic that most of the learners will enjoy. Build on their excitement by saying that they will be revising and learning a lot of vocabulary and sentences to talk about pastimes in French.

- Explain that there will be a lot of practical and fun exercises in this unit (including a nice "Pour s'amuser!", at the end, where they will have the chance to engage in different and playful activities while practising their French skills).
- Start teaching this unit by prompting learners to turn to page 122 of the Learner's Book. Give them a couple of minutes to engage and familiarise themselves with its top section, especially with the Objectives box where they can find what is expected to be achieved by the end of the unit.

# **COMMENÇONS!**

- 1. Learners observe all the images, and respective captions, on pages 122 and 123 of the Learner's Book. Allow them enough time to engage with this very detailed "Vocabulaire illustré" of the unit.
  - a) Read, slowly and clearly, the captions of all the pastimes listed. Ask learners to repeat after you.
    - Check for good understanding and pronunciation.
    - Point out the "Prononciation" box at the bottom of page 123 of the Learner's Book. Read the listed words aloud. Ask learners to repeat after you. Check their pronunciation and correct as necessary. Clarify any questions that learners might have. Provide any extra information or examples that you may find useful and relevant at this stage.
  - b) Ask learners to observe, once again, the images and respective captions from the "Vocabulaire illustré" on pages 122 and 123 of the Learner's Book. Ask learners to tick the pastimes that they love. Allow them to tick as many as they wish.

**Note:** Learners will have the chance to talk about their choices a bit later in the unit.

• Bring learners' attention to the Question box (at the top of page 122 of the Learner's Book). Prompt learners to think by themselves and to then share their answers aloud, as a class. This quick and initial activity follows on from what learners have already learnt, in the previous unit, about the use of the French verb "jouer".

- (**Answers:** when placed before the name of a sport or a game, we use "jouer au/ à la/ à l'/ aux"; when placed before the name of a musical instrument, we use "jouer du/ de la/ de l'/ des".)
- Write the following examples on the writing board, to consolidate the explanation and ensure good understanding.
  - Je joue au rugby. Tu joues à la pétanque.
     Il joue à l'oware. Elle joue aux échecs.
  - Je joue du piano. Tu joues de la guitare.
     Il joue de l'accordéon. Elle joue des maracas.

#### Indicator:

• B8.6.3.1.1: Écouter, comprendre et réagir à une conversation, une présentation sur les passe-temps

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

- Play the following videos from YouTube:
  - https://www.youtube.com/watch?v=oTP5GKpOXCI
  - https://www.youtube.com/watch?v=MgPhLUFR8zY
- With the help of these suggested videos, learners will keep revising and learning vocabulary on the topic of pastimes (while practising their listening skills and paying attention to the pronunciation of key words and sentences).
- Ensure good understanding and clarify any queries that your class might have.
- 1. Learners listen to six girls (Ama, Bridget, Abenayo, Akos, Suma and Mary) talking about different pastimes.
  - Learners to tick the appropriate option to complete each sentence on page 124 of the Learner's Book. This is a simple but great activity for the practice of sound and word recognition. It is also a great way to revise the use of the French verbs "aimer", "adorer" and "détester" as well as some key words and expressions.

# Listening activity script

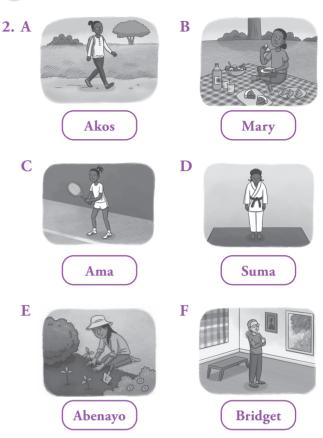
- a) Salut! Je m'appelle Ama. J'aime organiser des surprises-parties et de rendre visite à mes amis, mais ce que j'aime beaucoup, c'est de faire du tennis
- b) Coucou! Je m'appelle Bridget. J'aime regarder la télé et faire des randonnées, mais mon passetemps favori est visiter des musées.
- c) Bonjour! Je suis Abenayo. Pendant les week-ends, j'aime faire du bricolage ou du judo. Pendant les vacances scolaires, j'aime faire du jardinage.
- d) Salut! Je suis Akos. Pendant le week-end, j'adore faire des randonnées! Je n'aime pas tricoter et je déteste me reposer pendant le week-end.
- e) Coucou! Je m'appelle Suma. Pendant le weekend, je joue du piano. Tous les jours, après l'école, je fais du judo. Pendant les vacances scolaires, j'adore faire du vélo.
- f) Bonjour! Je m'appelle Mary. Je n'aime pas faire de tennis. J'aime jouer de la musique et j'adore faire des pique-niques.
  - Let learners listen to the text a second time and confirm that they have ticked the correct options.
  - Correct the activity by inviting six volunteers (one per sentence) each to play the role of a teenager in the activity. Learners to then read their respective and complete sentence aloud.
  - Guide and assist as appropriate.

# Answers

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

- 2. Based on the ticked options of the previous exercise, and to ensure good understanding, learners associate each person (Ama, Bridget, Abenayo, Akos, Suma and Mary) to the respective image (at the bottom of page 124 of the Learner's Book).
  - Invite six different learners (one per person) to share their answers in class. The rest of the class listens attentively and state whether they agree or disagree.





#### **EXTRA ACTIVITY**

- For extra practice of the vocabulary (and pronunciation), you may like to ask learners to justify their answers as they indicate which person refers to which image. For example, learners to say: "A C'est Akos parce que, pendant le week-end, elle adore faire des randonnées."/ B "C'est Mary car elle adore faire des pique-niques."
- **3.** Learners listen to a dialogue where someone (Paul) talks about his hobbies and leisure activities.
  - Learners listen to the dialogue a first time and get a sense of its context, the type of questions asked and the vocabulary used.

# Listening activity script

Interviewer: Bonjour, Paul! Comment vas-tu?

Paul: Je vais bien, merci. Et vous?

Interviewer: Je vais bien aussi, merci. Paul, est-

ce que tu peux nous parler un peu aujourd'hui de tes passe-temps?

Paul: Oui, je peux, avec plaisir. Je peux

même commencer par vous dire que j'aime lire des livres de recettes et j'adore manger, mais je déteste

cuisiner.

Interviewer: C'est intéressant! Et quels sont tes

loisirs préférés, Paul?

Paul: Mes loisirs préférés sont jouer au

tennis de table et faire du bricolage.

Interviewer: Très bien! Dis-moi, Paul, qu'est-ce que

tu aimes faire pendant le week-end?

Paul: Pendant le week-end, j'aime faire du

jardinage et jouer au volley-ball avec

mes amis.

**Interviewer:** Ça c'est super! Et pendant les vacances

scolaires, qu'est-ce que tu fais?

Paul: Pendant les vacances scolaires, j'aime

beaucoup aller au cinéma et pêcher

avec mon grand-père.

Interviewer: Merci beaucoup, Paul. Est-ce qu'il y a

d'autres loisirs que tu adores?

Paul: Oui, bien sûr. Par exemple, quand

il fait froid et je reste à la maison, j'adore jouer du piano et écouter de la musique. Les dimanches soir, j'adore me reposer et lire des livres et des

magazines.

- Before learners listen to the dialogue again, let them read through the statements (a–f, on page 125 of the Learner's Book) to get an idea of what they will then need to tick as "Vrai" or "Faux".
- Encourage learners to take notes as they listen to the dialogue again.
- Learners to tick "Vrai" or "Faux" and to justify the false statements orally, once you prompt six volunteers each to share an answer aloud.
- Monitor, guide and correct as necessary.

# Answers

**3.** a) Faux. Paul aime la lecture, mais il déteste cuisiner.

- **b**) Vrai.
- c) Faux. Pendant le week-end, Paul aime faire du jardinage et jouer au volley-ball avec ses amis.
- d) Faux. Pendant les vacances scolaires, Paul aime aller au cinéma et pêcher avec son grand-père.
- e) Faux. Quand il fait froid, Paul adore jouer du piano et écouter de la musique.
- f) Vrai.

# Observer et apprendre

# How to talk about hobbies and leisure activities in French

- This "Observer et apprendre" box summarises some key and useful phrases that learners can use in their own dialogues about hobbies and leisure activities in French.
- Even though learners are probably quite familiar with most of these expressions by now, read each one of them to your class and ask learners to repeat after you.
- Check their pronunciation and clarify any questions that learners might have.
- If necessary, remind learners about the use of "est" or "c'est" in their sentences, bringing their attention to the following examples:
  - Ma passion est ... OR Ma passion, c'est ...
  - Mon passe-temps favori/ préféré est ... OR
     Mon passe-temps favori/ préféré, c'est ...
  - Ce qui me passionne/ m'intéresse le plus est ...
     OR Ce qui me passionne/ m'intéresse le plus, c'est ...

#### Indicator:

• B8.6.3.1.2: Parler des passe-temps ou échanger avec quelqu'un sur les passe-temps

#### PARLER – Production orale/ Interaction orale

- 1. This is a great way to start getting learners to talk about their own hobbies and leisure activities in French.
  - a) Ask different learners about their own hobbies and leisure activities. Use the sample questions provided on the previous page ("Observer et apprendre" box, page 125 of the Learner's Book).

- b) Prompt learners to answer your questions by referring to the activities that they have previously ticked in the "Commençons!" section of this unit (pages 122 and 123 of the Learner's Book) as well as to the sample answers provided on the previous page ("Observer et apprendre" box, page 125 of the Learner's Book).
  - Monitor, guide, and correct as necessary.
- 2. In pairs and taking turns, learners role-play dialogues A–D (on page 126 of the Learner's Book).
  - Walk around the classroom, listening, guiding and correcting as necessary.
  - Ensure good understanding and pronunciation.
  - Invite four pairs of learners each to role-play one of the four dialogues in front of the class.
  - Monitor, guide and correct as necessary.
- **3.** a)-b) In this activity, you will be sharing your own hobbies and leisure activities with your learners by answering their relevant questions on the topic.
  - Prompt learners to refer, once again, to the sample questions from the "Observer et apprendre" box (on page 125 of the Learner's Book). This time, they should be using those that have the subject personal pronoun "vous de politesse".
  - Answer learners' questions in as much detail (and variety of vocabulary) as possible.

#### **Indicator:**

• B8.6.3.1.3: Lire, comprendre et réagir à un texte ou à un dialogue simple sur les passe-temps

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Allow enough time for learners to read the poem (on page 127 of the Learner's Book) to themselves.
  - Prompt them to pay attention to the new vocabulary in general as well as to the words that have the same French sound (learners should notice that the poem rhymes).

- Invite three learners to read the poem aloud (one learner plays the role of narrator and reads the heading and the first seven lines of text (up to "... Marie et Danielle?"); the other two learners play the roles of Marie and Danielle, respectively.
- Check their pronunciation. Guide and correct as necessary.
- Draw learners' attention to the sentence (from the 2<sup>nd</sup> common speech of Marie and Danielle): "Pour les vacances de Noël, nous allons toujours au Québec, au Canada!" and point out the "Le sais-tu?" box at the bottom of page 127 of the Learner's Book. Add any extra information about Québec that you may find relevant or necessary as learners keep expanding their knowledge about francophone cities around the world.
- 2. Learners answer questions a)—e) about the poem that they have just read. Depending on the academic level of your class, you may decide if you would like these questions to be answered orally or in writing. Should you decide for the questions to be answered in writing, you can always invite five learners afterwards (one per question) to share their answers aloud.
  - Correct and assist where necessary.
  - Learners' sentence answers may vary slightly.
     Accept any correct answers.

# Answers

- **2.** a) Leur passion est/ Leur passion, c'est faire du sport.
  - b) Non, elles (Marie et Danielle/ les jumelles) n'ont pas les mêmes intérêts sportifs.
    - Marie adore la natation, faire du vélo, jouer au football et faire du tennis. Elle aime aussi faire du ski pendant les vacances de Noël.
    - Danielle aime l'équitation (monter à cheval), faire du judo, jouer au volley-ball et pêcher. Elle aime aussi patiner sur glace pendant les vacances de Noël.
  - c) Pendant le week-end, Marie fait du tennis avec leur mère et Danielle pêche avec leur grand-père.

- d) Oui, pendant les vacances scolaires, Marie et Danielle aiment voyager toutes les deux. Note: In the poem, learners were introduced to the expression "nous deux" when referring to "both of us". Take the opportunity to introduce the French expression "tous/ toutes les deux", commonly used in French to express "both". For better understanding, give learners the following examples and clarify any queries that they may have:
  - Pendant les vacances scolaires, nous deux, nous aimons voyager avec nos parents.
  - Pendant les vacances scolaires, nous aimons voyager avec nos parents toutes les deux.
- e) Pendant leurs vacances de Noël, Marie fait du ski et Danielle patine sur glace.
- **3.** Learners read about the pastimes that are favoured by young people in general (flyer A) and by French people in particular (flyer B).
  - Read the heading of each flyer aloud and invite two learners to carry on reading the list of activities that follows (one learner per flyer).
  - Check for good understanding and pronunciation.
  - Following on from the topic of the texts that learners have just read, ask them, as part of their homework, to do some research about the pastimes that seem to be favoured in Ghana (by teenagers, in particular, and by the population in general). Their research can include, apart from online searches, some interviews with family members, friends, people from their communities, etc.
- Prompt a class discussion where learners will have the chance to share their findings, in French, with you and their classmates.

#### Indicator:

• B8.6.3.1.4: Écrire un texte/ un dialogue simple sur les passe-temps

#### ÉCRIRE – Production écrite/ Interaction écrite

1. Learners to write a message (on behalf of each of the five teenagers in the image of page 129 of the Learner's Book) to indicate their favourite pastimes.

- Tell learners that each person should have his/ her own pastimes and therefore there should not be any repetition of vocabulary in the activity.
- Prompt learners to include as many pastimes as possible.
- Check their messages and correct as necessary. Allow learners to rewrite each of their messages once you have corrected them.
- 2. a)—b) Learners, as a class, to build an almanac with their 10 Top hobbies/ leisure activities/pastimes. Ensure that all participate and contribute. Monitor, guide and correct as necessary.
  - Point out the Bell box, on page 129 of the Learner's Book, to your class and clarify any queries that learners may still have on the use of the verb "jouer" (when placed before the name of a sport/ game or before the name of a musical instrument).

#### C'est l'heure de la dictée!

- Dictate the "Vocabulaire illustré" from pages 122 and 123 of the Learner's Book. Alternatively, dictate dialogues A–D from activity 2. on page 126 of the Learner's Book.
- Check their work and correct as necessary.

#### Pour s'amuser

- Prompt learners to discuss a possible leisure activity that can be done together as a class. Some ideas are provided. Feel free to add more as you may find relevant, useful and appropriate.
  - Build on learners' excitement and encourage them all to participate and to contribute with their own ideas.
  - Once the activity has been selected, ensure good understanding.

    It would be nice (if you have enough time and resources) to organise "une fête de la francophonie", in which all the other suggested activities could be incorporated (reading French poems aloud, listening to French music, watching a French movie and playing scrabble in French).
  - Monitor, guide, correct as necessary and ... ensure that all have lots of fun!

#### PRATIQUER, PRATIQUER, PRATIQUER!

- 1. Learners imagine that they are at a clothing shop and wish to purchase a few items.
  - a)-b) Ask learners to imagine a dialogue between themselves and the shop assistant.
    - Learners to include a complete description of the items being mentioned (type of material, colour, size, etc.).
    - Remind learners that they can refer to a wide range of items (from normal clothes to sportswear, shoes and accessories) in their dialogues.
    - Check learners' dialogues and allow them to rewrite their texts correctly.
  - c) Tell learners to share their dialogues with a classmate and to present them in front of the class.
- 2. Learners to share aloud if they think that people should follow, or not, any fashion trends and to justify their point of view.
  - Ensure that all have the chance to participate and contribute with their own ideas and thoughts.
  - Monitor, guide and assist as appropriate and necessary.
- **3.** Learners listen to texts 1–4 and match them with the correct image (A–D).

# Listening activity script

- 1 Ce sport est pratiqué avec une raquette et une balle. Le "Roland-Garros" est un tournoi de ce sport.
- 2 Pour pratiquer ce sport, on porte un kimono et une ceinture.
- 3 Les Ghanéens adorent ce sport! Le joueur portugais Ronaldo pratique ce sport et il est mondialement connu parce qu'il marque beaucoup de buts.
- 4 Pour pratiquer ce sport, on peut porter un justaucorps et un collant de danse. Les filles portent aussi une jupette.

- Invite four learners (one per image) to share their answers aloud. Prompt learners to say the French name of the sport too as they share their answers.
- Monitor, guide and correct as necessary.

# Answers

- 3. Text 1 Image D (Le tennis)
  - Text 2 Image A (Le judo)
  - Text 3 Image B (Le football)
  - Text 4 Image C (Le ballet)
  - Bring learners' attention to the following vocabulary as it may be new to them: "balle" (a small ball) and "marquer un but" (to score a goal). Clarify as necessary. Learners to add the new words to their "Dictionnaire personnel".
- **4.** Learners write a letter to a penfriend to tell him/ her about their favourite hobbies/ leisure activities/ pastimes.
  - Correct learners' letters as necessary.
  - Invite a few volunteers to share their letters aloud once you have checked and corrected their work.

Notes:		

#### **UNITÉ 1** Qu'est-ce que tu feras la semaine prochaine?



#### Suggested teaching time:

Five hours (6 periods of 50 minutes each), over two weeks

Situer un événement dans le futur

#### Introduction

In this unit, learners will talk about future events in French.

Learners will be introduced to two new French verb tenses - "le Futur Proche" and "le Futur Simple" - which they will have the chance to practise through a lot of practical and meaningful activities taken from real-life experiences.

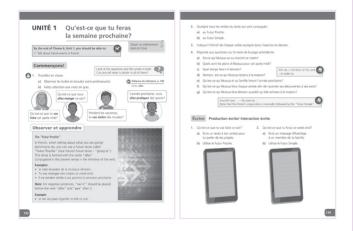
It is important to spend time practising the correct spelling and conjugation of different verbs in the two tenses that are now introduced.

While talking about future events, learners will be revising and consolidating other important French vocabulary; for example, the names of different leisure activities, sports and weather conditions.

Therefore, this short unit provides the opportunity to review the required core competencies from previous units while adding a lot of new content for the learners.

#### (III) RESOURCES

Learner's Book: pp. 132–139



#### **Optional extra materials:**

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

# **KEY WORDS**

- ★ Semaine/ Année (prochaine)
- ★ Aujourd'hui
- ★ Après-midi
- Demain
- \* Soir
- ★ Matin

- ★ Vacances scolaires (prochaines)
- **★** Sport
- \* Faire
- ★ Jardinage
- \* Pratiquer
- Cinéma
- ★ Nager
- Théâtre
- ★ Manger
- Piscine
- ★ Cuisiner
- Échecs Film
- **★** Jouer
- Télé
- ★ Visiter [une place]

★ Se promener

- Natation
- ★ Étudier
- Musée
- \* Regarder
- Livre
- ★ Écrire
- \* Téléphoner
- Magazine ⋆ Plage
- \* Aimer
- **★** Lessive
- **★** Partir
- Ami(e)
- **★** Avoir
- Musique
- **★** Être
- Caméra
- ★ Célébrer \* Prendre
- Leçon Anniversaire
- ★ Danser
- Aller

- ★ Balayer
- Sortir
- **★** Correspondant(e)
- ★ Rendre visite à [quelqu'un]

In addition to the key words, this unit also introduces key questions, such as:

- ★ Qu'est-ce que tu vas faire .../ feras ...?
- ★ Qu'est-ce que vous allez faire .../ ferez ...?

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be talking about future events in French.
- Explain that they will be learning two future tenses that are used, in French, to talk about what we are going/ planning to do in a near or more distant future.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 132 of the Learner's Book.
- Bring their attention to the title of the unit ("Qu'est-ce que tu feras la semaine prochaine?"), the sub-strand ("Situer un événement dans le futur") as well as to the Objectives box where they can find what is expected to be achieved by the end of the unit. Highlight the words "feras", "semaine prochaine" and "futur". At this stage, briefly say and clarify that all these words refer to a future time ("feras" = future tense of the French verb "faire"; "semaine prochaine" = next week and "futur" = future).

# COMMENÇONS!

- 1. a)-b) Learners look at the images and at the speech bubbles in the activity. They will notice that some text is bolded.
  - Read the speech bubbles (on page 132 of the Learner's Book) aloud to your class. Read them slowly and clearly, stressing the words in bold.
  - Point out the Question box, on the same page, to your class. Give learners enough time to re-look at the speech bubbles and to answer the question raised in that feature box.
    - (**Answer:** What is similar in all the speech bubbles and specifically in the bolded parts of it is the use of the verb "aller", conjugated in the present tense, and the infinitive of a verb.)
  - Depending on the academic strength of your class, you may need to guide and assist your learners in finding the correct answer. From here, point learners' immediate attention to the "Observer et apprendre" box that follows next.

# Observer et apprendre

#### The "Futur Proche"

- Explain to your class that the "Futur Proche" is one of the two French future tenses that they will be learning in this unit.
- Work through the "Observer et apprendre" box, on page 132 of the Learner's Book, with your class. This is a new grammar topic to your learners and we suggest that you take enough time to explain it slowly and clearly to them.
- Clarify that this tense is normally used to refer to near future events and that it translates in English as "going to [do something]".
- Provide some extra examples, if necessary.
- Point out the in-text cross-reference (at the top of page 132 of the Learner's Book) and encourage learners to revise the conjugation of the verb "aller", in the present tense, with the help (if necessary) of the "Tableaux de référence" section (page 148) of the Learner's Book.
- It is important that your learners understand that the verb "aller" is key to form the French "Futur Proche" tense. Prompt them to conjugate it aloud, as a class. Check their pronunciation.
- Monitor, guide, assist and correct as necessary.

#### **Indicator:**

• B8.8.1.1.1: Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle l'on situe un événement dans le futur

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

 a)-b) Learners listen to four teenagers who are discussing the activities that they are planning to do this Saturday. Ask learners to tick the two correct sentence endings for each person from the information heard in the dialogue.

# Listening activity script

Interviewer: Bonjour, Lariba! Qu'est-ce que tu vas

faire ce samedi?

Lariba: Ce samedi, je vais sortir avec mes amis. Je vais aussi manger chez Ama

pour célébrer le début de nos vacances

scolaires.

# Listening activity script (continued)

Interviewer: Bonjour, Azindoo! Qu'est-ce que tu

vas faire ce samedi?

**Azindoo:** Alors, le matin, je vais faire la lessive.

L'après-midi, je vais jouer aux échecs

avec Afi.

Interviewer: Qu'est-ce que tu vas faire ce samedi,

Kwasi?

**Kwasi:** Ce samedi, je vais faire de la natation

avec Ali, mais je vais étudier beaucoup aussi parce que, la semaine prochaine,

je vais écrire des examens.

Interviewer: Et toi, Adzo? Qu'est-ce que tu vas

faire ce samedi?

**Adzo:** Ce samedi après-midi, je vais rendre

visite à mon amie Dominique qui habite à Winneba. Le soir, je vais téléphoner à mon amie congolaise.

- Bring learners' attention to the following sentences from the activity on page 133 of the Learner's Book:
  - Rendre visite à ses cousines. [B. Azindoo]
  - Rendre visite à Dominique. [D. Adzo]
  - Visiter un musée. [D. Adzo]
- Remind your class that, in French, we use the expression "rendre visite à" to say that we visit a <u>person</u>. Remind your learners that the verb "visiter" is then the correct one to use when we want to say that we visit a <u>place</u> (a museum, a monument, etc.).
- Invite four volunteers (one per person A, B, C and D) to share their answers aloud.
- Monitor, guide and correct as necessary.

# Answers

- 1. b) A ☑ ... sortir avec ses amis.
  - ☑ ... manger chez Ama.
  - **B** ✓ ... faire la lessive.
    - ☑ ... jouer aux échecs avec Afi.
  - C ☑ ... faire de la natation avec Ali.
    - ☑ ... étudier beaucoup.
  - D ☑ ... rendre visite à Dominique.
    - ☑ ... téléphoner à son amie congolaise.

• Learners should have noticed, in the dialogues that they have just listened to, the repetition of the question "Qu'est-ce que tu vas faire ce samedi?". They should have also noticed that the tense "le Futur Proche" was the one used throughout this listening activity.

# Observer et apprendre

#### The "Futur Simple"

- Prompt learners to turn their attention to page 134 of the Learner's Book.
- Explain that they will now learn a second tense that is also used in French to express future events: "le Futur Simple".
- Allow learners enough time to study and to go through this "Observer et apprendre" box by themselves and in their own time. It can be a homework activity.
- Once they have studied its content, work through it well with your class.
- Clarify that this tense is normally used to refer to distant future events and that it translates in English as "will".
- Ensure good understanding of the way regular and irregular French verbs make this specific verb tense.
- Point out the Bell boxes on the page and prompt learners to select four different verbs (two regular and two irregular) from the "Tableaux de référence" section of the Learner's Book (pages 145–150).
- Choose a suitable and simple tune for the activity and encourage learners to sing the four selected verbs in the Futur Simple.
- Monitor, guide and correct as necessary.
- 2. If, in the previous listening activity, the focus was on "le Futur Proche", this one focuses now on "le Futur Simple".
  - a) Learners listen to a dialogue where a lady and a gentleman refer to the activities that they are planning to do next week.
  - **b**) Learners should then indicate whether the statements in the table are true or false and correct the false ones orally.

# Listening activity script

Interviewer: Bonjour, Madame Efua!

Madame Efua: Bonjour!

**Interviewer:** Qu'est-ce que vous ferez la semaine

prochaine?

Madame Efua: La semaine prochaine, j'irai en

Suisse avec ma famille pour célébrer mon anniversaire. Ce sera super! Je me reposerai, je lirai beaucoup de livres et de magazines et je ferai du ski. Cette année, je célébrerai mon anniversaire seulement avec ma famille. Tous mes amis seront ici au Ghana donc, cette fois, ils ne pourront pas le célébrer avec

moi

**Interviewer:** Et vous, Monsieur Yao? Qu'est-ce

que vous ferez la semaine

prochaine?

Monsieur Yao: La semaine prochaine, je serai aussi

en vacances, mais je ne voyagerai pas. Je serai ici au Ghana toute la semaine. J'écouterai de la musique et je chanterai des chansons traditionnelles avec mes amis. Je ferai aussi de la natation et je jouerai aux échecs avec mes voisins. Il fera beau temps donc je me promènerai et j'irai à la plage.

**Interviewer:** Merci beaucoup et bonnes vacances!

Ce sera une semaine fantastique pour vous deux. Amusez-vous bien

et à la prochaine!

Madame Efua: Merci beaucoup. Monsieur Yao: À la prochaine!

- Allow learners to listen to the dialogue a second time, if necessary.
- Invite eight learners (one per statement) to share their answers aloud, correcting the false statements wherever appropriate. The rest of the learners should listen attentively and state whether they agree or disagree.
- Monitor, guide and correct as necessary.
   Learners' justifications (of the false statements) may vary slightly. Accept any correct ones.

# Answers

#### 2. b)

- a) Vrai.
- **b**) Vrai.
- c) Faux. Elle fera du ski la semaine prochaine.
- d) Faux. Madame Efua célébrera son anniversaire seulement avec sa famille car elle sera en Suisse et tous ses amis seront au Ghana.
- Faux. Monsieur Yao écoutera de la musique et il chantera aussi (des chansons traditionnelles avec ses amis).
- f) Vrai.
- **g**) Faux. Monsieur Yao sera au Ghana toute la semaine. Il ne voyagera pas.
- h) Vrai.

#### **EXTRA ACTIVITY**

- Ask learners to highlight the verbs that are in the Futur Simple (in the "Vrai/ Faux" table) and to share them aloud with the class.
- Prompt learners to indicate their respective infinitives.

#### Answers:

- Ira (infinitive: aller)
- Lira (infinitive: lire)
- Fera (infinitive: faire)
- Célébrera (infinitive: célébrer)
- Invitera (infinitive: inviter)
- Écoutera (infinitive: écouter)
- Chantera (infinitive: chanter)
- Jouera (infinitive: jouer)
- Rendra visite (à) (infinitive: rendre visite (à))
- Se promènera (infinitive: se promener)
- 3. In this last listening activity of the unit, the focus will be on both "Futur Proche" and "Futur Simple" rather than on one at a time (as done in the previous two listening activities). Learners listen to texts A–D and complete the speech bubbles with the words/ verbs in the "Futur Proche" or the "Futur Simple" that they hear.

# Listening activity script

- A Ce soir, je vais jouer de la guitare.Et toi? Qu'est-ce que tu vas faire ce soir?
- B Cet après-midi, je vais aller au parc. Et toi? Où est-ce que tu vas aller cet après-midi?
- C La semaine prochaine, nous ferons du judo et de la natation. Et toi? Qu'est-ce que tu feras la semaine prochaine?
- D L'année prochaine, nous irons au Ghana. Et vous? Où est-ce que vous irez l'année prochaine?
  - Allow learners to listen to speech bubbles A–D a second time and confirm their answers.
  - Copy the speech bubbles (with the filling gaps) onto the writing board. Invite four learners (one per speech bubble) to come to the writing board and write down their answers.

# Answers

**3.** Please refer to all the words highlighted above, in the reference text for the Listening activity script.

#### **Indicator:**

• B8.8.1.1.2: Parler des événements que l'on va faire bientôt et que l'on fera plus tard dans l'avenir

#### PARLER – Production orale/ Interaction orale

- 1. a)-b) Working in groups of six and taking turns, learners role-play the dialogues on page 136 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues.
  - Check for good understanding and pronunciation. Assist and correct as necessary.
  - Invite a few pairs of learners to present their role plays in front of the class.
  - Ask your class to say which future tense is used in these dialogues.

(Answer: "Le Futur Simple")

- 2. a)—e) Working in pairs and taking turns, learners imagine that they are the two teenagers shown in the exercise (Kuuku and Koshiwa) on page 137 of the Learner's Book. Based on the activities listed for Kuuku and Koshiwa, learners will perform two separate role plays to say what they are planning to do this coming weekend.
  - In the first role play (b)—c)), learners are to use "le Futur Proche".
  - Walk around the classroom, listening to their dialogues. Check if the tense is being used correctly, as follows:

#### Kuuku

Ce week-end ...

- je vais rendre visite à la tante Bridget
- je vais jouer au volley-ball avec Kofi
- je vais faire la lessive
- je vais aller au cinéma
- je vais prendre des photos avec ma caméra
- je vais lire des livres
- je vais me promener

#### Koshiwa

Ce week-end ...

- je vais nager dans la piscine
- je vais écrire à mon correspondant
- je vais cuisiner avec ma cousine Abla
- je vais balayer la cour
- -je vais regarder un film à la télé
- je vais étudier mes leçons
- -je vais danser
- Check learners' pronunciation. Guide, assist and correct as necessary.
- In the second role play (d)—e)), learners are to use "le Futur Simple".
- Walk around the classroom, listening to their dialogues. Check that learners are conjugating the verbs correctly, as follows:

#### Kuuku

Ce week-end ...

- je rendrai visite à la tante Bridget
- je jouerai au volley-ball avec Kofi
- je ferai la lessive
- -j'irai au cinéma
- je prendrai des photos avec ma caméra
- je lirai des livres
- je me promènerai

#### Koshiwa

Ce week-end ...

- je nagerai dans la piscine
- -j'écrirai à mon correspondant
- je cuisinerai avec ma cousine Abla
- je balayerai la cour
- je regarderai un film à la télé
- j'étudierai mes leçons
- je danserai
- Check learners' pronunciation. Guide, assist and correct as necessary.
- Invite two pairs of learners to role-play their dialogues in front of the class. One pair to role-play the dialogue using "le Futur Proche" and the second pair to role-play it using "le Futur Simple".
- Monitor, guide and correct as necessary.
- 3. a)—d) Learners answer the questions by sharing their future plans (some in a nearer future than others) using the "Futur Proche" and the "Futur Simple".
  - Encourage learners to provide as much information as possible and to use different French verbs in their future plans' descriptions.
  - Guide, assist and correct as necessary.
  - Alternatively (and depending on the academic strength of your class), you may like to ask learners to do their presentations as a homework activity where they will have more time to check a dictionary, if necessary, record themselves and check their own pronunciation. They can then share their recordings with you and the class. Correct as necessary.

#### Indicator:

 B8.8.1.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on parle de ce qu'on fera plus tard dans l'avenir

#### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on page 138 of the Learner's Book and pay attention to the vocabulary and the tenses of the different verbs.
  - Allow enough time for learners to read the text to themselves.
    - **Note:** This text is intentionally long, being the last one (under a "Lire" section) of the B8 Learner's Book.
  - Read the date and "Cher journal" aloud to your class and then invite four learners each to read one paragraph of the text. Conclude the reading yourself by saying: "À demain! Akosua".
  - Check and correct learners' pronunciation, if necessary.
  - Bring learners' attention to the sentence "tous mes amis de mon pays me manqueront".
     Take the opportunity to tell learners that the French verb "manquer" (to miss) is used in a unique sentence construction when we want to express that we "miss someone". In that case, the person that is missed becomes the subject of the sentence. Provide extra examples, if necessary.
- 2. a)—b) Learners to underline the verbs that are conjugated in the "Futur Proche" and in the "Futur Simple" on the text that they have just read (on page 138 of the Learner's Book). Correct the activity and clarify any queries that your class may have.

# Answers

- **2. a)** Futur Proche: vais étudier/ vais regarder/ vais habiter
  - b) Futur Simple: fera/ brillera/ aura/ ferai/ irons/ nous amuserons/ mangerons/ boirons/ chanterons/ jouerons/ bavarderons/ sera/ manqueront/ organiserai/ seront/ arriverai/ écrirai

3. Learners to say the infinitives of the verbs identified/ underlined in the previous activity2. b). Correct the activity and clarify any queries that your class may have.

# Answers

- 3. Fera (infinitive: faire)
  - Brillera (infinitive: briller)
  - Aura (infinitive: avoir)
  - Ferai (infinitive: faire)
  - Irons (infinitive: aller)
  - nous amuserons (infinitive: s'amuser)
  - mangerons (infinitive: manger)
  - boirons (infinitive: boire)
  - chanterons (infinitive: chanter)
  - jouerons (infinitive: jouer)
  - bavarderons (infinitive: bavarder)
  - sera (infinitive: être)
  - manqueront (infinitive: manquer)
  - organiserai (infinitive: organiser)
  - seront (infinitive: être)
  - arriverai (infinitive: arriver)
  - écrirai (infinitive: écrire)
- **4.** a)–g) Learners answer the questions about the text on page 138 of the Learner's Book.
  - Allow enough time for learners to read the questions and to think about their respective answers.
  - Prompt learners to jot a few notes down for themselves, if necessary, before you invite seven volunteers (one per question) to answer questions a)—g) aloud.
  - Guide and correct as necessary. Learners' sentence answers may vary slightly. Accept any correct ones. Below are some possible answers.

# Answers

- **4. a)** Non, ce matin Akosua reste à la maison. Elle fait la lessive et elle range ses affaires.
  - b) Cet après-midi, elle va étudier ses leçons et puis, elle va regarder un film à la télé avec sa sœur.
  - c) Demain, il fera beau. Le soleil brillera et il n'y aura pas de vent ou de nuages.

- d) Non, demain elle ne restera pas à la maison. Elle fera un pique-nique à la campagne avec ses amis.
- e) L'année prochaine, Akosua et sa famille (ses parents et sa sœur) vont habiter en Belgique.
- f) Chaque année, à son retour annuel et afin de raconter toutes ses découvertes à ses amis, Akosua organisera beaucoup de rendez-vous avec eux.
- g) Demain, aussitôt qu'elle arrivera à la maison, Akosua écrira dans son journal intime sur le pique-nique à la campagne.
- Point out the Bell box on page 139 of the Learner's Book, as a quick reference for learners when answering question g).

#### **Indicator:**

• B8.8.1.1.4: Décrire à quelqu'un/échanger avec quelqu'un les événements dans le futur

#### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)—b) Learners write a simple text message to a friend (using "le Futur Proche") to tell him/her about their plans for the evening. Check and correct their messages, ensuring that the correct tense of the verbs is used appropriately throughout.
- 2. a)—b) Learners write a simple text message to a family member (using "le Futur Simple") to tell him/ her about their plans for the weekend. Check and correct their messages, ensuring that the correct tense of the verbs is used appropriately throughout.

#### C'est l'heure de la dictée!

- Prepare a small text of your choice to dictate to the learners. We suggest that you dictate a text that includes vocabulary and verbs from the unit in study, as well as both tenses addressed in it: "le Futur Proche" and "le Futur Simple".
- Check learners' dictations and correct as necessary.
- Allow learners to rewrite their dictations correctly once you have checked them.

# PRATIQUER, PRATIQUER, PRATIQUER!

- 1. a)-c) Learners write a letter to a penfriend to describe their plans for the following week.
  - Learners to use "le Futur Proche".
  - Check and correct their texts, ensuring that the tense of the verbs is used appropriately throughout.
- 2. a)-d) Learners to imagine how their life would be in 20 years time and to describe their (distant) future plans to a family member by writing him/ her a letter.
  - Learners to refer to the five questions included under 2. as a quick reference and guidance on the kind of information to be provided in their texts.
  - Learners to use "le Futur Simple".
  - Check and correct their texts, ensuring that the tense of the verbs is used appropriately throughout.
  - Invite learners to share their plans aloud and to compare them with their classmates'.

Notes:			

# **SECTION C: EXTRA RESOURCES**

SUGGESTIONS: Extra projects/ activities for learners (by Learner's Book theme)

All these projects/ activities can be also used for diagnostic assessment and/ or regular reviews of the required core competencies, while allowing for community The suggested projects/activities presented below aim to give learners further opportunity to practise, consolidate and self-assess their knowledge. engagement and the use of local materials.

ALLÔ!	ע		What to do		Noto for the toocher
ALLÔ!		iviateriais irecueu	wilat to d	O.	Motes for the teacher
	1	• A notebook	Part 1 of t	of the project:	✓ This is a great activity to be
		• A cellphone	- Learner	Learners think about six different invitations that they would	done at the end of Theme 1,
			IIKE 10 I – They wr	the to make to their menus and family, via a voice note. They write the message down in their notebooks (using the	This activity is also suitable
			templat	template below as a reference).	for diagnostic assessment and/
				Invitation	or review of the required core competencies, whenever you
			1		find it necessary, relevant and
			2		appropriate throughout the
			3		year.  ✓ Check learners' pronunciation.
			4		✓ To be done as individual
			2		homework.
			9		
			– Learner. – The reco	Learners record themselves reading the six invitations. The recordings are to be shared later in class.	
			Part 2 of th	Part 2 of the project:	
			<ul><li>Learner</li><li>member</li><li>refuse th</li></ul>	<ul> <li>Learners will now imagine that their friends and family members have just sent them a voice note back to accept or refuse their invitations.</li> </ul>	
			<ul><li>Three of their inv</li></ul>	Three of them have accepted; the other three have refused their invitations.	

Project/ Activity	Theme	Materials needed	What to do	Notes for the teacher
			<ul> <li>Learners are to imagine the voice note responses of their friends and family members and add these to their table and notes (see template below as a reference).</li> </ul>	pu
			InvitationRéponse2456- Learners pretend that they are their friend or family member and record themselves accepting or refusing each invitation.	ber n.
IL FAIT QUEL TEMPS AUJOURD'HUI?	7	Cardboard (large and small sheets) Coloured pens Sticky tack Pencil	<ul> <li>Learners imagine that they are meteorologists and work for a local TV channel.</li> <li>Learners to present today's weather report to the viewers.</li> <li>Part 1 of the project: <ul> <li>Learners draw a map of Ghana on a large piece of cardboard.</li> <li>Learners then cut out small pieces of cardboard to prepare little cards with the different weather symbols (these cards must fit in well in their maps while being visible enough to the viewers).</li> <li>Learners check the weather report for the day ahead of their presentation and stick the respective cards with the weather symbols on the drawn map.</li> <li>Learners act out their TV weather reports before you and the rest of the class.</li> </ul> </li> </ul>	or a

Notes for the teacher	✓ Part 2 is a nice opportunity for learners to proudly share some of their French knowledge and	vocabulary with their family members.					/ This is a great activity to be	done at the end of Theme 3,	✓ This activity is also suitable	for diagnostic assessment and/	or review of the required core	competencies, whenever you	find it necessary, relevant and	appropriate throughout the	year.  ✓ Ensure that learners use the	correct prepositions (en/ à/	par (le)/ dans), as well as the	appropriate verbs (voyager/ prendre/ aller (de à)/ quitter	(à)/ partir (de à)/ arriver	sentences.
	r to the one below and put it see.	Voici la Météo:	before leaving for school, side and complete the table	scribing the weather in o the information can be	ig). earners can also add the	ared in part 1 of the project).	oers from their home	neans of transport that those	to the market, to visit their		varture and arrival times of	rer relevant and appropriate).	arise the information	oelow).		nd Heure d arrivee				
What to do	<ul><li>Part 2 of the project:</li><li>Learners to prepare a table similar to the one below and put it up in their houses for everyone to see.</li></ul>	Date:	Every week day, for a month and before leaving for school, learners to check the weather outside and complete the table	by writing down the date and describing the weather in French (learners to use a pencil so the information can be	erased and updated every morning). In the column "Voici la météo", learners can also add the	appropriate weather symbol (prepared in part 1 of the project).	Learners to interview three members from their home	communities to learn about the means of transport that those	(for example: to school, to work, to the market, to visit their	relatives, to go on holiday, etc.).	Learners to inquire about the departure and arrival times of	those means of transport (wherever relevant and appropriate).	Learners to take notes and summarise the information	gathered (in a table like the one below).	mous	et nom   II/ ene voyage/ va/ prend				
Materials needed WI	Pai		I		I			• A pen	ens	<ul> <li>Photographs or</li> </ul>	ld local	magazines or from the	1	t recyclable	materials	<u>.</u>				
Theme							3													
Project/Activity							COMMENT	VOUS												

Project/ Activity	Theme	Materials needed	What to do	Notes for the teacher
			<ul> <li>Learners to add a photograph or a picture (or their own drawing) to their tables, showing each means of transport mentioned by their community members.</li> </ul>	As an extra challenging activity, you could ask learners to be very creative and do one of the means of transport referred in their tables, by using only local and recyclable materials (such as, for example: bottle lids, plastic bottles, carton packages, local fabrics/materials, pebbles, shells, sticks, leaves, etc.). Encourage learners to ask a family member or someone from their community (who is good at crafts) to assist them with this part of the project.
LE DÉPLIANT DE MON SUPERMARCHÉ	4	• A3 cardboard • Coloured pens • Pictures cut out from old local magazines/ pages from catalogues of local supermarkets • Glue	<ul> <li>Learners to imagine that they work in a local supermarket.</li> <li>Learners prepare a leaflet (in French) showing the list of products that can be purchased there and the respective prices.</li> <li>Learners cut out pictures of different products that can be purchased in a local supermarket and stick them to the leaflet. Alternatively, learners can draw the products themselves.</li> <li>Learners indicate the price of each product (note: prices should range between 1 and 100 cedis).</li> </ul>	<ul> <li>This is a great activity to be done at the end of Theme 4,</li> <li>Unit 2.</li> <li>This activity is also suitable for diagnostic assessment and/ or review of the required core competencies, whenever you find it necessary, relevant and appropriate throughout the year.</li> <li>Can be done as individual, pair, group homework or as a class activity.</li> </ul>

Notes for the teacher	<ul> <li>Leaflets can be used for class role plays. (Record those role plays and play them back to your learners. Check their French pronunciation.)</li> <li>Encourage learners to show different local products in their leaflets (which can be easily found in any local supermarket in Ghana).</li> </ul>	<ul> <li>This is a great activity to be done at the end of Theme 5,</li> <li>Unit 2.</li> <li>This activity is also suitable for diagnostic assessment and/or review of the required core competencies, whenever you find it necessary, relevant and appropriate throughout the year.</li> <li>Encourage learners to add photos or drawings to their work to make it more visually interesting.</li> <li>To be done as individual, pair or group homework.</li> </ul>
		Ghana loves sports and different sporting events take place throughout the year.  Learners to do some research and prepare the sporting events calendar for a year (following the template below).  Date (jour, mois) Activité sportive
What to do		<ul> <li>Ghana loves sports and different sporting events ta throughout the year.</li> <li>Learners to do some research and prepare the sport calendar for a year (following the template below).</li> </ul> Date (jour, mois) Activité sportive
Materials needed		• Cardboard • Coloured pens • Printed photos from the internet or from old local magazines, etc. (optional)
Theme		v.
Project/Activity		LE CALENDRIER D'ACTIVITÉS SPORTIVES

<ul> <li>A notebook</li> <li>A pen</li> <li>Learners to interview two family members about their plans for tomorrow and to take notes in a notebook.</li> </ul>
Cardboard — Learners talk to their family members and take notes in a Coloured pens notebook.
Membre de ma famille (Nom, prénom et lien familial)
<ul> <li>In their posters, learners can also make a simple drawing to show each person's planned activities for the following day.</li> </ul>

# **TEMPLATE:** Monitoring learner progress

For the Basic 8 teacher

SCHOOL:									[Photo	of learner]
DATE:										
								L		
FULL NAME OF LEARNER:										
TERM:	_									
<b>STRAND</b> (Theme in Learner's Book)	•									
<b>SUB-STRAND</b> (Unit in Learner's Bo	ok) <b>:</b>									
CONTENT STANDARD:										
Monitoring progress:										
Key:										
**** Excellent / *** Very good /	*** Good	d/**	Suff	icient	:/*]	Insuff	icient			
1. Achievement of the INDICATOR	RS:									
a) Réception orale/ Compréhension	on de l'oral	1	**	***	**	**	**	*	**	*
<b>b)</b> Production orale/ Interaction or	rale		**	***	**	**	**	*	**	*
c) Réception écrite/ Compréhension		its	**	***	**	**	**	*	**	*
<b>d)</b> Production écrite/ Interaction é	crite		**	***	**	**	**	*	**	*
2. Participation and success in IND	IVIDUAL	./ PA	IR/C	GRO	U <b>P V</b>	WOR	K:			
a) Individual work	****	**	**	**	*	*	*	*		
<b>b</b> ) Pair work	****	**	**	**	*	*	*	*		
c) Group work	****	**	**	**	*	*	*	*		
3. Level of success during specific ac	ctivity typ	es:								
a) Commençons!	****	**	**	**	*	*	*	*		
<b>b)</b> Pour s'amuser	****	**	**	**	*	*	*	*		
c) Pratiquer, Pratiquer, Pratiquer!	****	**	**	**	*	*	*	*		
OBSERVATIONS/ COMMENTS:										

# **TEMPLATE:** Monitoring learner achievement of core competencies/ skil

ls	
For	the Basic 8 teacher
	[Photo of learner]
	No competencies/ skills nsidered; b) a system

CHOOL:			[Photo o	f learner]
DATE:				
ULL NAME OF LEARNER:				
oes the learner have special n	needs?*	Yes	No	
-	s when assessing learners with special needs a for visual and visually challenged learner nust be adopted.		_	
Core com	petencies/ skills	Term 1	Term 2	Term 3
	CC7: Listening			
1. Communication and Collaboration (CC)	CC8: Presenting			
Contabolation (CC)	CC9: Teamwork			
2. Critical thinking and	CP5: Critical thinking			
Problem-solving (CP)	CP6: Problem-solving			
3. Personal development and	PL5: Personal development			
Leadership (PL)	PL6: Leadership			
4. Cultural identity and	CG5: Cultural identity			
Global citizenship (CG)	CG6: Global citizenship			
5. Creativity and Innovation	CI5: Knowledge, understanding, skills and strategies			
(CI)	CI6: Reflection and evaluation			
( D: : 11: (DI)	DL5: Photo-visual and information literacy			
5. Digital Literacy (DL)	DL6: Socio-emotional and reproduction literacy			
BSERVATIONS/ COMMEN	TS:	✓ achieved	× no	t achieved

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# **TEMPLATE:** Monitoring own progress

For the individual Basic 8 learner

FULL NAME:	TERM:
SCHOOL:	DATE:

#### **HOW WELL AM I DOING?**

#### THEME 1: FAIRE CONNAISSANCE

Unit	Am I able to	YES	$\odot$	NO 🙁
				I will need to revise this content!
1	talk about jobs and occupations in French?			
2	communicate over the phone in French?			
3	invite and accept or decline an invitation in French?			

#### THEME 2: L'ENVIRONNEMENT

Unit	Am I able to	YES	$\odot$	NO 🙁
				I will need to revise this content!
1	talk about my town or village in French?			
2	talk about my country in French?			
3	talk about the weather in French?			

# THEME 3: LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS

Unit	Am I able to	YES	$\odot$	NO 🛞
				I will need to revise this content!
1	talk about means of transport in French?			

#### **THEME 4: LES ACHATS**

Unit	Am I able to	YES	$\odot$	NO 🛞
				I will need to revise this content!
1	talk about the quantity and quality of things in French?			
2	do shopping in French?			
3	make a booking/ reservation in French?			

#### **THEME 5: LES LOISIRS**

Unit	Am I able to	YES	$\odot$	NO 🛞
				I will need to revise this content!
1	talk about clothing and fashion in French?			
2	talk about sport activities in French?			
3	talk about pastimes in French?			

#### THEME 6: LES PROJETS D'AVENIR

Unit	Am I able to	YES	$\odot$	NO	8
				I will not to revise content:	e this
1	talk about future events in French?				

# **TEMPLATE:** Self-assessment of activity performance

For the individual Basic 8 learner

ge of the Learner's Book it relates to):
5. J
Group
What did I learn and achieve from this activity?

# French Basic 8

#### **Facilitator's Guide**

the full requirements of the Common Core curriculum for JHS, as developed by the National Council for Curriculum and Assessment (NaCCA), carefully addressing all strands, sub-strands, content standards, indicators and core competencies. Throughout the series, attitudes, values and skills - as indicated in the curriculum - are addressed.

**ESSENTIAL** French encourages learners to be responsible and creative citizens who are self-confident, digitally literate and excellent communicators.

The **ESSENTIAL Basic 8 Learner's Book** offers you attractive pages with:

- accessible and relevant content, supported by meaningful photographs and illustrations that bring French to life
- clear language for easy understanding
- clear explanations of basic concepts
- a variety of texts and activities to develop and consolidate knowledge and skills, including creative and problem-solving skills to improve learner engagement

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.



• assessment pages that can be used to evaluate progress and achievement.

The **ESSENTIAL Basic 8 Facilitator's Guide** supports you to teach the new curriculum with confidence and offers:

- step-by-step teaching guidelines
- answers to activities in the Learner's Book
- suggestions for activities that can be used for Diagnostic assessment or as extra exercises and projects
- suggestions for how to include local materials and ICT in the learning process
- templates for assessment
- a Curriculum coverage table indicating how the strands, sub-strands, content standards and indicators are covered in the course.

Learning is Essential!





