# ESSENTIAL



# French Basic 7

Facilitator's Guide









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Facilitator's Guide

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# **TABLE OF CONTENTS**

Introduction	4
Section A: THE COMMON CORE PROGRAMME/ NEW CURRICU FOR BASIC 7 – BASIC 9 (JHS 1 – JHS 3)	JLUM
1. The Common Core Programme/ new curriculum: A brief overview	5
2. The new French curriculum	6
<b>3.</b> How this French series covers the new curriculum for Basic 7	9
<b>4.</b> Structure and special features in the French Learner's Book for Basic 7	13
<b>5.</b> Suggested yearly scheme of learning (by term) for French Basic 7	17
Section B: STEP-BY-STEP TEACHING GUIDELINES	
THÈME 1 – FAIRE CONNAISSANCE	
UNITÉ 1: Salut!	18
UNITÉ 2: Enchanté(e)!	24
UNITÉ 3: J'adore le français!	31
UNITÉ 4: Qui est-ce?	37
UNITÉ 5: Voici ma famille élargie!	44
Pratiquer, Pratiquer!	51
THÈME 2 – L'ENVIRONNEMENT	
UNITÉ 1: Comment est la maison?	52
UNITÉ 2: Dans mon école, il y a	60
Pratiquer, Pratiquer!	67
THÈME 3 – L'ALIMENTATION ET LA SANTÉ	
UNITÉ 1: Quel bon repas!	69
UNITÉ 2: Soignez-vous bien!	76
Pratiquer, Pratiquer!	83
<b>THÈME 4</b> – LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS	
UNITÉ 1: Où est l'ordinateur?	84
UNITÉ 2: Continuez tout droit!	93
UNITÉ 3: Il est une heure de l'après-midi.	100
UNITÉ 4: De quelle heure à quelle heure?	107
Pratiquer, Pratiquer!	114
THÈME 5 – LES ACHATS	
UNITÉ 1: Ça fait	115
Pratiquer, Pratiquer!	121
THÈME 6 – LES SENTIMENTS ET LES OPINIONS	
UNITÉ 1: Ouvre ton livre!	122
UNITÉ 2: C'est possible de?	128
Pratiquer, Pratiquer!	134
Section C: EXTRA RESOURCES	
Suggestions: Extra projects/ activities for learners (by Learner's Book theme)	136
Templates: Monitoring learner progress	
Monitoring learner achievement of core competencies/ skills	
Monitoring own progress	
Self-assessment of activity performance	144

#### 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 7 Facilitator's Guide has been developed in conjunction with the French Learner's Book for Basic 7. 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 DÉPLACEMENTS	1. Situer les objets, les personnes et les lieux dans l'espace [Basic 7]	Talk about the position of objects, people and places in French
	2. Demander et indiquer l'itinéraire [Basic 7]	Ask for and give directions in French
	3. Demander et donner l'heure [Basic 7]	Ask for and give the time in French
	4. Parler de son agenda [Basic 7]	Talk about a diary and schedules in French
	5. Parler des moyens de transport et des horaires [Basic 8]	Talk about means of transport in French
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	Situer un événement dans     le futur     [Basic 8]	Talk about future events in French
	2. Exprimer les souhaits [Basic 9]	Express wishes in French
9. LES SENTIMENTS ET LES OPINIONS	1. Donner et réagir à des ordres et à des interdictions [Basic 7]	Give and react to orders and prohibitions in French
	2. Demander, donner ou refuser la permission [Basic 7]	Ask for, give or decline permission in French
	3. Exprimer ses sentiments et les justifier [Basic 9]	Express and explain feelings in French
	4. Donner des conseils et des avertissements [Basic 9]	Give advice and warnings in French
	5. Exprimer son opinion et la justifier [Basic 9]	Give opinions in French
10. LES MOYENS DE COMMUNICATION	1. Parler de la presse [Basic 9]	Talk about media (print and electronic) in French
	2. Parler de l'informatique [Basic 9]	Talk about Computer Science in French

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

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

#### 3. HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM FOR BASIC 7

		В	SASIC 7		
6 Strands (6 Thèmes)	16 Sub-strands (16 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
FAIRE CONNAISSANCE	Saluer et prendre congé	B7.1.1.1 Comprendre les salutations, saluer et prendre congé	B7.1.1.1 Réception orale/ Compréhension de l'oral B7.1.1.1.2 Production orale/ Interaction orale B7.1.1.1.3 Réception écrite/ Compréhension des écrits B7.1.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	2–12	18–23
	Se présenter et présenter quelqu'un	B7.1.2.1 Comprendre la présentation d'une personne, se présenter et présenter quelqu'un	B7.1.2.1.1 Réception orale/ Compréhension de l'oral B7.1.2.1.2 Production orale/ Interaction orale B7.1.2.1.3 Réception écrite/ Compréhension des écrits B7.1.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite	13–21	24–30
	Exprimer ses goûts et ses préférences	B7.1.3.1 Comprendre et exprimer les goûts et les préférences	B7.1.3.1.1 Réception orale/ Compréhension de l'oral B7.1.3.1.2 Production orale/ Interaction orale B7.1.3.1.3 Réception écrite/ Compréhension des écrits B7.1.3.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	22–29	31–36
	Décrire quelqu'un	B7.1.4.1 Comprendre la description d'une personne et décrire quelqu'un	B7.1.4.1.1 Réception orale/ Compréhension de l'oral B7.1.4.1.2 Production orale/ Interaction orale B7.1.4.1.3 Réception écrite/ Compréhension des écrits B7.1.4.1.4 Production écrite/ Interaction écrite/ Interaction écrite	30–37	37–43

BASIC 7					
6 Strands (6 Thèmes)	16 Sub-strands (16 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
	Parler de sa famille et les liens familiaux	B7.1.6.1 Comprendre et s'exprimer sur la famille et les liens familiaux	B7.1.6.1.1 Réception orale/ Compréhension de l'oral B7.1.6.1.2 Production orale/ Interaction orale B7.1.6.1.3 Réception écrite/ Compréhension des écrits B7.1.6.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	38–45	44–51
L'ENVIRONNEMENT	Parler de son lieu d'habitation	B7.2.1.1 Comprendre et s'exprimer sur la maison et ses environs	B7.2.1.1.1 Réception orale/ Compréhension de l'oral B7.2.1.1.2 Production orale/ Interaction orale B7.2.1.1.3 Réception écrite/ Compréhension des écrits B7.2.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	48–55	52–59
	Parler de son école	B7.2.2.1 Comprendre et s'exprimer sur l'école et ses environs	B7.2.2.1.1 Réception orale/ Compréhension de l'oral B7.2.2.1.2 Production orale/ Interaction orale B7.2.2.1.3 Réception écrite/ Compréhension des écrits B7.2.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	56–61	60–67
L'ALIMENTATION ET LA SANTÉ	Parler des plats	B7.3.1.1 Comprendre et s'exprimer sur les plats	B7.3.1.1.1 Réception orale/ Compréhension de l'oral B7.3.1.1.2 Production orale/ Interaction orale B7.3.1.1.3 Réception écrite/ Compréhension des écrits B7.3.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite	64–74	69–75

BASIC 7					
6 Strands (6 Thèmes)	16 Sub-strands (16 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
	Parler de l'hygiène et de la santé	B7.3.2.1 Comprendre et s'exprimer sur la santé	B7.3.2.1.1 Réception orale/ Compréhension de l'oral B7.3.2.1.2 Production orale/ Interaction orale B7.3.2.1.3 Réception écrite/ Compréhension des écrits B7.3.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	75–85	76–82
LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS	Situer les objets, les personnes et les lieux dans l'espace	B7.4.1.1 Comprendre et s'exprimer sur l'emplacement des objets, des personnes et des lieux	B7.4.1.1.1 Réception orale/ Compréhension de l'oral B7.4.1.1.2 Production orale/ Interaction orale B7.4.1.1.3 Réception écrite/ Compréhension des écrits B7.4.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	88–99	84–92
	Demander et indiquer l'itinéraire	B7.4.2.1 Comprendre, donner ou expliquer l'itinéraire à prendre	B7.4.2.1.1 Réception orale/ Compréhension de l'oral B7.4.2.1.2 Production orale/ Interaction orale B7.4.2.1.3 Réception écrite/ Compréhension des écrits B7.4.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite/	100–107	93–99
	Demander et donner l'heure	B7.4.3.1 Comprendre et dire l'heure	B7.4.3.1.1 Réception orale/ Compréhension de l'oral B7.4.3.1.2 Production orale/ Interaction orale B7.4.3.1.3 Réception écrite/ Compréhension des écrits B7.4.3.1.4 Production écrite/ Interaction écrite/ Interaction écrite	108–116	100–106

BASIC 7					
6 Strands (6 Thèmes)	16 Sub-strands (16 Unités)	Content Standards	Indicators	Pages in the Learner's Book	Pages in the Facilitator's Guide
	Parler de son agenda	B7.4.4.1 Comprendre et s'exprimer sur un agenda et les horaires	B7.4.4.1.1 Réception orale/ Compréhension de l'oral B7.4.4.1.2 Production orale/ Interaction orale B7.4.4.1.3 Réception écrite/ Compréhension des écrits B7.4.4.1.4 Production écrite/ Interaction écrite/ Interaction écrite	117–124	107–113
LES ACHATS	Compter et faire des calculs	B7.5.1.1 Comprendre et s'exprimer sur les chiffres, les nombres et faire des calculs	B7.5.1.1.1 Réception orale/ Compréhension de l'oral B7.5.1.1.2 Production orale/ Interaction orale B7.5.1.1.3 Réception écrite/ Compréhension des écrits B7.5.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite	128–133	115–121
LES SENTIMENTS ET LES OPINIONS	Donner et réagir à des ordres et à des interdictions	B7.9.1.1 Comprendre, donner et réagir à des ordres et à des interdictions	B7.9.1.1.1 Réception orale/ Compréhension de l'oral B7.9.1.1.2 Production orale/ Interaction orale B7.9.1.1.3 Réception écrite/ Compréhension des écrits B7.9.1.1.4 Production écrite/ Interaction écrite/ Interaction écrite	136–145	122–127
	Demander, donner ou refuser la permission	B7.9.2.1 Comprendre une permission, demander et donner ou refuser la permission	B7.9.2.1.1 Réception orale/ Compréhension de l'oral B7.9.2.1.2 Production orale/ Interaction orale B7.9.2.1.3 Réception écrite/ Compréhension des écrits B7.9.2.1.4 Production écrite/ Interaction écrite/ Interaction écrite	146–152	128–134

#### 4. STRUCTURE AND SPECIAL FEATURES IN THE FRENCH LEARNER'S BOOK FOR BASIC 7

#### 4.1 Structure

- 6 Themes (following the 6 strands of the new French curriculum for Basic 7)
- <u>16 Units</u> (following the 16 sub-strands and respective content standards and core competencies of the new French curriculum for Basic 7)
- <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 7

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

- to address the core features, criteria, attitudes, values and skills of the Common Core Programme/ new French curriculum for Basic 7
- 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>
	Note:  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 suggested 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  To	<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>
	<ul> <li>Note:</li> <li>We highly recommend that you encourage your learners to:</li> <li>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.</li> <li>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.</li> </ul>

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> <li>Note:</li> <li>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</li> </ul>				
Tableaux de référence	pages 142–144, in Section C of this Facilitator's Guide).  ✓ A "help zone" in the Learner's Book.				
	<ul> <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 7

WEEKS	TERM 1 (12 weeks)	TERM 2 (12 weeks)	TERM 3 (12 weeks)					
Sub-Strands								
1 (50 min × 3 periods)	- Saluer et prendre congé	Parler de son lieu d'habitation	Demander et indiquer					
<b>2</b> (50 min × 3 periods)		Parler de son école	l'itinéraire					
<b>3</b> (50 min × 3 periods)	Se présenter et présenter	ranei de son ecoie	Demander et donner					
<b>4</b> (50 min × 3 periods)	quelqu'un		l'heure					
<b>5</b> (50 min × 3 periods)	Exprimer ses goûts et ses	Parler des plats	Parler de son agenda					
<b>6</b> (50 min × 3 periods)	préférences							
7 (50 min × 3 periods)		Deden de Phone Nove de de la	Comment of friends calcula					
<b>8</b> (50 min × 3 periods)	Décrire quelqu'un	Parler de l'hygiène et de la santé	Compter et faire des calculs					
<b>9</b> (50 min × 3 periods)			Donner et réagir à des					
<b>10</b> (50 min × 3 periods)	Parler de sa famille et		ordres et à des interdictions					
<b>11</b> (50 min × 3 periods)	les liens familiaux	Situer les objets, les personnes et les lieux dans l'espace	Demander, donner ou					
<b>12</b> (50 min × 3 periods)	Parler de son lieu d'habitation	dans i espace	refuser la permission					

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

# Thème 1 FAIRE CONNAISSANCE

# **UNITÉ 1** Salut!



#### Suggested teaching time:

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

Saluer et prendre congé

#### Introduction

This is the first unit of the Basic 7 Learner's Book and its focus is on French greetings.

In this unit, learners will have the opportunity to revise and expand on what they learnt about French greetings in Basics 4, 5 and 6. They will revise both how to greet and say farewell to other people in French and the different kinds of greeting that can be used, depending on the level of familiarity, the context or the time of the day.

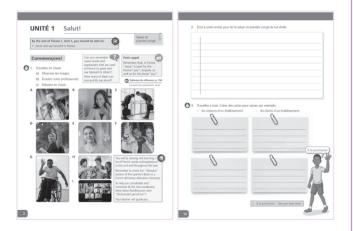
In addition to the vocabulary terms which are defined throughout the unit and in the Glossary

pages, it is important that you encourage your learners to create their own "Dictionnaire personnel", starting from this very first unit. This will enable them to keep a record of all the new vocabulary they learn, step by step, in a meaningful and memorable way, while also giving them the opportunity to develop a certain level of autonomy.

This initial unit of the Learner's Book will draw your learners into this new French course, allowing them to interact with you and with each other — confidently and in French — in a fun and very practical way.

# **®** RESOURCES

• Learner's Book: pp. 2–12



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

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

# **KEY WORDS**

- ★ Bonjour!
- ★ Salut!
- **★** Coucou!
- ★ Bonsoir!
- ★ Au revoir!
- ★ À demain!
- ★ À bientôt!
- ★ À plus!
- ★ À la prochaine!
- \* À tout à l'heure!
- ★ Ciao!

In addition to the key words, learners will also revise some key questions and answers which are relevant for the topic of greetings:

- ★ Tu vas bien?/ Vous allez bien?
- ★ Comment vas-tu?/ Comment allez-vous?
- \* Comment tu te portes?/ Comment vous vous portez?
- ★ Comment ça va?
- ★ Tout va bien?
- ★ Ça va bien, merci. Et toi?
- ★ Je vais bien, merci. Et toi/ vous?
- ★ Je me porte bien, merci. Et toi/ vous?
- ★ Pas mal.
- ★ Ça va comme ci comme ça.
- ★ Ça ne va pas (bien).

- ★ Je ne me sens pas bien.
- ★ Ça va mal.

#### **GUIDELINES AND SUGGESTIONS**

- Start teaching this theme by prompting the learners to observe the top section of the unitopener page (on page 2 of the Learner's Book).
- Give learners a couple of minutes to engage and familiarise themselves with the title of the unit ("Salut!"), the sub-strand ("Saluer et prendre congé") and the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Clarify the meanings of "saluer" (to greet) and "prendre congé" (to take leave) to ensure good understanding before moving on to the activities proposed in the unit.

# COMMENÇONS!

- 1. a)-c) This is a warm-up and recap activity to begin the topic of greetings.
  - Let learners look at the images (on page 2 of the Learner's Book) and get into the topic of greetings through these quick visual references.
  - Prompt a debate on the factors that may influence the ways in which people greet each other (for example: their own culture, the level of familiarity, the (in)formality of the context, whether there is a pandemic, etc.).
  - Then draw learners' attention to the Question and "Petit rappel" boxes at the top of the page. As a class, let learners share what they are able to remember from previous grades. This very basic warm-up activity will act as a great diagnostic assessment exercise to give you a good, general sense of how much your class is able to remember on the topic of greetings.
  - Take the opportunity to revise the French subject personal pronouns (summarised in the "Tableaux de référence" on p. 154) and to remind learners of the difference between "tu" and "vous" in French.
  - Guide, assist and correct learners where necessary.

• Explain to your learners that, although they will find vocabulary boxes and the explanation of specific French phrases/ expressions throughout their Learner's Book (all summarised in the "Glossaire" section at the back of the Learner's Books), they may also need to look up other new words and expressions in a dictionary as they progress in their French studies. They will find their own "Dictionnaire personnel" a great tool to help them consolidate and memorise all this new vocabulary.

Guide your learners on how to make their own "Dictionnaire personnel" if they have not yet made one.

#### a) Supplies needed:

- An A5 or A4 exercise book (of 100 pages or more)
- Cardboard (in different colours)
- Glue

#### b) Steps:

Learners divide their exercise book into sections with a marker for each letter down the side of the book (A will be at the top and Z at the bottom).

To make the markers, learners cut out 26 cardboard rectangles, each about 1 cm by 5 cm. They should use different colours for ease of reference. On the right-hand side of each rectangle, learners write a letter of the alphabet (from A to Z).

Learners glue the marker for A at the top right of the first page in their exercise books. This step should then be repeated for each letter of the alphabet, allowing three to four pages per letter. Each marker should be glued slightly lower than the one before.



- Check your learners' personal dictionaries regularly. This will reinforce the importance of this personal learning reference while ensuring that any spelling or other mistakes are checked and corrected timeously.
- **2. a)** Learners read the expressions to themselves and match them to their respective translations.

# Answers

- **2. a) A Bonjour!** Hello!/ Good morning!/ Good afternoon!
  - B Au revoir! Goodbye!
  - C Comment vas-tu? How are you? (singular, informal)
  - D À bientôt! See you soon!
  - E Ça va bien, merci. Et toi? I am fine, thank you. And you? (informal, singular)
  - F Comment allez-vous? How are you? (singular, formal, or plural)
  - **G** À demain! See you tomorrow!
  - H Je vais bien, merci. Et vous? I am fine, thank you. And you? (singular, formal, or plural)
  - I Tu vas bien? Are you doing well? (informal, singular)
  - J Tout va bien? Is everything ok/ fine?
  - **K** Bonsoir! Good evening!
  - b) Read each expression to the learners and let them repeat after you. That way, they can practise and revise the pronunciation of all these French words before they move further in the unit. Remind learners that we can say "Bonjour!" at any time of the day.

#### **Indicator:**

 B7.1.1.1.1: Écouter, comprendre et réagir à une conversation dans laquelle des gens se saluent et prennent congé

# ÉCOUTER – Réception orale/ Compréhension de l'oral

 a)-b) Learners look at the big illustration on pages 4 and 5 of the Learner's Book.

- Read the following expressions aloud to your class:
- 1 À demain, Madame la Directrice!
- 2 Bonjour, Madame la Directrice! Je vais bien, merci. Et vous?
- 3 À demain, Suzette!
- 4 Bonjour, Monsieur Kofi! Vous allez bien?
- 5 Coucou, Prince! Tu vas bien?
- 6 Bonjour, les élèves! Comment allez-vous?
- 7 À bientôt, mamie★!
- 8 Salut, Efua! Ca va bien, merci. Et toi?
- 9 Bonjour, Professeur David! Nous allons bien, merci. Et vous?
- 10 Bonjour, Professeurs Araba et Frank! Vous allez bien?
- \* Note: If necessary, remind/ teach learners that the word "mamie" means "grandma" (i.e. familiar/ informal for "grandmother") in French.
- Re-read the above expressions aloud and allow enough time for learners to match each expression to the correct speech bubble in the illustration.



#### **Answers**

1. a)

Expression	1	2	3	4	5	6	7	8	9	10
Bulle	I	C	I	В	D	G	A	Е	Н	F

- Re-read all the expressions one more time and allow learners to check their answers.
- Invite a few individual learners to share their answers with their classmates.
- The rest of the class should listen carefully and say whether they agree or disagree with the answers.
- Guide and correct learners as necessary.

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- Play the following song to the learners:
  - https://www.youtube.com/watch?v=Kkff4xjkWjE
- Replay as many times as necessary.
   Learners to sing along as a class.
- As a challenge to the class, you may like to ask your learners to sing the same song again but, this time, prompting them to add in a few extra greeting words/ expressions (for example, replacing "Bonjour! Bonjour!" with "Coucou! Coucou!" and "Tu vas bien?" with "Tout va bien?", etc.). Perhaps you could add a few farewell words to the end of the song (for example: "Au revoir!" or "À demain!") for further variety and practice.

#### Indicator:

• B7.1.1.1.2: Échanger des salutations avec quelqu'un et prendre congé

#### PARLER - Production orale/ Interaction orale

- 1. a)-b) Learners now have the opportunity to practise their speaking skills by greeting and saying farewell to you and to their classmates from a given list of relevant options.
  - Start by reading all of the listed expressions to your class, using ascending and descending intonations.
  - Ensure that learners pronounce all of the expressions correctly (and with the appropriate intonation) as they do the activity.
  - Monitor, guide and correct learners as necessary. Point out the Bell box (on page 6 of the Learner's Book) and remind learners that their French will improve with careful practice.
  - Get learners to do a quick recap of the conjugation, in the present tense, of the verb "aller" (summarised in the Tableaux de référence on p. 164).
  - Point out the "Le sais-tu?" box (on page 6 of the Learner's Book) to the learners, showing that "Coucou" is another possible (very informal and quite common among friends and family) French greeting.
  - Draw learners' attention to the "Prononciation" box on the same page. Read each greeting expression slowly and let the learners repeat after you. Learners should then identify the sounds [u] (as in "bonjour", "coucou" and "vous"); [y] (as in "salut", "tu") and [w] (as in "bonsoir" and "revoir"). Learners should also notice the elisions in the sentences: "Comment allez-vous?" and "Vous allez bien?". Clarify any doubts or questions that your learners may have in this regard. If necessary, add a few extra examples to your explanation of the French sounds and elisions.
- 2. a)-c) In pairs, learners observe and role-play dialogues A–D (on pages 6 and 7 of the Learner's Book).

- Learners should complete the blank spaces in the dialogues as they act them out. Ensure that learners both greet and say farewell.
- Accept any appropriate expressions that your learners may decide to use (from those that they have been revising and learning in the unit).
- Learners will encounter new expressions in the dialogues (in bold blue). They should be able to find out the meanings of these new expressions by themselves and then share them in a class discussion. Remind learners to add all new terms and expressions to their "Dictionnaire personnel", for future reference.
- Still in their pairs, learners consolidate the activity by ticking (in the table in c) the right box for each expression.

# Answers

2. c)	Expression	$\odot$	•••	<b>6 6</b>
	Je vais bien, merci.	✓		
	Ça va comme ci comme ça.		<b>√</b>	
	Ça ne va pas.			1
	Je ne me sens pas bien.			<b>√</b>
	Ça va bien, merci.	✓		
	Pas mal.		<b>√</b>	

- 3. a)—c) The aim of this activity is to give learners further opportunity to talk and practise their French greetings. This activity is very similar to exercise 1. of this "Parler" section but, this time, learners have not been given a list of phrases from which to choose. In addition, learners should now also be able to express easily whether they are doing well, not so well or not well at all.
  - Learners are to complement their answers with an appropriate facial expression.
  - After learners answer your question ("Comment vas-tu?"), say farewell to them and expect a relevant answer from them too.
  - Check their pronunciation and guide them as necessary.

#### **EXTRA ACTIVITY**

- Encourage your learners to practise their speaking skills as much as possible, not just inside but also outside the classroom, in their communities. As an extra activity, you can suggest that they greet and say farewell to their friends, family and neighbours, in French.
- Encourage them also to greet and say farewell to different people in French (using either "tu" or "vous", as appropriate) via WhatsApp voice messages. They can then play the messages back to themselves to check their pronunciation.

  Note: The required core competencies for this unit can be reviewed, regularly, throughout the year. In order to do so, we suggest that your class is always given the opportunity to greet and say farewell at the beginning/end of each lesson.

#### **Indicator:**

 B7.1.1.1.3: Lire, comprendre et réagir à un texte simple dans lequel des gens se saluent et prennent congé

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

- 1. Learners read the speech bubble texts (A–F), on pages 8 and 9 of the Learner's Book, by themselves.
  - Allow them enough time to notice the different greetings used in the texts.
  - As a class activity, let learners take turns to read the texts aloud.
  - Check their pronunciation and correct them where necessary.
- 2. Learners should read the questions and answer them orally. Ask three learners to share their answers aloud. The rest of the class should listen attentively and compare these with their own. Guide and correct learners as necessary.

# Answers

- 2. a) Oui, tout le monde est content parce que/ car c'est la rentrée et les élèves se retrouvent\* après les vacances d'été.
  - b) Quand ils se rencontrent★ à l'école, les élèves se saluent.

- Quand la cloche sonne, les élèves prennent congé.
  - ★ Note: You may wish to point out to your learners the use of the conjugated verb forms "retrouver" (to see again) in A of the dialogue and "se rencontrer" (to meet) in question 2b.
- Before moving on to activity 3, draw learners' attention to the "Prononciation" and "Observer et apprendre" boxes on page 10 of the Learner's Book.
- For the "Prononciation" box on the right, let learners read the words aloud, as a class. Monitor, guide and correct them as necessary. Ensure that your class identifies the five different groups, according to their ending sound.

#### Answers:

- bien/ demain
- rentrée/ été/ portez
- toi/ ça va
- Kofi/ amis
- vous/ beaucoup

# Observer et apprendre

#### How to ask in French how someone is doing

- This is an important "Observer et apprendre" box as it will help learners to familiarise themselves with the reflexive verb "se porter (bien/ mal)" (to be well/ unwell) which they will now start to use in their dialogues and activities.
- Ensure that learners conjugate "se porter" correctly. You can do this as a class activity, with the support of the relevant "Tableaux de référence" table on p. 162 of the Learner's Book.
- Remind learners to pay careful attention to the fact that, being a reflexive verb, the pronouns (me/ te/ se/ nous/ vous/ se) will need to be used accordingly.
- 3. Learners should have already identified the different greetings used in texts A to F of activity 1 of this "Lire" section. They now have the opportunity to organise these greetings in a table, for ease of reference and consolidation.

# **Answers**

3.	Saluer	Prendre congé
	Salut!	À tout à l'heure!
	Comment vas-tu?	Ciao!
	Je vais bien, merci. Et toi?	Au revoir!
	Ça va?	À plus!
	Coucou!	À demain!
	Bonjour à tous!	
	Comment allez-vous?	
	Nous allons bien, merci	
	beaucoup.	
	Bonjour, le Directeur!	
	Comment vous vous	
	portez?	
	Je me porte bien.	
	Bonjour, les professeurs!	
	Vous allez bien?	

- Take the opportunity to teach or review a few more French expressions that can be used to say farewell, for example: "À ce soir!", "À la prochaine!", "À plus tard!", "À lundi/ mardi/ mercredi/ ...!". (Depending on the academic level of your learners, they may need a very quick recap of the days of the week in French.)
- Please feel free to add any other expressions that you may find relevant at this stage.

#### **Indicator:**

 B7.1.1.1.4: Écrire à quelqu'un/ échanger avec quelqu'un pour le saluer et prendre congé de lui

#### ÉCRIRE – Production écrite/ Interaction écrite

1. Learners are given the opportunity to practise French greetings once more – this time, in writing and by filling in gaps.

# Answers

- 1. A a) Comment vas-tu (or Comment tu vas)
  - b) Bonsoir/ vais/ Et toi
  - c) Ça va/ ne me sens/ À
  - d) À demain

- B a) vous vous
  - b) me porte/ vous
  - c) ci/ ça/ revoir
  - d) Au revoir
- C a) vas
  - b) va bien/bien
  - c) je vais
  - d) tout/l'heure
- **2.** We suggest that you set this exercise as a homework activity.
  - Learners are to write a short text to a friend to greet and say farewell to him/ her in French.
  - Depending on the academic level of your learners, decide whether they should write the text as a letter, a quick note, a WhatsApp message, a postcard, etc.
  - Allow learners the opportunity to rewrite their texts correctly after you have checked their work.
- **3.** This activity is a project to be done in groups of three.
  - Ensure that learners use a variety of expressions to greet and say farewell to others in French.
  - Ensure that learners properly use the "vous de politesse".

#### C'est l'heure de la dictée!

- We suggest that, whenever relevant and appropriate, you close each unit with a dictation session so that learners can further consolidate the spelling of key vocabulary that has been revised, learnt and practised throughout the 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 dictate the list of key words and expressions as listed on pages 18–19 of this Facilitator's Guide.

# UNITÉ 2 Enchanté(e)!



#### Suggested teaching time:

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

Se présenter et présenter quelqu'un

#### Introduction

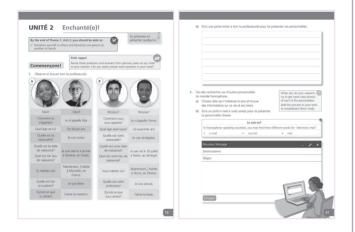
In this unit, learners will build on what they have learnt in previous years about introducing themselves and introducing someone else to others.

Learners will revise the type of questions that can be used to ask about the identity of others (as well as how to answer them when talking about their own identity).

Learners will also revise the use of the prepositions "à", "au", "en" and "aux" and learn how to say "Nice to meet you!" in French.

# **®** RESOURCES

• Learner's Book: pp. 13–21



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

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

# **KEY WORDS**

- ★ Prénom
- ★ Nom
- \* Adresse
- **★** Âge
- \* Nationalité
- ★ Date de naissance
- ★ Lieu de naissance
- **★** Profession
- \* Occupation
- **★** Métier
- \* Loisirs
- ★ Carte d'identité

In addition to the key words, learners will also revise some key questions and answers which are relevant for the topic of introductions (of oneself and others):

- \* Comment tu t'appelles?/ Comment t'appelles-tu?/ Tu t'appelles comment?/ Comment vous vous appelez?/ Comment vous appelez-vous?/ Vous vous appelez comment?/ Comment s'appelle-t-il/elle?/ Il/ Elle s'appelle comment?
- ★ Quelle est ta nationalité?/ Tu es de quelle nationalité?/ Quelle est votre nationalité?/ Vous êtes de quelle nationalité?/ Quelle est sa nationalité?/ Il/ Elle est de quelle nationalité?
- \* Tu as quel âge?/ Quel âge as-tu?/ Vous avez quel âge?/ Quel âge avez-vous?/ Il/ Elle a quel âge?/ Quel âge a-t-il/ elle?
- \* Quelle est ta date de naissance?/ Quelle est votre date de naissance?/ Quelle est sa date de naissance?
- \* Quel est ton lieu de naissance?/ Quel est votre lieu de naissance?/ Quel est son lieu de naissance?
- ★ Tu habites où?/ Vous habitez où?/ Il/ Elle habite où?
- ★ Quelle est ton adresse?/ Quelle est votre adresse?/ Quelle est son adresse?
- \* Quel est ton/ votre métier?/ Quelle est ton/ votre occupation?/ Quelle est ta/ votre profession?/ Quel est son métier?/ Quelle est son occupation?/ Quelle est sa profession?
- ★ Qu'est-ce que tu aimes (faire)?/ Qu'est-ce que vous aimez (faire)?/ Qu'est-ce qu'il/ elle aime (faire)?
- \* Quels sont tes loisirs?/ Quels sont vos loisirs?/ Quels sont ses loisirs?
- ★ Je m'appelle ... / Il/ Elle s'appelle ...

- ★ J'ai .../ Il/ Elle a ...
- ★ Je suis né(e) .../ Il est né .../ Elle est née ... le ... à/ au/ en/ aux ...
- ★ J'habite .../ Il/ Elle habite ...
- ★ Je suis .../ Il/ Elle est ...
- ★ J'aime .../ Il/ Elle aime ...

**Note:** Depending on the academic level of your learners, you may decide to introduce a few extra variants to the above-mentioned questions, such as:

- ★ Tu es?/ Vous êtes?
- ★ Tu viens/ Vous venez/ Il/ Elle vient de quel pays?
- ★ Tu viens/ Vous venez/ Il/ Elle vient d'où ?
- ★ D'où viens-tu/ venez-vous/ vient-il/ elle?
- Should you decide to introduce the extra questions above, remember also to teach the correct use of the prepositions "du", "des", "de", "d'" and "de la" when indicating from where (country/ island) someone comes. You may like to write the following table on the writing board for ease of reference:

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

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be revising and learning more about introductions in French.
- Explain that they will be introducing themselves to other people as well as introducing other people to one another.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 13 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

# COMMENÇONS!

- 1. Learners look and listen while you read dialogues A and B (on page 13 of the Learner's Book) to them.
  - Learners should notice that, in both dialogues, the first speaker asks questions about the second person's identity and the second person provides answers to those questions.
  - Learners should also notice that dialogue A is informal (using "tu" the informal "you"), while dialogue B is formal (therefore using the "yous de politesse" instead).
  - Allow learners some time to engage with the different elements found in each question and answer, such as: key words, the use of the subject personal pronouns "tu" and "vous", the possessive adjectives "ton", "ta" and "votre", as well as the reflexive pronouns "t' (te)" and "vous".
  - Draw learners' attention to the "Petit rappel" box (at the top of page 13 of the Learner's Book) and prompt them to try to answer each question in their own heads. At this stage, it is important for learners to do a quick self-assessment of how much they remember on this topic and how easily, and confidently, they would be able to answer those questions aloud.

#### **Indicator:**

 B7.1.2.1.1: Écouter, comprendre et réagir à une conversation dans laquelle l'on se présente ou l'on présente quelqu'un

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

- 1. Tell your learners that they will be listening to a dialogue where a female person will be introducing herself by answering specific questions.
  - Before learners listen to the dialogue, allow them some time to read the questions and possible answers provided.
  - Learners listen to the dialogue and tick the correct answer to each question.

- If necessary, let your learners listen to the dialogue once more to confirm their selections.
- Check their answers, by inviting seven volunteers to share their ticked options aloud. Clarify any queries that your learners may have.

# Listening activity script

Interviewer: Bonjour! Comment vous vous

appelez?

**Madame:** Bonjour! Je m'appelle Sophie Fabre.

Interviewer: Quelle est votre nationalité?

Madame: Je suis française.
Interviewer: Quel âge avez-vous?
Madame: J'ai trente-quatre ans.

Interviewer: Quelle est votre date de naissance et

quel est votre lieu de naissance?

**Madame:** Je suis née le 5 juin à Paris.

Interviewer: Où habitez-vous?

Madame: Maintenant, j'habite à Accra. Interviewer: Quelle est votre profession?

Madame: Je suis menuisière.

Interviewer: Qu'est-ce que vous aimez?

Madame: J'aime voyager.

# Answers

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

- **e**) A
- **f**) B
- **g**) C
- Draw learners' attention to the "Petit rappel" box at the bottom of page 14 of the Learner's Book.
- Depending on the academic level of your learners, you may like to take a few minutes to check how much they still remember about the French words for numbers, names of nationalities, occupations and hobbies. Your learners will revise and expand their knowledge of this key vocabulary a bit later on in this French series, but a very quick revision now might be useful.

Briefly remind your learners that when saying "Il/ Elle est + [name of job/ occupation]" in French, no indefinite articles are used after the conjugated verb "être". (We should then say "Il/ Elle est journaliste." and NEVER "Il/Elle est un/une journaliste.".) Ensure good understanding as this is a very common error made by learners.

- Ensure that your learners are familiar with the French verbs "habiter", "être", "avoir", "s'appeler" and "aimer". Let your class conjugate them all, in the present tense, with the help of the relevant tables from pages 160, 161, 164 and 166 of their Learner's Books.
- 2. Tell your learners that, in this second listening activity, someone (Monsieur Okafor) will introduce himself in French.
  - This time, learners will need to listen even more attentively since no visual reference for the listening text (multiple choice options) is provided.
  - Let learners listen to Monsieur Okafor's presentation twice before they do the "Vrai/ Faux" activity.

# Listening activity script

Bonjour à tous! Je m'appelle Jean-Baptiste Okafor et je suis congolais.

Je suis né le 20 janvier à Kinshasa, en République Démocratique du Congo. Maintenant, j'habite à Wa, au Ghana.

Je suis avocat et j'ai quarante-trois ans.

J'aime aller au théâtre et faire la cuisine.

# Answers

- 2. a) Faux. Monsieur Okafor est né le 20 janvier.
  - b) Vrai.
  - c) Faux. Il a quarante-trois ans.
  - d) Vrai.
  - e) Faux. Il habite à Wa, au Ghana.
  - **f)** Faux. Il est avocat.
  - g) Faux. Il aime aller au théâtre et faire la cuisine.
- Take some time to go through the "Petit rappel" box (on page 15 of the Learner's Book) with your learners. It is crucial that they recap and clearly understand how to use these French prepositions correctly in their sentences. Go through the examples given and add a few more, if necessary.
  - Explain that there are some exceptions when we want to refer to some particular islands.
     For example, we say: à Hawaï, à Cuba, à Madagascar, à Malte, à la Martinique, à la Jamaïque. Depending on the academic level of your learners, you may decide to explain

these exceptions further. Prepare your lesson carefully so that you are able to provide your learners with some extra examples or exercises, as necessary.

- 3. a)-b) Tell your learners that, in this third listening activity, one person will be introduced by another in French.
  - Learners are to listen attentively and should be able to notice that the text that they are listening to this time is in the third person ("Il"). Therefore, they will hear the possessive adjectives "son" and "sa" and the reflexive pronoun "s' (se)".

# Listening activity script

Il est ghanéen et il a cinquante ans.

Il est né le 8 avril, à Wa, au Ghana. Maintenant, il habite à Tema, aussi au Ghana.

Il est facteur.

Il aime lire, jouer aux cartes et aller au cinéma avec ses amis.

- Ask your learners the question in the instruction to the exercise:
   "Qui est présenté? Blaise Ollenu, David Assan ou Azindoo Seidu?"
- Learners should have ticked the correct ID. (Answer: Azindoo Seidu, carte d'identité C)
- box on page 16 of the Learner's Book. Explain that, in the listening activity, they heard "Il est **ghanéen**", with "ghanéen" agreeing in gender (masculine) and number (singular) with the subject personal pronoun "Il". However, on Azindoo Seidu's ID card, the feminine form, "**ghanéene**", is used to agree with the gender (feminine) and number (singular) of the French word "**nationalité**".
- Take the opportunity now to remind learners that the names of nationalities in French are always written in small letters, unless they are referring to the population of a country, in general. For example:
  - Ils sont ghanéens. Elles sont françaises.
     [Lower case when describing a group of specific individuals from Ghana and from France.]

Les Ghanéens et les Français sont très gentils.
 [Upper case when describing the population of Ghana and of France, in general.]

#### **Indicator:**

• B7.1.2.1.2: Se présenter ou présenter quelqu'un

#### PARLER - Production orale/ Interaction orale

- 1. a)-b) In pairs, learners role-play dialogues A and B from page 13 of the Learner's Book. This will give them an opportunity to practise (orally) the key vocabulary, questions and answers which are the focus of this unit.
  - Monitor and correct learners as necessary.
  - Ensure good pronunciation.
- 2. a)-g) Learners each introduce themselves to the class by saying their first name, surname, age, date and place of birth, nationality, where they live, occupation (élève/ écolier/ écolière) and hobbies.
  - Monitor and correct learners as necessary.
  - Ensure good pronunciation.

#### **EXTRA ACTIVITY**

- Challenge learners by asking them to be creative and to imagine a new identity for themselves in which they now have a different first name, surname, age, date and place of birth, nationality, place of residence, occupation and hobbies.
- Learners share their imagined identities with the class by introducing themselves again.
- Ensure variety in order for learners to practise as much vocabulary as possible.
- Monitor and correct learners as necessary.
- You may need to remind learners that to refer to the first day of a month in French, we say "le premier" and not "le un". For example: "Je suis né(e) **le premier** janvier." (I was born on the first of January.)
- You may also need to remind any learners who imagine that they are from a foreign country that they need to use the French pronunciation for the country name. (Even if the French and English spellings are the same, the pronunciations are not.)

- Also ensure that learners use the correct prepositions ("à", "au", "en" or "aux") when referring to their imagined place of birth or to where they live (village/ city/ country).
- 3. a)-c) In pairs, learners take turns to ask (and then answer) questions about each other's identity and hobbies.
  - Prompt learners to revise the French possessive adjectives briefly, using page 159 in the "Tableaux de référence" section of the Learner's Book.
  - Walk around the classroom, listening to their dialogues and ensuring good pronunciation.
  - Monitor and correct learners as necessary.
  - Allow learners to add to the list of questions and answers provided by using other relevant options. For example:
    - Tu es?
    - Tu viens de quel pays?/ Tu viens d'où?/
       D'où viens-tu?
  - d) Learners introduce their partners to the class based on the information gathered during the first part of exercise 3.
    - Ensure good pronunciation.
    - Ensure that learners use the appropriate subject personal pronoun (II/ Elle), possessive adjective (son/ sa/ ses) and reflexive pronoun (s').
    - Guide and correct learners as necessary.
- **4.** a)—c) Now give your learners, as a class, the opportunity to interview you.
  - Invite seven learners to ask you one question each from the list in 4c. Allow learners to add to the list of questions provided using other relevant options. For example:
    - Vous êtes?
    - Vous venez de quel pays?/ Vous venez d'où?/
       D'où venez-vous?
    - Quelle est votre occupation?
  - Answer each question as it is asked.
  - Ensure good understanding.
  - Encourage learners to take notes as you introduce yourself by answering their questions.

#### **EXTRA ACTIVITY**

 Invite another teacher or school worker to come to your class at an agreed time.

- Based on the information that you provided to your class earlier about your own identity and hobbies, invite seven learners (different from the ones of the previous activity) to introduce you to the class guest.
- Ensure good pronunciation.
- Ensure that learners use the appropriate subject personal pronoun (II/ Elle), possessive adjective (son/ sa/ ses) and reflexive pronoun (s').
- Guide and correct learners as necessary.
- 5. Invite another teacher to come to your class at an agreed time. Invite seven learners (different from the ones who participated in the previous activities) to ask him/ her questions about his/ her identity and hobbies.
  - By now, your class should be quite familiar with the questions to be asked and should be able to confidently interview the guest teacher.
  - The rest of the class listens carefully and correct their peers, if necessary.
  - Monitor and guide as appropriate, ensuring that the pace of the activity is kept consistent, as much as possible, without too many pauses or interventions for corrections.

#### Indicator:

 B7.1.2.1.3: Lire, comprendre et réagir à un texte simple où l'on se présente ou présente quelqu'un

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

- 1. Before learners read the text, let them look at the photograph of Gerald Depardieu and ask them if they have already heard about this francophone personality. Regardless of their answer, build on their excitement to know more about his identity and hobby.
  - Allow enough time for learners to read the text to themselves.
  - Invite five learners to read a paragraph of the text (one paragraph per learner).
  - Check and correct their pronunciation as necessary.

**Note:** As mentioned earlier, we suggest that you encourage learners always to try to figure out the meanings of new words or expressions (marked in the text with a star or in blue) before they look

- them up in the relevant feature boxes on the page. Trying to figure out the meanings of new words and expressions from their similarity to other vocabulary, from their context or from prior knowledge is a great way in which to get your learners to think autonomously and critically.
- Learners should answer the questions (at the bottom of page 18 of the Learner's Book) individually. You may decide whether you would like them to answer these questions orally or in writing.

# Answers

- a) Gérald Depardieu est l'un des acteurs les plus populaires de France.
  - b) Il est né le vingt-sept décembre.

    Note: At this level, there is no need for learners to add the year (1948) to their answers as it is quite a high number that is probably not yet familiar to them.
  - c) Il est né à Châteauroux, en France.
  - d) Non, Gérald Depardieu n'est pas américain. Il a double nationalité: il est français et russe.
  - e) En plus d'être acteur, Gérald Depardieu est aussi humoriste, réalisateur, producteur de cinéma et de télévision et homme d'affaires.
  - f) Oui, l'un des loisirs de Gérald Depardieu est cuisiner. Il aime faire la cuisine.
  - g) Il est l'auteur du livre "Ma Cuisine".

In order to get your learners interested in getting to know more about this French personality (and about his work as an actor, in particular), draw their attention to the "Le sais-tu?" box (at the bottom of page 18 of the Learner's Book) and then to this ICT one, where they can find two movie suggestions. Encourage learners to try to watch these movies (in their own time) with their family and friends.

- 2. Learners read the dialogue (on page 19 of the Learner's Book) to themselves and answer the questions that follow.
  - Learners should notice that, in the dialogue, Emmanuel is introduced to Abenayo by Blaise and that Abenayo introduces herself to Emmanuel.
  - Decide whether you would prefer learners to answer the questions orally or in writing.

- Invite four learners to share their answers in class.
- The rest of the learners should compare the shared answers with their own and say whether they agree or disagree.
- Guide and correct learners as necessary.

# Answers

- **2.** a) Son correspondant ivoirien est dans leur pays et il visite maintenant leur école.
  - b) Non, Emmanuel n'est pas ghanéen. Il est ivoirien.
  - c) Abenayo dit "Quelle coïncidence" parce qu'/ car elle est née aussi le 8 mars.
  - d) Non, ils n'ont pas le même âge. Emmanuel a treize ans et Abenayo a douze ans.
- **3.** In groups of three, learners role-play the dialogue (from page 19 of the Learner's Book) twice.
  - a) Initially, learners role-play the dialogue exactly as is.
  - b) The second time, learners role-play the same dialogue but replace the details provided about Emmanuel and Abenayo with those of the classmate being introduced/ who introduces himself/ herself.
    - Allow learners enough time beforehand to ask their classmates the relevant French questions in order to get all the details they will need for the activity. Learners should take notes for ease of reference as they act out the dialogue.
    - Walk around the classroom, listening to the learners. Assist and guide them as necessary.

# Observer et apprendre

#### How to say "Nice to meet you!" in French

- Learners should be now familiar with the expression "Enchanté(e)!". They have seen it in the title of the unit and in the dialogue that they have just read and role-played.
- Draw learners' attention to the "Observer et apprendre" box (on page 20 of the Learner's Book) and let them read through it.
- Go through the examples provided with the learners and clarify any queries that your class may have.

- Encourage your learners to use these expressions every time they are introduced to someone in French and suggest that they practise these, not just in their interactions in class but also at school and in their home communities.
- As suggested in the Bell box on the page, encourage learners to practise all these expressions in front of a mirror and to record themselves doing that. Learners should then play the recording back to themselves and re-record as many times as necessary to ensure good pronunciation.

#### Indicator:

 B7.1.2.1.4: Écrire à l'échanger avec quelqu'un pour se présenter ou présenter quelqu'un

#### ÉCRIRE – Production écrite/ Interaction écrite

- 1. For this activity, it is expected that learners do research to find out more about francophone personalities while practising the content of this unit.
  - Let learners look at the photos of the three francophone personalities at the bottom of page 20 of the Learner's Book: Celine Dion (a Canadian singer), Johan Djourou (a soccer player from Ivory Coast) and Youssour N'Dou (a singer from Senegal).
  - Read the instruction for the activity aloud: "Avez-vous déjà entendu parler de ces personnalités du monde francophone?"
  - Clarify the meaning of the expression
     "As-tu/ Avez-vous déjà entendu parler de …?"
     (Have you ever heard of …?).
  - Get a sense of how much your class knows (or does not know) at this point about each of these three francophone personalities. Build on their curiosity to know (more) about their lives and hobbies.
  - a) Learners do research and gather the following information about Celine Dion, Johan Djourou and Youssour N'Dou: age, nationality, date and place of birth, where they live, profession and hobbies.

- **b)** Based on all the information that learners gathered for activity 1a, they now write a simple letter to introduce you to each of those three personalities.
  - Ensure that learners use the "vous de politesse".
  - Check and correct their letters. Give learners the opportunity to rewrite their letters correctly in response to your feedback.
- 2. a)-b) Learners search for the names of other francophone personalities and each chose one that interests them the most to research further.
  - Learners gather information about the chosen personality's life (age, nationality, date and place of birth, where they live, profession and hobbies) and write an email to a friend to introduce him/ her to the chosen personality.
  - Draw learners' attention to the email template provided (at the bottom of page 21 of the Learner's Book) and familiarise them with the French vocabulary used. Check their understanding and encourage your learners to add these new words ("Nouveau message", "Destinataire", "Objet" and "Envoyer") to their "Dictionnaire personnel".
  - Point out the "Le sais-tu?" box on the page so that learners understand that the words "e-mail", "courriel" and "mél" all refer to an email in francophone countries.

#### **EXTRA ACTIVITY**

- Ask your learners to create their own French ID cards. They may like to use the IDs (les "cartes d'identité"), on page 16 of the Learner's Book, as a model.
- Then put their ID cards up in the classroom for all to see and to allow learners to get to know each other even more.

#### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate one of the three listening activity scripts provided (see pages 26 and 27 of this Facilitator's Guide).
- Check and correct your learners' dictations. Give them the opportunity to rewrite their dictations correctly.

#### **UNITÉ 3** J'adore le français!



#### Suggested teaching time:

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

Exprimer ses goûts et ses préférences

#### Introduction

In this unit, learners will build on what they have learnt in previous years about expressing their likes and dislikes.

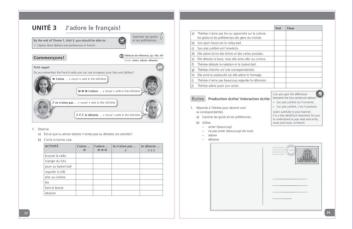
Learners will revise the use of the French verbs "aimer", "adorer", "détester" and "préférer" and how to conjugate them in the present tense.

Throughout this unit, learners will have the opportunity to revise key vocabulary and learn new words which they will practise in context and with direct links to the topic under study.

Learners will also learn how to express that they like something a lot (using "beaucoup") or that they don't like something at all (using "du tout").

#### (C) RESOURCES

Learner's Book: pp. 22–29



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

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

# **KEY WORDS**

- **★** Goût
- ★ Jeux
- ★ Préférence
- **★** Musique
- ★ Activité
- **★** Plat
- **★** Sport
- \* Matière scolaire
- ★ The French names of all the different activities, sports, games, music styles, dishes and school subjects listed in the tables on pages 22 and 23 of the Learner's Book

In addition to the key words, learners will also revise some key questions, such as:

- ★ Qu'est-ce que tu aimes?/ Tu aimes ...?
- ★ Qu'est-ce que vous aimez?/ Vous aimez ...?
- ★ Qu'est-ce que tu n'aimes pas?/ Tu n'aimes
- ★ Qu'est-ce que vous n'aimez pas?/ Vous n'aimez pas ...?
- ★ Qu'est-ce que tu adores?/ Tu adores ...?
- ★ Qu'est-ce que vous adorez?/ Vous adorez ...?
- ★ Qu'est-ce que tu détestes?/ Tu détestes ...?
- ★ Qu'est-ce que vous détestez?/ Vous détestez ...?

#### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will be revising and learning more about expressing likes and dislikes in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 22 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

# COMMENÇONS!

- Learners start by looking at the "Petit rappel" box on page 22 of the Learner's Book which briefly summarises the three key verbs "aimer", "adorer" and "détester".
  - Go through each speech bubble with the learners and point out the language structure to be used after each key verb (+ noun OR + verb in the infinitive).

- Provide an example for each one, for context and good understanding:
  - J'aime le français!/ J'aime étudier!
  - J'adore le français!/ J'adore étudier!
  - Je n'aime pas le français!/ Je n'aime pas étudier!
  - Je déteste le français!/ Je déteste étudier!
- Remind learners that for French negative sentences using "ne ... pas", the word "ne" (or "n'") is placed before the verb and "pas" after it (for example: Je n'aime pas ...).
- Before learners start activity 1, let them conjugate each of the three key verbs, in the present tense, with the help of the relevant tables from pages 160 and 161 of their Learner's Books.
- **1.** a)-b) Learners look at the table (at the bottom of page 22 of the Learner's Book) and pay attention to the vocabulary.
  - Begin the activity by reading the instruction question aloud ("Est-ce que tu aimes/ adores/ n'aimes pas/ détestes ces activités?"). Read the headings and the words on the table too.
  - Check for understanding and clarify any questions that your class may have at this stage.
  - Learners tick the activities according to their own preferences.
  - Invite eight learners to share their answers aloud by reading them in full sentences. For example: "J'aime écouter la radio."/ "J'adore manger du fufu."/ "Je n'aime pas jouer au basket-ball."/ "Je déteste regarder la télé."

#### **Indicator:**

 B7.1.3.1.1: Écouter, comprendre et réagir à une conversation dans laquelle des gens parlent de ce qu'ils aiment ou n'aiment pas

# ÉCOUTER – Réception orale/ Compréhension de l'oral

- 1. Learners look at the tables (in 1a and 1b) and familiarise themselves with the vocabulary.
  - a) Tell learners that they will be listening to the first part of a dialogue (between Kweku and Nana) in which Kweku expresses his likes and dislikes.

- Learners listen attentively and tick only the things/ activities that Kweku likes.
- Learners should notice that Kweku expresses his likes and dislikes using the verbs "aimer" (in its affirmative and negative forms) and "détester".

# Listening activity script

Nana: Bonjour, Kweku! Ça va? Kweku: Ca va bien, merci. Et toi?

Nana: Je vais bien aussi, merci. Dis-moi, qu'est-ce que tu aimes et qu'est-ce que tu n'aimes pas? Je suis curieuse ...

**Kweku:** J'aime le basket-ball, la natation et le ballet. Je n'aime pas le football.

J'aime les jeux vidéo et aussi le jeu scrabble. Je n'aime pas le jeu d'oware et je déteste le jeu de cartes.

J'aime la musique africaine et la musique classique. Je n'aime pas le hip-hop et je déteste le rap.

J'aime le fufu, le riz et le waakye. Je n'aime pas l'akplé.

J'aime les sciences et la géographie. Je n'aime pas l'anglais et je déteste l'histoire. J'aime regarder la télé, écouter la radio et faire des pique-niques. Je n'aime pas aller au stade.

# Answers

- 1. a) Kweku: le basket-ball, le ballet, la natation, les jeux vidéo, le jeu scrabble, africaine, classique, le riz, le fufu, le waakye, la géographie, les sciences, regarder la télé, faire des pique-niques, écouter la radio
  - b) Tell learners that they will be listening to the second part of the dialogue (between Kweku and Nana) in which Nana expresses her likes and dislikes.
    - Learners listen attentively and tick only the things/ activities that Nana does not like.
    - Learners should notice that Nana expresses her likes and dislikes using the verbs "aimer" (in its affirmative and negative forms) and "adorer".

# Listening activity script

Kweku: Et toi, Nana? Quels sont les sports,

les jeux, les plats, les matières scolaires et les activités que tu aimes ou que tu

n'aimes pas?

Et tu aimes la musique?

Nana: l'adore le tennis et la gymnastique.

Je n'aime pas le volley-ball.

Je n'aime pas le jeu des serpents et des

échelles.

J'adore le jeu de ludo.

Je n'aime pas le jeu d'oware.

J'adore la soupe d'arachide.

Je n'aime pas le tuo zaafi et l'ampesi.

Je n'aime pas les sciences.

J'adore le français et les TIC.

J'adore lire et chanter.

Je n'aime pas aller au théâtre.

J'adore la musique religieuse et la musique

française.

Je n'aime pas le jazz.



- 1. b) Nana: le volley-ball, le jeu d'oware, le jeu des serpents et échelles, jazz, le tuo zaafi, l'ampesi, les sciences, aller au théâtre
- 2. Tell your learners that, in this listening activity, Baaba, Ali, Nicole and Elvis will be expressing their likes and dislikes. This time, learners will need to listen even more carefully as there is no wording in the activity.
  - Before listening, allow learners enough time to familiarise themselves with the pictures in the tables on pages 24 and 25 of the Learner's Book. This is important since learners will need to associate each picture quickly to the descriptions that they hear during the exercise.

# Listening activity script

#### Description A

J'aime les mathématiques, la patate douce, aller au cinéma et aussi au théâtre.

J'adore jouer du piano, le chat, le Ghana et écouter de la musique.

Je n'aime pas le tennis, l'escargot, la vache et le maïs. Je déteste le ballet, les haricots verts, le chien et jouer aux cartes.

#### **Description B**

J'aime le ballet, écouter de la musique, jouer aux cartes et le Ghana.

J'adore la patate douce, le chien, la géographie et jouer au football.

Je n'aime pas regarder la télé, les sciences, courir et les haricots verts.

Je déteste le mouton, l'escargot, l'aubergine et aller au théâtre.

#### **Description C**

J'aime jouer du piano, l'aubergine et les mathématiques.

J'adore le tennis, les haricots verts, le ballet et l'escargot.

Je n'aime pas les sciences, le chien, aller au cinéma et regarder la télé.

Je déteste le chat, la vache, la géographie et le maïs.

#### **Description D**

J'aime le tennis, les haricots verts, aller au théâtre

l'adore l'escargot, les sciences, le maïs, jouer au football et regarder la télé.

Je n'aime pas le ballet, le chat, la géographie et jouer aux cartes.

Je déteste le mouton, la patate douce, écouter de la musique et aller au cinéma.



#### **Answers**

2.	Personne	Baaba	Ali	Nicole	Elvis
	Description (A–D)	С	D	В	A

#### **Indicator:**

• B7.1.3.1.2: Dire ce que l'on aime oul et ce que l'on n'aime pas

#### PARLER – Production orale/ Interaction orale

- 1. Start by referring your learners to the Bell box (at the top of page 26 of the Learner's Book) as it outlines a very important language matter for learners to remember. Provide a few extra examples, if necessary.
  - Depending on the academic level of your class, you may like to take a few minutes to go through the table on page 156 of the Learner's Book (in the "Tableaux de référence" section) which briefly summarises the use of the definite articles in French with clear, short examples.
  - a)-b) Share the Listening activity script from "Écouter", activity 2, with your learners.
    - In groups of four, let your learners use those scripts (Description A to Description D) for a role play activity.
    - Each learner will play the role of one of the characters (Baaba, Ali, Nicole and Elvis).
    - Before the first learner introduces him/ herself and expresses his/ her likes and dislikes, the other three learners in the group must ask: "Qu'est-ce que tu aimes?".
    - The first learner responds by expressing his/ her likes using the verb "aimer" ("J'aime ...").
    - Before the first learner carries on to express what he/ she loves, the other three learners in the group must ask: "Qu'est-ce que tu adores?".
    - The first learner responds by expressing what he/ she loves using the verb "adorer" ("J'adore ...").
    - Learners repeat the same kind of questionanswer sequence for the dislikes:
      - "Qu'est-ce que tu n'aimes pas?"
      - "Je n'aime pas ..."
      - "Qu'est-ce que tu détestes?"
      - "Je déteste …"

- This question—answer pattern is repeated until each learner in the group has had a chance to answer the questions as his/ her chosen character.
- 2. a)-b) Ask the instruction questions aloud: "Qu'est-ce que tu aimes?/ Qu'est-ce que tu n'aimes pas?" and "Qu'est-ce que tu adores?/ Qu'est-ce que tu détestes?".
  - Invite a few learners to share their own likes and dislikes with the rest of the class, using the French verbs "aimer", "adorer" and "détester".
  - Allow your learners to use a dictionary, if necessary.
  - Check their pronunciation and the good use of the appropriate language structure after each key verb.
  - Assist, guide and correct them as required.
- 3. a)-c) In groups of three, learners are to interview three members of their school community. This will enable them to keep practising in context while getting their community involved in their learning process.
  - Allow enough time for learners to prepare the questions that they will ask.
  - Once all their interviews have been conducted, learners are to fill in the table provided on page 26 of the Learner's Book.
  - Learners present their results in class (one learner in each group per person interviewed).

#### **Indicator:**

 B7.1.3.1.3: Lire, comprendre et réagir à un texte simple dans lequel des gens parlent de ce qu'ils aiment et ce qu'ils n'aiment pas

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

- 1. Learners read the text (on page 27 of the Learner's Book) and answer the questions that follow.
  - Allow enough time for learners to read the text to themselves.
  - Invite two learners to read the dialogue between Abiba and Kojo aloud.

- Check and correct their pronunciation as necessary.
- Ask your learners to answer the questions (on page 28 of the Learner's Book) in writing.
- Invite four learners to share their answers in class. The rest of the class listens attentively and compares their classmates' answers with their own.
- Guide and correct learners as necessary.

# Answers

- **1. a**) Abiba est très contente parce que/ car c'est mercredi et ils ont le français.
  - b) Non, Abiba n'aime pas l'histoire. Elle déteste l'histoire.
  - c) Non, ils ne détestent pas la musique. Kojo aime écouter la radio et il adore chanter des chansons traditionnelles. Abiba aime jouer de la guitare.
  - d) L'idée de Kojo, c'est d'organiser un petit concert.

    Note: Depending on the academic level of your learners, you may like to expand on this answer by providing them with the following (more complete) option:
    - "L'idée de Kojo, c'est d'organiser un petit concert dans lequel il peut chanter ses chansons et Abiba peut jouer sa guitare."
    - In that case, take a few minutes to introduce and explain to your learners the use and meaning of "dans lequel".
  - Turn your learners' attention to the text in bold blue on page 27 of the Learner's Book:
  - "Oui, j'aime beaucoup le français, mais je préfère l'histoire." and "Je n'aime pas beaucoup écouter la radio et je n'aime pas chanter du tout ...". From here, refer learners to the "Petit rappel" box at the bottom of page 27 and to the "Observer et apprendre" box on page 28 of the Learner's Book. Ask them to study the content of both boxes as part of their homework.
  - At your next lesson, go through these boxes with your learners. Check their understanding and clarify any questions that they may have.

• Point out the conjugation of the verb "préférer" (as summarised in the "Tableaux de référence" section on page 166 of the Learner's Book) and draw learners' attention to the placement of the accents on the "e's" as they conjugate this verb in the present tense.

## Observer et apprendre

# How to use "beaucoup" and "du tout" to express likes and dislikes in French

- Ensure that learners understand the placement, use and meaning of "beaucoup" and "du tout" when expressing their likes and dislikes in French.
- Invite a few learners to provide a few extra examples to the class.
- Guide and correct them as necessary.
- 2. Read the text aloud to your class before giving them the opportunity to read it to themselves.
  - Learners should notice the verbs "aimer" (in the affirmative and negative forms), "adorer", "détester" and "préférer". They should also notice the use of "beaucoup" and "du tout".
  - Learners complete the "Vrai/ Faux" activity on page 29 of the Learner's Book.
  - Invite ten learners to share their answers in class, allowing their classmates to correct them when appropriate.
  - Monitor, guide and correct learners as necessary.

- 2. a) Faux. Thérèse adore lire et apprendre sur la culture, les goûts et les préférences des gens du monde.
  - **b**) Faux. Son sport favori (préféré) est la natation.
  - c) Faux. Son plat favori (préféré) est la ratatouille.
  - d) Vrai.
  - e) Vrai.
  - f) Faux. Thérèse déteste le basket-ball, mais elle adore la natation (c'est son sport favori/ préféré).
  - g) Vrai.
  - h) Faux. Elle aime la ratatouille parce qu'elle/car elle aime beaucoup les légumes.
  - i) Vrai.
  - j) Faux. Thérèse n'aime pas jouer aux cartes du tout.

• Before moving on to the "Écrire" section of the unit, draw learners' attention to the Bell box (on page 29 of the Learner's Book) and take a few minutes to clarify the use of "est" and "c'est" in sentences such as those provided in the example. Add a few more examples, if necessary.

#### Indicator:

• B7.1.3.1.4: Écrire un texte simple pour exprimer ce que l'on aime et ce que l'on n'aime pas

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)-b) Learners imagine that they would like Thérèse (from the previous activity) to become their penfriend and they write a postcard to her.
  - Learners express their likes and dislikes, using as much of the vocabulary and verbs revised/ learnt in the unit as possible.
  - Check and correct learners' work. Give them the opportunity to rewrite their texts correctly in response to your feedback.
  - Before doing the dictation suggested in the next column, ask learners to go through the complete unit to check for any extra new vocabulary that they might like to add to their "Dictionnaire personnel". This can be set as a homework activity to allow learners enough time to consolidate their learning.

### C'est l'heure de la dictée!

 For this unit, we suggest that you dictate the poem below.

J'aime, j'adore ... Je n'aime pas, je déteste ...

J'aime la natation, j'aime le football, Je n'aime pas la boxe et le volley-ball. J'adore jouer de la guitare, j'adore jouer du piano, mais je préfère jouer les jeux vidéo!

Je déteste les sciences et l'anglais,

J'aime beaucoup les mathématiques et le français!

J'aime les TIC,

J'adore faire des pique-niques,

J'aime beaucoup la gymnastique.

Je n'aime pas la soupe d'arachide,

Je déteste la musique classique,

Je n'aime pas du tout le riz et la géographie.

Et toi? Qu'est-ce que tu aimes? Qu'est-ce que tu n'aimes pas?

- Write the poem on the writing board and let your learners correct their own work.
- Wrap up the unit by getting all the class to repeat the poem after you.
- Check learners' pronunciation and correct where necessary.

Notes:	

# **UNITÉ 4** Qui est-ce?



### Suggested teaching time:

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

Décrire quelqu'un

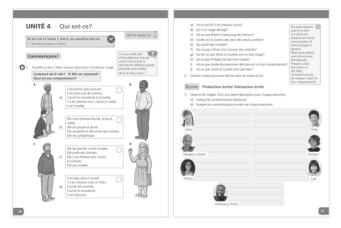
### Introduction

In this unit, learners will describe people in French, revising and building on the vocabulary that they have learnt in previous years. They should already be quite familiar with many words (particularly adjectives) that are used for physical descriptions and for the description of someone's character/personality or behaviour.

In this unit, learners will be able to practise these words while adding new vocabulary to their lists. This will enable them to give even more detailed descriptions of people.

# **®** RESOURCES

• Learner's Book: pp. 30–37



### **Optional extra materials:**

- Posters, flashcards and extra photos
- Word cards and word walls
- Manila cards
- · Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

<b>★</b> Taille	★ Petit(e)	★ Brun(e)
★ Corpulence	★ Gros(se)	★ Vert(e)
★ Yeux	★ Fort(e)	<b>★</b> Marron
<b>★</b> Cheveux	<b>★</b> Mince	★ Blond(e)
★ Visage	<b>★</b> Faible	<b>★</b> Châtain
★ Nez	★ Maigre	★ Court(e)
<b>★</b> Bouche	★ Bleu(e)	★ Long(ue)
★ Grand(e)	★ Noir(e)	⋆ Ondulé(e)

- ★ Roux (Rousse)
- \* Large
- **★** Bouclé(e)
- ★ Pointu(e)

★ Gris(e)

⋆ De taille moyenne

\* Raide

★ Beau/ belle

★ Frisé(e)

- ★ Mignon(ne)
- ★ Rond(e)
- ★ Être chauve
- ★ Ovale
- ★ Être jeune★ Âgé(e)
- ★ Allongé(e)★ Avoir un gros ventre
- \* Avoir des taches de rousseur
- ★ Porter la moustache
- **★** Frange
- ★ Porter la barbe
- ★ Natte
- \* Porter des lunettes
- ★ Bon(ne)
- ★ Chaleureux/ Chaleureuse
- **★** Méchant(e)
- ★ Hospitalier/ Hospitalière
- \* Aimable
- ★ Respectueux/ Respectueuse
- ★ Avoir un mauvais comportement
- ★ Accueillant(e)
- ★ Sympathique
- ★ Arrogant(e)
- \* Humble
- ★ Gentil(le)
- ★ Avoir un bon comportement
- \* Être de teint clair/ noir

In addition to the key words, learners will also revise and be introduced to some key questions which are relevant for a basic dialogue on the topic of descriptions:

- ★ Qui est-ce?
- ★ Comment est-il/ elle?
- ★ Il/ Elle est comment?
- ★ Quel est son comportement?

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will revise and learn more on how to describe someone's physical characteristics, behaviour and moral character in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 30 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Encourage and remind learners to keep adding any new words to their "Dictionnaire personnel". They are likely to find quite a few new terms throughout this unit.

# COMMENÇONS!

- With this warm-up activity, learners will refresh their memories on key adjectives that are frequently used to describe people in French.
- Read the questions, in the instruction of the exercise, to your class: "Comment est-il/ elle?"/ "Il/ Elle est comment?"/ "Quel est son comportement?" and clarify any queries that your learners may have.
- Draw learners' attention to the Question box at the top of page 30 of the Learner's Book. You can use this very simple exercise for diagnostic assessment as it will give you a good sense of how easily your class can identify the adjectives in the descriptions provided, as well as how well they actually remember what they mean (in the specific context of each sentence).
  - Allow some time for learners to read the descriptions (a-d) and to identify the adjectives. **Answers:** 
    - a) grand (tall)
      - gros (fat)
      - jeune (young)
      - roux (red hair)

Note: Remind learners that, in French, we always use the adjective "roux" to describe red hair; we do not say "rouges"!

- **courts** (short in length)
- raides (straight)
- humble (humble)
- blonds (blond)
  - longs (long)
  - raides (straight)

- grosse (fat)
- jeune (young)
- **petite** (short in height)
- sympathique (friendly)
- grande (tall)
  - mince (slim)
  - âgée (elderly)
  - gris (grey)
  - courts (short in length)
  - ondulés (waved)
  - aimable (kind)
- âgé (elderly)
  - gros (fat)
  - grand (tall)
  - noirs (black colour)
  - frisés (curly)
  - méchant (wicked)
- Confirm that your learners are still familiar with these expressions in the descriptions that they have just read:
  - porter des lunettes
  - porter la moustache
  - porter la barbe.
- Correct learners as necessary and clarify any queries that your class may have at this stage.
- 1. a)-d) In pairs, learners match each description to the correct image.

### Answers

1. a) C

**b**) D

**c)** A

**d**) B

### **Indicator:**

• B7.1.4.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on décrit les caractéristiques physiques et morales de quelqu'un

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

- Learners read the vocabulary tables, on pages 31 and 32 of the Learner's Book, attentively.
- Point learners to the Question box (at the top of page 31 of the Learner's Book) and organise a class discussion to ensure good understanding of all the listed vocabulary.
- Allow learners to use a dictionary, if necessary.

- Remind them to add any new vocabulary to their "Dictionnaire personnel".
- 1. a)—c) From the long list of vocabulary provided on pages 31 and 32 of the Learner's Book, read only the following words aloud:
  - \_ Taille: De taille moyenne
  - Corpulence: Mince
  - \_ Yeux: Verts; Petits
  - Cheveux: Blonds; Longs; Ondulés
  - Visage: Allongé
  - \_ Nez: Petit
  - \_ Bouche: Petite
  - Autres caractéristiques: Jeune; Belle;
     Mignonne; Porter des lunettes
  - Caractéristiques morales: Symphatique;
     Respectueuse; Chaleureuse
  - Read the above words slowly and pronounce them very clearly to ensure good understanding.
  - Learners identify and tick the vocabulary that they hear.
  - Re-read the words aloud and ensure that your class ticked the correct options.
- d) Learners look at images A–F (on page 32 of the Learner's Book) and refer back to the words that they have ticked on page 31.
  - Read the instruction question aloud: "Qui est-ce?"
  - Learners match the vocabulary ticked previously with the image that corresponds to it. (Answer: Personne E)
  - Write the complete description for person E on the writing board:
    - Elle est de taille moyenne.
    - Elle est mince.
    - Elle a les yeux verts et petits.
       (Ses yeux sont verts et petits.)
    - Elle a les cheveux blonds, longs et ondulés.
       (Ses cheveux sont blonds, longs et ondulés.)
    - Son visage est allongé.
    - Son nez est petit.
    - Sa bouche est petite.
    - Elle est jeune, belle et mignonne.
    - Elle porte des lunettes.
    - Elle est symphatique, respectueuse et chaleureuse.

- Go through each of the sentences describing person E (in the previous column) with your class and remind them of the use of the verbs "être", "avoir" and "porter" when giving physical descriptions and/ or describing moral character in French.
- Provide a few extra examples:
  - Il est petit. Il est gros. Il est beau.
     Il est mignon.
  - Son visage est rond. Son nez est large.
     Sa bouche est petite. Ses yeux sont noirs.
  - Il a les cheveux noirs. Il a les yeux marron.
     Il a les yeux bleus. Il a les cheveux châtains. Il a un gros ventre.
  - Il a une petite bouche. Il a de petits/ gros yeux.
    - **Note:** Remind your learners that, when the adjective is placed before the noun (like in the example "Il a de petits/ gros yeux"), we replace the plural indefinite article "des" with "de".
  - Il porte la barbe. Il porte la moustache.
- Draw your learners' attention to the "Petit rappel" box at the top of page 33 of the Learner's Book. Stress the fact that the adjective "marron" is invariable and therefore never changes its form. Take the opportunity to remind your learners that the invariable adjective "marron" is used to describe eye colour ("Les yeux marron") and that to refer to brown hair we say "Les cheveux bruns" (for dark brown hair) or "Les cheveux châtains" (for mid-brown/ chestnut-brown hair).
- As a bit of extra information for learners, teach them that the adjective "châtain" does not change form for the feminine. Provide an example: "Sa barbe est châtain." The use of this adjective in the feminine is extremely rare and is mainly found in old literary texts.
- Draw your learners' attention to the "Prononciation" box on page 33 of the Learner's Book. Read each group of words aloud. Learners repeat after you. Learners should be able to identify easily the similar sound in each group. Provide any extra information that you may find relevant and necessary.

### Pour s'amuser

- 1. Select a well-known member of your school community and, without giving away the person's name, describe him/ her to your class in French. Learners are to guess which person has been described.
- 2. a)—c) Ask learners to study the images (A—F) on page 33 of the Learner's Book. They will notice that the six images are very similar with just tiny differences between them. Explain to your learners that this fun exercise replicates a technique (called "le portraitrobot") that the French police commonly use to identify thieves.
  - Read the following descriptive text to your learners:

Il a les cheveux courts, raides et noirs. Il est mince et il a le visage un peu allongé. Il a de petites oreilles. Ses yeux sont très petits et noirs.

Il porte la moustache.

Il ne porte pas la barbe.

Il ne porte pas de lunettes.

Qui est le voleur?

- Re-read the physical description, if necessary.
- Invite a volunteer to share his/ her answer aloud. Guide and correct as necessary.
   (Answer: C)
- 2. a) Learners look at the images (A–I), on page 34 of the Learner's Book, and listen to the descriptions (1–9) attentively. Allow enough time for learners to study each image and engage with the different physical features.

# Listening activity script

#### **Description 1**

Elle est grande, grosse et jeune.

Elle a les cheveux roux, raides et longs.

### **Description 2**

Il est grand, mince et âgé.

Il a les cheveux noirs et raides.

Il porte la moustache et la barbe.

### **Description 3**

Il est grand et maigre.

Il a les cheveux noirs et frisés.

Il porte la moustache. Il porte des lunettes.

# (1)

## Listening activity script (continued)

### **Description 4**

Elle est petite et âgée.

Elle a les cheveux gris, courts et raides.

### **Description 5**

Elle est grande, mince et elle porte des lunettes. Ses cheveux sont noirs, courts et frisés.

### **Description 6**

Il est jeune et mince.

Il a les cheveux blonds, courts et raides.

### **Description** 7

Il est petit et maigre.

Il a les cheveux noirs, courts et raides.

### **Description 8**

Elle est grande, mince et jeune.

Elle a les cheveux châtains et raides.

### **Description 9**

Elle est grande et grosse.

Elle a les cheveux noirs et ondulés.

Son visage est rond.

 Correct the activity by inviting nine learners to share their answers aloud. Clarify any queries that your class may have.



2. a)	Image	A	В	C	D	E	F	G	Н	Ι
	Description	2	5	4	3	6	9	7	1	8

b) Learners now listen to the descriptions of the character/ personality/ behaviour of each person shown in the pictures (A–I) and state whether each statement in the table is true or false.

Learners to correct the false statements orally.

# Listening activity script

- Monsieur Atsu est bon et accueillant.
- Nadia est sympathique et gentille.
- Madame Didier est méchante et elle déteste partager avec les autres.
- Monsieur Appiah aime les animaux et il salue toujours les gens de son village.
- Louis a un mauvais comportement. Il ne fait jamais ses devoirs et il n'aide pas ses copains et ses copines à étudier.

# ① Listening activity script (continued)

- Madame Antwi est hospitalière et chaleureuse.
- Jayvant est humble et respectueux.
- Emily a un bon comportement. Sa maison est toujours propre.
- Aiko est aimable et elle adore aider ses voisins.
  - Invite nine learners to share their answers aloud.
  - Assist and correct learners as necessary.

# **Answers**

- 2. b) A Faux. Monsieur Atsu est bon et accueillant.
  - B Vrai.
  - C Faux. Madame Didier est méchante et elle déteste partager avec les autres.
  - D Vrai.
  - **E** Faux. Louis a un mauvais comportement. Il ne fait jamais ses devoirs et il n'aide pas ses copains et ses copines à étudier.
  - F Vrai.
  - G Vrai.
  - **H** Faux. Emily a un bon comportement. Sa maison est toujours propre.
  - I Faux. Aiko est aimable et elle adore aider ses voisins.

#### **Indicator:**

 B7.1.4.1.2: Décrire les caractéristiques physiques et morales de quelqu'un

### PARLER – Production orale/ Interaction orale

#### **EXTRA ACTIVITY**

- Before learners do exercise 1, share the nine descriptions from the previous activity (2a) with them. Write the descriptions on the writing board and let your learners copy them into their exercise books (following the correct image sequence).
- Invite nine different learners to role-play a small dialogue with you where you ask the questions "Comment est-il/ elle?"/ "Il/ Elle est comment?" and they read the respective physical description back to you and the class.
- Check their understanding and pronunciation.

- Also share the descriptions of the character/ personality/ behaviour from the previous activity (2b) with your learners and let them copy each sentence into their exercise books.
- Invite another nine learners to role-play a short dialogue with you where you ask the question: "Comment est-il/ elle?"/ "Il/ Elle est comment?" and they read the respective moral character description back to you and the class.
- Check their understanding and pronunciation.
- 1. a) By now, learners should be very familiar with the French vocabulary used for descriptions (of both physical appearance and moral character) and should therefore be able to use it confidently when describing someone.
  - Ask learners to go back to page 32 of their Learners' Books and to describe, in their own words, the person they ticked earlier (E).
  - Learners' answer sentences will vary. Ensure that each sentence includes the appropriate words and accept any correct answers.
  - **b**) Learners then describe the five other people (A, B, C, D and F) on the page.
    - Learners' answer sentences will vary.
       Ensure that each sentence includes the appropriate words and accept any correct answers. Learners are to imagine the character/ personality/ behaviour of each person. Ensure that there is also variety in the selection of vocabulary. Some sample answers are provided below.

- b) A Elle est grande, grosse et jeune. Elle a les cheveux châtains, courts et frisés. Son visage est rond. Son nez est large. Elle est aimable.
  - **B** Elle est petite, mince et âgée. Elle a les cheveux gris, courts et bouclés. Elle est hospitalière.
  - C Il est grand et gros. Il a les cheveux roux, courts et raides. Il porte la moustache et la barbe. Son visage est allongé. Il est méchant.
  - D Il est grand, gros et âgé. Il est chauve.
    Il porte la moustache et la barbe.
    Il porte des lunettes. Il est humble.

- **F** Il est grand, mince et jeune. Il a les cheveux noirs et courts et il porte la moustache. Il ne porte pas de lunettes. Il est gentil.
- 2. a)—c) As part of your learners' homework, ask them each to collect a photo of someone (from an old local magazine or from the internet) or to draw one of their family members. Learners to bring the photo or drawing to class.
  - Working in pairs and taking turns, learners ask each other the questions "Comment est-il/ elle?"/ "Il/ Elle est comment?"/ "Quel est son comportement?" and wait for their partner to describe the person in his/ her picture in as much detail as possible.
  - Walk around the classroom, listening to the learners. Assist and guide them as necessary.

### **EXTRA ACTIVITY**

- Draw learners' attention to the Bell box on page 35 of the Learner's Book. Guide learners through the explanation and examples on the use of the adverbs "un peu", "très", "assez" and "trop".
- Ask learners to imagine and draw a person whom they will later be able to describe, physically and morally, using those four adverbs.
- Invite learners to share their drawings in class and to describe them orally.
- Ensure that the adverbs "un peu", "très", "assez" and "trop" are used appropriately.
- Guide and correct learners as necessary.
- 3. a)-c) Learners interview members of their communities to find out about the physical and moral characteristics of the interviewees' favourite personalities.
  - Learners to prepare a table to summarise the findings of their interviews and to share these in class.
  - Monitor, guide and correct as necessary.

### **EXTRA ACTIVITY**

- Play these videos as fun, extra activities for your learners:
  - https://www.youtube.com/watch?v=i4Yvo9b39Rs
  - https://www.youtube.com/watch?v=NreAnE1krNc

- The videos show nice games that can be played in groups.
- Depending on the academic level of your learners, you may need to assist them with some extra French vocabulary. Should that be the case, encourage them to add any new words to their "Dictionnaire personnel".

#### Indicator:

• B7.1.4.1.3: Lire, comprendre et réagir à un texte dans lequel l'on décrit les caractéristiques physiques et morales de quelqu'un

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the texts in the speech bubbles (A–E), on page 36 of the Learner's Book, and answer the questions that follow.
  - Allow enough time for learners to read the texts to themselves.
  - Invite five learners each to read one speech bubble aloud.
  - Check and correct their pronunciation as necessary.
  - Ask learners to answer the questions (on page 37 of the Learner's Book) orally.
  - Invite 10 learners to share their answers in class. The rest of the class listens attentively and compares the shared answers with their own.
  - Guide and correct learners as necessary.

- 1. a) Non, Afi a les cheveux assez longs.
  - **b**) Les sœurs jumelles (Sylvie, Suzette) et Céline ont le visage allongé.
  - c) Non, Robert n'a pas beaucoup de cheveux. Il est un peu chauve.
  - d) Les sœurs jumelles ont les yeux verts.
  - e) Ce sont Afi et Céline.
  - f) Non, Céline a les cheveux un peu ondulés.
  - **g**) Sylvie et Suzette ont des taches de rousseur sur leur visage.
  - h) Non, Philippe est petit et gros. (Il a un gros ventre.)
  - i) Non. Robert est méchant et très arrogant.
  - j) Oui, elles sont gentilles. Elles adorent aider leurs amis et les personnes âgées.

- 2. This activity gives learners a great opportunity to confirm and ensure a good understanding of the descriptions that they read in the previous exercise.
  - Invite a few learners to share their drawings in class.
  - Correct them as necessary.

This is a great activity for learners to research and learn more about the people of France. Allow time for learners to share their findings by prompting a class discussion on the topic: "Comment sont-ils, les Français? Quel est leur comportement?".

#### Indicator:

• B7.1.4.1.4: Écrire un texte simple pour décrire les caractéristiques physiques et morales de quelqu'un

### **ÉCRIRE – Production écrite/** Interaction écrite

- 1. Learners look at the images on page 37 of the Learner's Book and write a short description of each person.
  - Learners' descriptions will vary. Ensure that each text includes the appropriate words and accept any correct description. Learners are to imagine the character/ personality/ behaviour of each person. Ensure variety also in the selection of vocabulary.
  - Some sample descriptions are provided in the next column.



#### Answers

**Indira** – Elle a les cheveux châtains, longs et raides. Elle est jeune. Elle a une frange et des nattes. Elle aime les animaux et elle est sympathique.

**Yong** – Il a de petits yeux. Il a les cheveux courts, raides et noirs. Son visage est allongé. Il est bon et humble.

Madame Juliette – Elle est âgée. Elle a les cheveux courts, raides et gris. Elle porte des lunettes. Son visage est ovale. Elle est chaleureuse.

William – Il est jeune. Il a les cheveux roux et il a des taches de rousseur. Il est méchant.

Thema – Elle est jeune. Elle a les cheveux noirs et frisés. Elle porte des lunettes. Elle est aimable.

**Lian** – Elle est jeune et elle a les cheveux courts, raides et noirs. Elle a une frange. Elle a de petits yeux. Elle est gentille.

**Professeur Prince** – Il a les cheveux très courts et noirs. Il porte la moustache et la barbe. Il adore aider ses élèves.

#### C'est l'heure de la dictée!

- For this unit, we suggest that you collect some pictures of different people (either photos from local magazines/ the internet or simple drawings that you do yourself). Then write short, richly detailed descriptions of the physical appearance and an imagined moral character for each image.
- Dictate your descriptions in French to the class.
- After correcting your learners' work, share the pictures with them and let your learners compare the pictures to the descriptions provided.

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#### **UNITÉ 5** Voici ma famille élargie!



### Suggested teaching time:

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

Parler de sa famille / et les liens familiaux

### Introduction

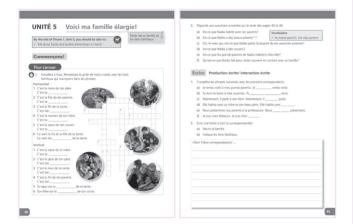
In this last unit of Theme 1, learners will revise what they have learnt in previous years and expand on the French vocabulary that is used to talk about families (both nuclear and extended) and familial relationships.

Learners will learn more on how to show the possessive in French and revise the French possessive adjectives.

They will also revise the use of the direct and indirect object personal pronouns and the stressed personal pronouns in French.

### (C) RESOURCES

• Learner's Book: pp. 38–45



### **Optional extra materials:**

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

# KEY WORDS

- Famille (nucléaire/ élargie)
- ★ Grand-père
- ★ Grand-mère
- ★ Parents
- Oncle

- ★ Père
- Tante
- ★ Mère
- \* Cousin
- ★ Frère (cadet/ aîné)
- **★** Cousine
- ★ Sœur (cadette/ aînée)
- \* Neveu
- ★ Grands-parents
- ★ Nièce

- Beau-père
- ⋆ Décédé(e)
- Belle-mère
- ★ Divorcé(e)
- \* Demi-frère

Demi-sœur

- ★ Du côte de ... **★** Fille
- Beau-frère
- \* Fils
- Belle-sœur
- \* Enfants
- Petit-fils
- \* Mari
- ★ Petite-fille
- **★** Femme
- ★ Marié(e)

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will revise and learn more on the topic of family.
- Throughout this unit, be sensitive to the fact that there may be a variety of different family structures in your class.

# COMMENÇONS!

### Pour s'amuser

- 1. Refer learners to the crossword puzzle (on page 38 of the Learner's Book) which can be used for diagnostic assessment.
  - Organise your learners into groups of three.
  - Confirm that they understand what to do for the activity.
  - Learners should complete the word puzzle in their groups. This is a great (and quite fun) opportunity for learners to revise the vocabulary of familial relationships in French while helping and encouraging each other.

- Check the groups' answers and provide guidance as necessary.
- Learners should already be quite familiar with the words "fille", "fils", "maman", "enfants" and "mari" from previous years, but point out these words and check for understanding as a very quick revision.
- Highlight the pronunciation of the word "fils", by reading it aloud and having your class repeat after you.



• B7.1.6.1.1: Écouter, comprendre et réagir à une conversation ou une présentation dans laquelle des gens parlent de la famille nucléaire, élargie et les liens familiaux.

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

- Play this video (song) from YouTube:
  - https://www.youtube.com/watch?v=MFk9YmJv-jc
- Learners to sing along, as a class, while revising some of the key vocabulary on the topic of family.

**1.** Learners listen as Louis introduces his nuclear family.

# Listening activity script

Salut! Je m'appelle Louis. Aujourd'hui, je vous présente ma famille nucléaire.

Mon père s'appelle Kofi. Ma mère s'appelle Rebecca. J'ai un frère et une sœur. Mon frère s'appelle Frank et ma sœur s'appelle Akos.

- Learners match the names of Louis' family members to their role in his family tree.
- Invite four learners to share their answers in class. The rest of the learners should compare the shared answers with their own and say whether they agree or disagree.
- Guide and correct as necessary.

### Answers

- 1. a) Frank Frère
  - b) Rebecca Mère
  - c) Kofi Père
  - d) Akos Sœur
- **2.** Learners listen as Louis now introduces his extended family.

# Listening activity script

Maintenant, je vous présente ma famille élargie.

Ma grand-mère du côté de ma mère s'appelle Amélie. Mon grand-père du côté de ma mère s'appelle Sibidoo.

Ma grand-mère du côté de mon père s'appelle Bridget. Mon grand-père du côté de mon père s'appelle Blaise.

Ma mère a une sœur qui s'appelle Lariba. Elle est ma tante. Ma tante Lariba est mariée avec mon oncle Kwamina.

J'ai aussi une autre tante qui s'appelle Sophie. Elle est la sœur de mon père.

Ama et David sont mes cousins. Ils sont les enfants de ma tante Lariba et de mon oncle Kwamina.

Ma sœur aînée, Akos, a deux enfants: Awo, mon petit neveu, et Sandra, ma petite nièce.

- Let learners listen twice more.
- Invite eleven volunteers to share their answers in class. The rest of the learners should compare the shared answers with their own and say whether they agree or disagree.
- Guide and correct learners as necessary.

# Answers

- 2. a) Sibidoo Grand-père
  - **b**) Lariba Tante
  - c) Ama Cousine
  - d) Amélie Grand-mère
  - e) Awo Neveu
  - f) Blaise Grand-père
  - g) Sandra Nièce
  - h) Bridget Grand-mère
  - i) Kwamina Oncle
  - i) David Cousin
  - k) Sophie Tante
  - Draw learners' attention to the Listening activity script words "du côté de (mon père/ ma mère)" and "aîné(e)", by writing the following sentences on the writing board:
    - "Ma grand-mère <u>du côté de</u> ma mère s'appelle Amélie."
    - "Mon grand-père du côté de mon père s'appelle Blaise."
    - "Ma sœur <u>aînée</u>, Akos, a deux enfants."
  - Check for understanding and clarify as required. Remind learners to add any new vocabulary to their "Dictionnaire personnel".
  - Before moving on to the next activity, do a quick revision of the French possessive adjectives, by prompting your learners to look at the table on page 159 of the Learner's Book (in the "Tableaux de référence" section).
  - Draw learners' attention to the two "Prononciation" boxes on page 39 of the Learner's Book. Read the words aloud and let your class repeat after you. Explain to the learners that not all "consonant + ill" words have the same type of "y" sound heard in "famille" and "fille". You will have the chance to explain this further (and provide more examples, such as "ville" and "Lille") in the following unit.

3. Learners complete Louis' family tree based on the information gathered in the two previous activities ("Écouter" activities 1 and 2).



3.













Kwamina oncle

Lariba tante

Rebecca mère

Kofi père

Sophie tante











Ama cousine

cousin

Akos sœur

Louis C'est moi!

Frank frère





Awo neveu

Sandra nièce

Note: Learners will most probably notice that the father of Awo and Sandra is not mentioned in the activity. It may then be a good opportunity to revise/ introduce the French adjectives "divorcé(e)" and "décédé(e)", imagining that Awo and Sandra's parents could be divorced or that their father may have already passed away.

• B7.1.6.1.2: Échanger ou parler de sa famille et les liens familiaux

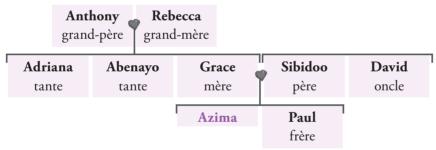
### **PARLER - Production orale/** Interaction orale

- Although it may look long at first glance, this simple dialogue gives learners (organised into groups of four) a great opportunity to roleplay a scene highlighting a family and family relationships.
- We suggest you start by reading the complete dialogue to your class and check for understanding. Clarify any queries that your learners may have ahead of their role plays.
- 1. a)-c) In groups of four, learners role-play the dialogue on page 41 of the Learner's Book.
  - Walk around the classroom, listening to their role plays. Check their pronunciation.

- Guide and correct where relevant and appropriate.
- Draw learners' attention to the "Vocabulaire" and Phrase boxes at the bottom of page 41 of the Learner's Book. These boxes allow learners to revise the vocabulary already explained in the previous activity ("du côté de" and "aîné(e)") and to learn even more words
- As a quick revision, point out the words "grands-parents" and "petite-fille" (line 1 and line 6 of the dialogue) and check for understanding. (Learners should be quite familiar with these words already from previous years.)
- Invite two different groups to role-play the dialogue in front of the class.
- Still in their groups of four, learners gather the relevant information from the text in order to draw Azima's family tree correctly.

### Answers

1. c)



Guide and correct learners as necessary.

# Observer et apprendre

### How to show the possessive in French

- Take some time to go through this box with your class in detail. Highlight the use of "de" or "d'" (when the word that follows is the name of the owner) and of "du/ de la/ de l'" or "des" (when the word that follows is not a person's name but rather a common noun). Provide some extra examples, if necessary. Depending on the academic strength of your class, you may need to clarify and remind learners that:
  - du is used before a masculine common noun, singular
  - de la is used before a feminine common noun, singular

- de l' is used before a masculine or feminine common noun, singular, starting with a vowel or a silent ("mute") h
- des is used before masculine or feminine common nouns, plural.
- Clearly explain that when "de" is followed by a possessive adjective, then "de" stays as is. Provide some extra examples, if necessary.
- Draw learners' attention to the Question box on page 42 of the Learner's Book. Learners should indicate the following examples from the text on the previous page:

- "... du côté de ma mère ..."
- "... du côté de mon père ..."
- \_ "Les amis de notre petite-fille ..."

- \_ "... de belles photos de notre famille."
- \_ "Ils sont les photographes de la famille."
- "Voici les parents d'Azima."
- "... les soeurs cadettes de ma mère."
- Again depending on the academic strength of your class, you may like to add (for extra information and as a reference for your learners) that the structure "à + stressed personal pronoun or proper noun" is also used to show the possessive in French. In that case, revise the stressed personal pronouns (with the help of page 155 in the "Tableaux de référence" section of the Learner's Book) providing some examples, such as:
  - "C'est à qui, ce cahier?"/ "C'est à moi."
  - "Cette maison, c'est à Sophie et à Marie?"
  - "Oui, c'est à eux."

**Note:** Learners will study the French possessive pronouns (as another possible way to show possession) later on in this series.

 We suggest that you set the extra activity below as homework.

### **EXTRA ACTIVITY**

1.	Complète les phrases suivantes avec "de", "	ď
	"du", "de la", de l' " ou "des".	
	a) Ce sont les cousins Ama.	
	b) C'est la mère vos amis Kofi d	et
	David.	
	c) Ce sont les parents professeu	ıre
	de français.	
	d) Voici la nièce Kwamina.	
	e) Voilà la sœur et le frère voisi	ns
	ton père	

- f) C'est la fille \_\_\_\_\_ directeur de notre école.
- g) C'est le fils \_\_\_\_\_ acteur ghanéen.

#### **Answers:**

- 1. a) d'
- **b**) de
- c) de la
- **d**) de

- e) des/ de
- f) du
- **g**) de l'
- a)-c) Learners ask you different questions to learn about your family.
  - If necessary, feel free to add more sample questions for guidance.
  - Ensure variety in your learners' questions and use as much vocabulary as possible in your answers.

### **EXTRA ACTIVITY**

- Following on from the previous activity, let your learners now work in pairs to practise a similar dialogue to learn about each other's families. Learners take turns to ask each other and answer questions about their respective families. (They can use the sample questions provided in the previous activity changing the subject personal pronoun "vous" to "tu" as well as any other questions that are relevant and appropriate.)
- Walk around the classroom, listening to your learners' dialogues. Check for good use of vocabulary and for good pronunciation.
- Guide and correct learners as necessary.
- 3. a) We suggest that you set this activity as homework. Learners should draw their family trees (including grandparents, parents, brothers, sisters, aunts, uncles, cousins, nephews and nieces) and indicate how they are related to each person, using the appropriate labels in French ("grands-parents", "parents", "frère", "sœur", etc.).
  - **b**) Give learners a chance to share their family trees with the class.

#### **EXTRA ACTIVITY**

• To consolidate all the content that has already been covered in the unit, ask learners to record themselves (via a WhatsApp voice message, for example) introducing their family and the respective familial relationships in French. They should give as much detail as possible. Encourage learners to play their recordings back to themselves afterwards. This will allow them to check their pronunciation and their good use of vocabulary.

- Learners do research to find out about typical French families. This is a useful activity as they will probably realise that family structures in France can actually be quite varied. Since step-families ("les familles recomposées") are a common reality in France, this activity will also make a good transition to the "Lire" section that follows next in the Learner's Book.
- Learners to share their findings in class.

 B7.1.6.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on parle de sa famille et ses liens familiaux

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Allow learners enough time to read the text to themselves.
  - Read the first line of the text ("Salut!") to your class and invite six learners to read the following paragraphs aloud (reading two paragraphs each).
  - The rest of the class listens attentively.
  - Check for good pronunciation.
  - Guide and correct learners as necessary.
  - Draw learners' attention to the "Vocabulaire" box at the bottom of page 43 of the Learner's Book. Point out the new words "beau-père", "belle-mère", "demi-sœur" and "demi-frère" which are crucial terms when discussing step-families in French.
  - Explain to learners that the meanings provided for "beau-père" ("step-father") and "belle-mère" ("step-mother") refer specifically to their context in the text. Tell them that the word "beau-père" can also mean "fatherin-law" and the word "belle-mère" can also mean "mother-in-law" in French.
  - Prompt learners to look at the photographs (A–G), on pages 43 and 44 of the Learner's Book, and to answer Nadia's questions at the end of the text: "Qui est-ce dans chaque photo? Peux-tu deviner?".

**Note:** For image F, learners will probably need help with the French word for "sister-in-law" ("belle-sœur"). Allow them to use a dictionary for this one in particular. While on this subject, take the opportunity to ask learners if they know the French word for "brother-in-law". (**Answer:** "Beau-frère") Remind learners to add these two new words to their "Dictionnaire personnel".

- Image A Ce sont son père, sa belle-mère et ses trois demi-frères. (Ce sont le père, la belle-mère et les trois demi-frères de Nadia.)
- **Image B** Ce sont Nadia et sa demi-sœur.
- Image C Ce sont sa tante et son oncle (du côté de son père) et son petit cousin Yamar.
  (Ce sont la tante, l'oncle et le petit cousin de Nadia du côté de son père.)
- Image D Ce sont ses grands-parents du côté de son père. (Ce sont les grands-parents de Nadia – du côté de son père.)
- Image E Ce sont ses grands-parents du côté de sa mère. (Ce sont les grands-parents de Nadia – du côté de sa mère.)
- Image F Ce sont son frère aîné, sa bellesœur et ses nièces Simone et Angéline. (Ce sont le frère aîné, la belle-sœur et les nièces de Nadia.)
- Image G Ce sont sa tante et son oncle (du côté de sa mère). (Ce sont la tante et l'oncle de Nadia – du côté de sa mère.)
- The text (on pages 43 and 44 of the Learner's Book) has examples of the use of direct and indirect object personal pronouns. Revise these aspects of grammar with learners by drawing their attention to the "Petit rappel" box (on page 44 of the Learner's Book) and prompting them to look at pages 154 and 155 of their Learner's Book (in the "Tableaux de référence" section). Provide any further examples and explanations that you may feel necessary and appropriate.

- Point out the Question box, on page 44, and let your learners (individually) identify these specific personal pronouns in the text on pages 43 and 44 of the Learner's Book.
- Invite a few learners to share their answers in class. Allow for a class discussion, guiding and correcting learners as appropriate. Ensure that they clearly understand the word that has been replaced by each direct or indirect personal pronoun.

#### **Answers:**

- "Les grands-parents du côté de mon père habitent dans mon village et je <u>les</u> [this direct object personal pronoun replaces <u>grands-</u> <u>parents</u>] vois fréquemment."
- "Même si je n'ai pas la chance de <u>les</u> [this direct object personal pronoun replaces <u>membres de ma famille</u>] embrasser et de <u>leur</u> dire [this indirect object personal pronoun replaces <u>aux membres de ma famille</u>], en personne, que je <u>les</u> [this direct object personal pronoun replaces <u>membres de ma famille</u>] aime beaucoup, du moins je peux <u>les</u> [this direct object personal pronoun replaces <u>membres de ma famille</u>] voir chaque mois par visioconférence …"
- Draw learners' attention to the Bell box at the bottom of page 44 of the Learner's Book. Guide them through the explanation and the examples provided.
- Challenge your class to find any examples of French stressed personal pronouns in the text (on pages 43 and 44 of the Learner's Book) too. Guide and correct learners as necessary. Ensure that learners clearly understand which word(s) is/are replaced by each stressed personal pronoun.

### Answers:

- "Je passe la plupart de mes vacances scolaires avec <u>eux</u>." [this stressed personal pronoun – after the preposition "avec" – replaces <u>mon</u> <u>père, ma belle-mère et mes trois demi-</u> <u>frères</u>].
- "Ce décembre ils viennent au Ghana pour célébrer Noël avec <u>nous</u>." [this stressed personal pronoun – after the preposition "avec" – replaces <u>les membres de la famille</u> <u>de Nadia qui habitent au Ghana or Nadia,</u> <u>sa mère, son beau-père et sa demi-sœur</u>].

- "Mon père a trois frères. Deux entre <u>eux</u> …"
   [this stressed personal pronoun after the preposition "entre" replaces <u>ses frères/les frères de mon père</u>].
- 2. Learners answer (individually and in writing) the questions (on page 45) about the text on pages 43 and 44 of the Learner's Book.
  - Point out the "Vocabulaire" box at the top of page 45 of the Learner's Book. Explain that the meaning provided for "les beauxparents" (the step-parents) refers specifically to its context in question 2b. Tell them that the word "beaux-parents" can also mean "parents-in-law" in French.
  - Invite six learners to share their answers aloud.
    The rest of the learners listen attentively and
    say if they agree or disagree with the answers
    provided by their classmates.
  - Monitor, guide and assist learners where necessary. Learners' answers may vary slightly. Accept any correct and appropriate answers.

- **2. a)** Nadia habite avec sa mère, mais elle n'habite pas avec son père parce que/ car ses parents sont divorcés. Alors, elle habite avec sa mère, son beau-père et sa demi-sœur.
  - **b**) Oui, Nadia a des beaux-parents. Elle a un beau-père (le nouveau mari de sa mère) et une belle-mère (la nouvelle femme de son père).
  - c) Nadia passe la plupart de ses vacances scolaires au Cameroun avec son père, sa bellemère et ses trois demi-frères.
  - d) Oui, elle a un cousin. Il s'appelle Yamar.
  - e) Non, les grands-parents de Nadia n'habitent pas chez elle. Les grands-parents du côté de sa mère habitent en France, à la campagne. Les grands-parents du côté de son père habitent dans le même village, mais ils n'habitent pas chez elle. Ils habitent dans leur propre maison.
  - f) Nadia utilise les nouvelles technologies (visioconférences, messages ou courriels/ e-mails/ méls) pour rester souvent en contact avec sa famille.

• B7.1.6.1.4: Écrire pour présenter sa famille et/ ou ses liens familiaux, ou ceux de quelqu'un

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners practise the pronouns revised in this unit (direct and indirect object personal pronouns and stressed personal pronouns) by completing the sentences (a–f) with the appropriate pronouns.
  - Invite six different learners to come to the writing board and write down their complete sentences. Guide and correct them as necessary.
  - Check for good class understanding by inviting six different learners to explain which word(s) is/ are replaced by the pronouns in each sentence.

### Answers

- 1. a) leur (à mes grands-parents)
  - b) le (le texto)/ leur (à mes cousins)
  - c) lui (à son frère)
  - d) eux (avec sa mère et son beau-père)
  - e) les (nos parents) / lui (à la professeure)
  - f) elle (chez Rebecca)
- 2. Learners write a letter to their French penfriend to tell him/ her about their families.
  - Learners should describe their families and talk about the different familial relationships.
  - Check your learners' letters and allow them to rewrite their texts correctly after your feedback.

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate both Listening activity scripts ("Écouter", activities 1 and 2 on page 45 of this Facilitator's Guide.
- Guide and correct learners as appropriate.
- Allow your learners to rewrite their dictations correctly after you have checked them.

### PRATIQUER, PRATIQUER, PRATIQUER!

- Revise the key vocabulary learnt throughout this theme with the learners before they start the activities of this section of their Learner's Book.
- Take the opportunity to go through your learners' "Dictionnaire personnel", checking and correcting where necessary.
- 1. Learners fill in the gaps of the text messages (a–d), on page 46 of the Learner's Book, to form complete sentences to greet and say farewell appropriately.

- then that the correct subject personal pronoun is used.
- Learners should include all the listed points in their letters and, if possible, add a photograph (or their own drawing) of the family member they have chosen to describe.
- Invite a few learners to present their texts to the class.
- Guide and correct (both written and oral activities), as necessary.
- 3. Learners fill in the gaps of the sentences (a–g) with the correct French possessive adjectives.
  - a) sa
  - b) ses/ tes
  - c) ma/ mon/ mes
  - d) notre
  - e) vos/ leur/ vos/ leurs
  - f) nos/ nos
  - g) votre (accept also "mon", "son", "notre" and "leur")

- 1. a) vas-tu (OR tu vas)
  - **b**) va bien/ bien
  - c) bien/ merci/ bientôt (OR plus)
  - d) À/ l'heure
- a)-c) Learners introduce a family member to someone else. Let your learners choose to whom they would like to address their letters, ensuring

# **UNITÉ 1** Comment est la maison?



### Suggested teaching time:

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

Parler de son lieu (d'habitation

### Introduction

In this unit, learners will revise and expand on their knowledge of the French vocabulary used to talk about a house (including its parts, type and location).

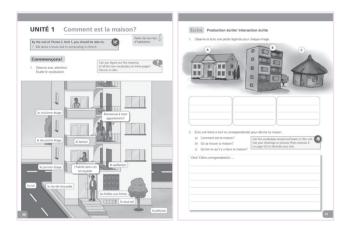
Learners will revise and learn new French adjectives that are commonly used to describe the different parts of a house. They will also be reminded of the different forms that French adjectives take based on the gender (masculine/ feminine) and number (singular/ plural) of the nouns they describe.

This unit provides many visual references for learners which will help them to consolidate, gradually, all the French vocabulary being revised and introduced.

Learners will also learn how to say ordinal numbers in French.

# **®** RESOURCES

• Learner's Book: pp. 48–55



### **Optional extra materials:**

- Extra images of different house types
- Extra images of different parts of a house
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

- \* Maison
- ★ Paillasson
- ★ Pièce
- ★ Boîte à lettres
- \* Appartement
- ★ Pelouse★ Rue
- \* Immeuble

★ Balcon

\* Sous-sol

- \* Rez-de-chaussée
- **★** Toilettes
- ★ (Au premier, deuxième, troisième,
- ★ Jardin★ Banlieue
- etc.) étage
- **★** Quartier
- **★** Cheminée
- ★ Voisin(e)

- **★** Toit
- ★ Ascenseur
- ★ Grenier
- ★ Terrasse★ En bois
- **★** Mur
- ★ En roseaux
- ★ Escalier
- ★ En terre battue
- **★** Sonnette
- ★ En brique
- ★ Cave
- ★ En étain
- ★ Cave★ Cuisine
- ★ En ciment
- ★ Chambre à coucher

Porte d'entrée

- ★ Au bord de la mer
- ★ Salle de séjour
- ★ Au bord de la rue
- ★ Salle à manger
- \* À la campagne
- \* Salle de bains
- \* Au centre-ville
- ★ Garage
- \* À la montagne

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

- ★ Comment est ta/ votre/ sa maison?
- ★ Où se trouve ta/ votre/ sa maison?
- \* Qu'est-ce qu'il y a dans ta/ votre/ sa maison?

### **GUIDELINES AND SUGGESTIONS**

Let learners know that, in this unit, they
will revise and learn more about the topic of
"House" in French.

- Explain that they will learn much more French vocabulary (mainly new adjectives) to describe houses in detail (including their parts and type).
- Remind learners of the importance of keeping their "Dictionnaire personnel" up to date.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 48 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

# COMMENÇONS!

- 1. Draw learners' attention to the large image ("Vocabulaire ilustré") on pages 48 and 49 of the Learner's Book. Allow them enough time to study both the illustration and the new French vocabulary.
  - This large illustration introduces your learners to quite a few new French words. Point out the Question box at the top of page 48 and prompt a class discussion to ensure good understanding of the meaning of each word. Allow learners to use a dictionary, if really necessary. Remind learners to add the new words to their "Dictionnaire personnel".
  - Read each word aloud to your class. Learners repeat after you. Check their pronunciation.
  - Point out the Bell box at the top of page 49. It is important for learners to be aware, and to understand, that some French words have the same spelling as English ones, but have different meanings, such as "cave" (cellar), for example. Tell your learners that they will find more examples of this throughout this French series.
  - Play the following video from YouTube:
     https://www.youtube.com/watch?v=4V2srYL1VC0
  - This video will provide an extra visual reference for your learners while helping them to revise the different parts of a house.
  - As a challenge to your learners, play the video a second time without sound. Let them say aloud, as a class, which part of the house appears on the screen.

- 2. a)—h) This activity can be used for diagnostic assessment. It follows on from the video that learners have just watched.
  - Learners look at the illustration on page 49 of the Learner's Book and match each label in the activity (a–h) with the correct part of the house (A–H).
  - Invite eight learners to share their answers aloud.
     The rest of the class should listen attentively and say whether they agree or disagree.
  - Guide and correct learners as necessary.

### Answers

- 2. a) La cuisine F
  - b) La chambre à coucher B
  - c) La salle de séjour D
  - d) La salle à manger E
  - e) La salle de bains C
  - f) Le garage G
  - g) Les toilettes A
  - h) Le jardin H

# Observer et apprendre

### How to say ordinal numbers in French

- Ask learners to look at the "Observer et apprendre" box on page 50 of the Learner's Book.
   Tell them that they will now learn how to say different ordinal numbers in French.
- Remind learners that they saw three of these ordinal numbers at the beginning of this unit, by prompting them to go back to page 48 of the Learner's Book.
- Point out the words in blue on that page (premier, deuxième, troisième) and read the terms "premier étage", "deuxième étage" and "troisième étage" aloud (stressing each ordinal number). Remind learners of their meanings: "first floor", "second floor" and "third floor", respectively.
- Go through the "Observer et apprendre" box on page 50 of the Learner's Book with your class. Read each example aloud. Learners repeat after you.
- Point out the "Prononciation" box at the top of page 50. Learners should notice that the "c" of "second(e)" is pronounced like a "g". (They should therefore hear [segond(e)]). Let learners repeat this word in particular, once more,

- after you. While on this word, draw learners' attention to the "Le sais-tu?" box (including the provided examples) on the same page. Check for understanding.
- Ask learners to imagine now that the building on page 48 of the Learner's Book has ... fifteen floors! Prompt them, as a class, to say the respective floor numbers aloud in French from first to fifteenth. Ordinal numbers "eleventh" to "fourteenth" will probably be a bit more challenging for learners as these are not provided in the list of examples. However, to get to the ordinal numbers, learners should notice and follow the pattern the last "e" of the cardinal numbers "onze", "douze", "treize" and "quatorze" is dropped and replaced by "ième" in each case:
  - onzième
- douzième
- treizième
- quatorzième.

 B7.2.1.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on décrit la maison et ses environs

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

- 1. a)—e) Tell learners that they will listen to a text in which a little boy (Adolfo) talks about his house.
  - Let your learners read through the sentence starters and the options provided. This way, they can familiarise themselves with the kind of information that they should be listening for during the activity.
  - Learners to listen attentively and to tick the appropriate option for each sentence starter.

# Listening activity script

Bonjour, mes amis! Je m'appelle Adolfo et, aujourd'hui, je vous parle de ma maison.

Alors, j'habite dans un appartement qui est situé en plein centre de Paris. J'adore habiter au centre-ville car il y a toujours beaucoup de choses à faire. Mon appartement est au deuxième étage de l'immeuble. C'est un grand appartement! Il y a trois chambres à coucher, une grande cuisine, une salle de bains et un grand salon. Ah, il y a aussi un garage pour deux voitures.

- Let learners listen to the text a second time to confirm their answers.
- Correct and check for understanding.
- Clarify any queries that your class may have.

### Answers

- 1. a) A
- **b**) C
- **c**) B

- **d**) B
- e) A
- 2. This second listening activity focuses specifically on pronunciation practice and sound recognition. We suggest that, throughout the year, you include more activities such as these as necessary and appropriate, according to the academic level of your learners.
  - From the list of terms provided in the activity (on page 51 of the Learner's Book), read only the following words to your learners:

appartementporte d'entréemaisongrenier

cuisine
étage
balcon
ciment.

- Learners should identify and underline the words from the list provided in the Learner's Book (on page 51), as they hear them.
- Draw learners' attention to the "Prononciation" box on page 51 of the Learner's Book. Then, read all sixteen terms in the list provided. Learners are to group those words according to their French sounds. (You can decide whether you would prefer that your learners do this activity individually or in pairs.)

- 2. garage/ étage
  - appartement/ ciment/ voisin
  - paillasson/ maison/ salon/ balcon
  - cuisine/ voisine
  - porte d'entrée/ escalier/ grenier/ cheminée/ quartier
- 3. Learners look at the pictures (A–F) and read through the sentences (a–f) on page 51 of the Learner's Book. Learners should notice the new French vocabulary (marked in blue for ease of reference).

- For each picture (A–F), slowly read the letter reference and the correct description (a–f) to your learners. (For example: A C'est une maison en roseaux.) Re-read, if necessary. This simple, useful activity will introduce learners to the correct pronunciation of each new word and ensure that they begin to associate the new vocabulary to the correct type of house.
- Once learners have matched each description to the correct picture, invite six volunteers to share their answers in class (one learner per description). The rest of the class should listen attentively and say if they agree or disagree.
- Monitor, guide and correct as necessary.

## Answers

- 3. a) C'est une maison en bois. D
  - b) C'est une maison en roseaux. A
  - c) C'est une maison en terre battue. E
  - d) C'est une maison en brique. C
  - e) C'est une maison en étain. F
  - f) C'est une maison en ciment. B
  - To finalise and consolidate the activity, draw learners' attention to the "Prononciation" box at the top of page 52 of the Learner's Book. Learners are to think about other French words with the same sounds. We suggest that this be set as homework to allow learners more time to do the activity. Their answers will vary but here are a few possible options:
    - /oʊ/ sound: oiseaux, tableaux, chapeaux,
    - /k/ sound: chique, Québec, numérique, question, etc.

### **Indicator:**

• B7.2.1.1.2: Décrire la maison

### PARLER – Production orale/ Interaction orale

### **EXTRA ACTIVITY**

 Before learners do exercise 1 in their groups, take some time to go through the vocabulary of each question in activity 1b (on page 52 of the Learner's Book). Check for good understanding and clarify any queries that your class may have.

- To model what is expected for the activity –
   and to familiarise learners with the kind of
   vocabulary they will need draw an example
   house yourself and let your learners, in turns,
   ask you the questions indicated in 1b.
- Once all the questions have been asked, describe your example house, providing relevant information and ensuring that you use key vocabulary from the options presented in 1b. For example:

La maison est grande. C'est une maison à étages: il y a un rez-de-chaussée et deux étages. Elle est blanche. C'est une maison en ciment. Elle se trouve au bord de la mer.

Il y a un grand salon, quatre chambres à coucher, une grande cuisine, deux salles de bains, une salle à manger et deux toilettes. Il y a aussi un garage.

Devant la maison, il y a une piscine. Il y a un petit jardin derrière la maison.

- When describing your example house, please feel free to provide additional details, as you may find appropriate.
- 1. a)—b) Depending on the academic level of your class, you may like to do a quick revision of colour names in French, drawing particular attention to those that will not need to change for the feminine (such as "jaune", "rouge", "orange" or "marron", for example).
  - Organise your learners into groups of five.
     They should now be ready to do exercise
     1 confidently in their groups. Each learner should do his/ her own drawings of the interior and exterior of the house of their choice. Allow them enough time to complete their drawings.
  - Walk around the classroom, listening to your learners as they present their house drawings to their groups. Check their pronunciation and their good use of key vocabulary. Monitor, guide and correct them as necessary.

- 2. In pairs, learners ask and answer questions about their own houses.
  - Ask your learners to use both the questions indicated for this activity and those used in the previous exercise (1b). They will then have a great list of sample questions to choose from, which is certain to keep their dialogues flowing well.
- Walk around the classroom, listening to your learners' dialogues. Check their pronunciation and their good use of key vocabulary. Monitor, guide and correct them as necessary.
- 3. We suggest that you set this activity as homework. Prompt your learners to take some photos of their own houses (or to draw them) and to prepare an oral presentation to describe their houses (parts, type, location, etc.) to the class.
- Allow some time for your learners to look at the photos (A–D) on page 52 of the Learner's Book and to notice the different characteristics. Invite a few learners to describe the houses aloud in French. As they describe them, write the key sentences/ vocabulary about each house on the writing board. Accept any appropriate and correct answers.
- Depending on the academic level of your learners, you may like to take the opportunity to introduce some extra vocabulary. For example:
  - You can tell your class that the houses in A are "jumelées", explaining that a "maison jumelée" is one that shares a wall with another house.
  - You can explain that, in B, the "bâtiment" (building, in general) is an "immeuble" (a block of flats). It is important that your learners understand the difference between these two French terms to avoid any confusion. Explain further, if necessary.
- Prompt your learners to describe as many houses as possible. They can collect photos of different houses and record themselves describing them in French, as indicated. We also suggest that you bring some extra photos of different house types to class and get your learners to describe them orally.

### **EXTRA ACTIVITY**

- Allow your class to interview you to inquire about your own house (its type, location, number of storeys, etc).
- Check for good use of vocabulary and pronunciation as learners ask you relevant questions on the topic.
- Prompt learners to draw your house (inside and outside) afterwards, based on the information that you provided.
- Check their drawings and clarify any queries that may arise at this stage.

### **Indicator:**

 B7.2.1.1.3: Lire, comprendre et réagir à un texte dans lequel l'on décrit la maison

### LIRE – Réception écrite/ Compréhension des écrits

 Ask learners whether they have ever looked at the advertisement pages of local real estate

- agencies. If the majority seems to be familiar with this kind of advert, ask them what information these adverts usually include. It is likely that your learners will say: a house photo, its type and location, a short description of the different parts of the house (size and number of rooms, number of storeys), etc.
- Tell your learners that the text that they are about to read (on page 53 of the Learner's Book) is an advertisement page from a French real estate agency.
- Allow your learners enough time to read through both adverts. Learners should notice the new words and check their meanings in the "Vocabulaire" box at the bottom of the page.
- Read the top heading of the text and invite two learners to read the sale adverts (one to read A and the other, B). Check their pronunciation and correct where necessary.
   The rest of the class should listen attentively.
- Check for good understanding. Guide and assist learners as appropriate.

- **2.** a)-b) Learners should read the questions and answer them orally.
  - Ask a few learners to share their answers with the class.
- Learners' answers will vary. Accept any correct and appropriate answers.
- Guide and correct learners as necessary.
- Before learners do exercise 3 on page 53 of the Learner's Book, draw their attention to both the Bell box (at the bottom of page 53) and the tables on pages 157 and 158 (in the "Tableaux de référence" section of the Learner's Book). Allow enough time for this extra exercise as it is crucial that learners are able to identify the different adjectives in the text, understand their meanings clearly and change their gender and number confidently and appropriately. You may decide to have your learners do this activity in pairs or in small groups.

#### **Answers:**

### Adjectives found in advert A:

- **Grand** (masculine, singular) [meaning: *Big*] → Grande (feminine, singular) → Grands (masculine, plural) → Grandes (feminine, plural)
- Éclairé (masculine, singular) [meaning: *Light-filled*] → Bien éclairée (feminine, singular) → Éclairés (masculine, plural) → Éclairées (feminine, plural)
- **Douillet** (masculine, singular) [meaning: *Cosy*] → Douillette (feminine, singular) → Douilletts (masculine, plural) → Douillettes (feminine, plural)
- **Bon** (masculine, singular) [meaning: *Good*] → Bonne (feminine, singular) → Bons (masculine, plural) → Bonnes (feminine, plural)
- **Séparée** (feminine, singular) [meaning: *Separate*] → Séparé (masculine, singular) → Séparées (feminine, plural) → Séparés (masculine, plural)
- **Spacieuses** (feminine, plural) [meaning: *Spacious*] → Spacieux (masculine, plural) → Spacieuse (feminine, singular) → Spacieux (masculine, singular)

### Adjectives found in advert B:

- **Grande** (feminine, singular) [meaning: *Big*] → Grand (masculine, singular) → Grandes (feminine, plural) → Grands (masculine, plural)
- Renovée (feminine, singular) [meaning: *Renovated*] → Renové (masculine, singular) → Renovées (feminine, plural) → Renovés (masculine, plural)
- **Meublée** (feminine, singular) [meaning: *Furnished*] → Meublé (masculine, singular) → Meublées (feminine, plural) → Meublés (masculine, plural)
- Bien décorée (feminine, singular) [meaning: Well-decorated] → Bien décoré (masculine, singular)
   → Bien décorées (feminine, plural) → Bien décorés (masculine, plural)
- **Petit** (masculine, singular) [meaning: *Small*] → Petite (feminine, singular) → Petits (masculine, plural) → Petites (feminine, plural)
- Ouverte (feminine, singular) [meaning: *Open*] → Ouvert (masculine, singular) → Ouvertes (feminine, plural) → Ouverts (masculine, plural)
- **Belle** (feminine, singular) [meaning: *Beautiful*] → Beau (masculine, singular)/ Bel (masculine, singular, used before a noun that starts with a vowel or a silent ("mute") h) → Belles (feminine, plural) → Beaux (masculine, plural)
- 3. From the information provided in the adverts (A and B), learners draw each house described. Learners' pictures will vary. Accept any correct and appropriate drawings.
- **4.** Learners look at the pictures and read both the speech bubbles and the captions on page 54 of the Learner's Book.

- Invite two learners to read the dialogue aloud and four other learners each to read one of the captions on the right. Check their pronunciation and correct where necessary.
- Clarify any queries that your learners may have.
- **5.** a)-b) Learners read the questions (about the dialogue in 4) and answer them orally.
  - Ask for volunteers each to answer one of the questions. The rest of the class should state whether they agree or disagree with the answers provided.
  - Check for understanding and pronunciation.
  - Correct and assist where necessary.
  - Learners' answers may vary. Accept any appropriate and correct answers.

# Answers

- 5. a) On peut trouver des maisons très différentes en France parce que/ car ça dépend de la région et aussi du climat.
  - b) À la cité, il y a des immeubles en brique ou en ciment. À la montagne, il y a de beaux chalets en bois. À la campagne, on trouve des maisons très douillées avec leurs balcons ou leurs terrasses toujours fleuris. À côté de la mer, les maisons sont très ensoleillées.
- **6.** Learners underline the adjectives found in the speech bubbles.
  - Holding a quick class discussion, invite learners to share the adjectives they have identified and to indicate what each one means.
  - Also ask learners to discuss the words with which each adjective agrees (in gender and number).
  - Guide and correct learners as necessary.

# Answers

- **6.** Différentes [meaning: *different*]: it agrees with "maisons" (feminine, plural)
  - Beaux [meaning: *beautiful*]: it agrees with "chalets" (masculine, plural)
  - **Douillées** [meaning: *cosy*]: it agrees with "maisons" (feminine, plural)

- Fleuris [meaning: in bloom]: it agrees with
   "balcons" and "terrasses" (masculine, plural)
   Note: Remind your learners that for mixed
   groups (with both a masculine word and
   a feminine word), adjectives will take the
   masculine form.
- Ensoleillées [meaning: sunny]: it agrees with "maisons" (feminine, plural)

#### **EXTRA ACTIVITY**

- Ask learners to do some research, in French, to find out more about the house types that can be found in France and in Ghana.
- Alternatively, share with your learners these
  French links (which provide some interesting
  and useful information about the different
  house types found in France and also in Ghana):
  - https://www.m-habitat.fr/plans-types-demaisons/types-de-maisons/az/
  - https://maison-monde.com/maisonstraditionnelles-ghana/
- Draw learners' attention to any extra vocabulary that might be useful for them to retain.

  Remind learners to add these new terms to their "Dictionnaire personnel". For example, you may like to point out, from the first link provided above, the following vocabulary:

  "les maisons à toit plat" (flat-roofed houses),

  "les maisons bioclimatiques" (bioclimatic houses) or "les maisons duplex" (duplexes).

  In the same link, learners will also find reference to house types that they have already discussed in class (such as "les maisons à étages" or "les maisons en bois") as well as information about "les maisons insolites" (unusual houses) which they may be quite interested to see and read about.
- Depending on the academic level of your learners, they may also be interested to do some French research into particular housing types which are likely to be found in specific regions of the planet. For example: "les maisons en banco", "les igloos", "les chalets", "les maisons sur pilotis", etc. Remind learners to record any new vocabulary in their "Dictionnaire personnel".

• B7.2.1.1.4: Écrire un texte simple pour décrire la maison et ses environs

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners study the illustrations (A–C), on page 55 of the Learner's Book, and write a brief description of each one.
  - Learners' descriptions will vary. Accept any correct and appropriate ones. Below are some example answers.

# Answers

- 1. A C'est une maison en ciment et à étages.
  - **B** C'est un immeuble à quatre étages. Il y a des garages au rez-de-chaussée.
  - C C'est une petite maison en terre battue. Elle est marron.
  - Allow learners to rewrite their descriptions correctly once you have checked them.
- 2. a)-c) Learners write a letter to their French penfriend to describe their own house.
  - Remind learners to include the answers to the questions (a–c) in their letters.
  - Encourage learners to use as much of the French vocabulary learnt in the unit as possible.

- Encourage learners also to illustrate their texts, as suggested in the Bell box on page 55 of the Learner's Book.
- Check learners' spelling and also check for the good use of vocabulary. Correct learners as necessary.

#### C'est l'heure de la dictée!

 For this unit, we suggest that you dictate the two speech bubbles in the dialogue on page 54 of the Learner's Book.

### **EXTRA ACTIVITY**

- To finalise the teaching and learning of this unit, ask your learners (working in groups of four) to build a simple model house. This should be done as a homework project, using different local materials, such as, for example: wooden sticks, clay, tin, old packaging cardboard, straw, moss, leaves, etc.
- Encourage learners to get help from some of their family or community members.
- Learners should bring their model houses to class and present them to their classmates in as much detail as possible. Tell learners to use a dictionary, whenever necessary, while preparing their oral presentations.
- Guide, assist and correct learners as appropriate.

No	tes:			

#### **UNITÉ 2** Dans mon école, il y a ...



### Suggested teaching time:

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

Parler de son école

### Introduction

In this unit, learners will revise and build on what they have learnt in previous years in the context of the school environment. The focus will be on key French vocabulary related to places, objects and people at school.

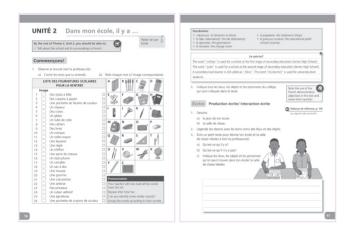
In the previous unit of this theme, learners began to revise and practise the key French expression "Il y a" which they will now revise in detail and practise further. It is important to spend some time practising the use of this expression, in both the

affirmative ("Il y a un/ une/ des ...") and negative ("Il n'y a pas de/ d' ...") forms. Learners will use this expression frequently throughout the unit. Teach it (inside and outside the classroom) in a meaningful way and always in context to ensure clear understanding.

In this unit, learners will also have the opportunity to do a very quick recap of the French demonstrative adjectives.

### (C) RESOURCES

Learner's Book: pp. 56–61



### **Optional extra materials:**

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

# **KEY WORDS**

- ★ Stylo à bille
- \* Classeur
- ★ Crayon à papier
- ★ Craie
- Pochette de feutres/
- **★** Globe
- de crayons de couleur \* Tube de colle

- ★ Cahier
- ★ Livre
- ★ Compas
- Taille-crayon
- Équerre
- \* Règle
- Chiffon
- Paire de ciseaux
- ★ Stylo plume
- Cartable
- Sac à dos
- Trousse
- Gomme
- Calculatrice
- Ardoise
- Pinceau
- Ruban adhésif
- Agrafeuse
- Table
- Chaise
- Banc
- Tableau noir/ interactif
- Corbeille à papier
- Carte
- ★ Horloge
- Fournitures scolaires
- Salle de classe
- Terrain de sport

- ★ Bureau du directeur/ de la directrice
- \* Couloir
- ★ Salle des professeurs
- ★ Cour de récréation
- \* Bibliothèque
- **★** Cantine
- \* Infirmerie
- ★ Labo (Laboratoire)
- ★ Salle d'informatique
- **★** Gymnase
- ★ Vestiaire
- \* Papeterie
- **★** Secrétariat
- Collège
- ★ Lycée
- Professeur(e)
- Élève
- ★ Étudiant(e)
- ★ Directeur/ Directrice
- Bibliothécaire
- \* Libraire
- \* Infirmier/ Infirmière
- ★ Médecin
- ★ Cuisinier/ Cuisinière
- ★ Gardien(ne)
- ★ Secrétaire

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will revise and build on the vocabulary that they have learnt in previous years about places, objects and people in the school environment.
- Because the topic of this unit refers to the environment where learners spend most of each day, encourage them to keep practising the vocabulary they have revised and learnt, in context, throughout the day.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 56 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Tell learners that they will learn a lot of new vocabulary throughout this unit. Once again, encourage and remind them to add the new words to their "Dictionnaire personnel" as they go along.
- We suggest that you prepare a few extra practical activities, to be done throughout the unit, as you find necessary and appropriate. These extra activities should give learners the opportunity to engage with as many school places, objects and people as possible. It will be a great opportunity to get the school community involved too. Here are just some generic ideas (please feel free to add, change or adapt them as required):
  - Take your class to the school's stationer's (shop) and ask learners to give the French names of the objects found there.
  - Organise a visit to another (primary or secondary) school for learners to take notes on the different places, objects and people in that school. Once back in the classroom, organise a class discussion, giving learners the opportunity to share and compare their observations ("Dans l'école [name of the school], il y a un/ une/ des .../ il n'y a pas de/ d'...").

# COMMENÇONS!

 a) Learners look at the pictures and read the list of school objects provided on page 56 of the Learner's Book. Learners should be able to recognise some of the vocabulary listed.

- Read the heading "Liste des fournitures scolaires pour la rentrée" and ask your learners what it means. Clarify any queries that they may have and ensure good understanding of the words "fournitures scolaires" (school supplies) and "rentrée" (beginning of the school year) as these will set up the context for the activity itself.
- Read (slowly and clearly) the words listed below to your learners. Using the black tick boxes on the right of the list, learners should tick off the items listed in the Learner's Book as you go along.
  - Des crayons à papier
  - Un classeur
  - Des craies
  - Un tube de colle
  - Des livres
  - Un compas
  - Un taille-crayon
  - Une règle
  - Un sac à dos
  - Un stylo plume
  - Une gomme
  - Des pinceaux
  - Une pochette de crayons de couleur.
- Re-read the list of items above for learners to confirm that they have ticked the correct words.
- Point out the "Prononciation" box at the bottom of page 56 of the Learner's Book.
   Then read (slowly and clearly) the complete list of school objects to your learners.
   Learners repeat after you, paying special attention to the pronunciation and to the sounds they hear. Learners (individually, in pairs or in small groups) should listen for groups of words in the list that have a similar sound.
- Guide and correct learners and provide any extra information that you may find useful, or necessary, about each sound identified.

- papier/ cahiers
- couleur/ classeur
- crayon/ chiffon
- ciseaux/ pinceaux/ sac à dos/ stylo

- **b**) Learners should match each noun in the list with the correct illustration.
  - This is a great activity for learners to selfassess how much of this vocabulary they are able to remember from previous years.
  - You can use this activity for diagnostic assessment.
  - Invite different learners to share their answers aloud.
  - Guide and correct learners as necessary.

# Answers

1. b)	1	В	2	W	3	D	4	A
	5	E	6	X	7	I	8	Н
	9	G	10	Τ	11	F	12	S
	13	Y	14	R	15	J	16	K
	17	L	18	M	19	O	20	P
	21	Q	22	Z	23	U	24	V
	25	N	<b>26</b>	C				

### **Indicator:**

 B7.2.2.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on parle de différents lieux, des objets et des personnes

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

- 1. a)-b) Tell your learners that they will listen to a dialogue in which two learners (Bridget and Kwadwo) list the places found at their schools.
  - Allow enough time for learners to read the list of terms provided on page 57 of the Learner's Book. They should be familiar with most of these words from previous years.
  - Ensure good understanding of the instructions for the activity and clarify that a word may be used more than once.
  - Learners listen to the dialogue in the Listening activity script, paying special attention to the words they hear and to how they are pronounced.

**Note:** Your learners should notice, easily and by themselves, that they hear "Il n'y a pas de ... **non plus**" (and NOT "Il n'y a pas *aussi de* ...") in the Listening activity script.

Take the opportunity to clarify for your class the use of "non plus" (as opposed to "aussi") in French negative sentences.

# Listening activity script



Bonjour, Bridget!

Qu'est-ce qu'il y a dans ton école?

### Bonjour, Kwadwo!

Dans mon école, il y a <u>un terrain</u> de sport, une cour de récréation, <u>un couloir</u>, des salles de classe et <u>un bureau de la directrice</u>.

Dans mon école, on trouve aussi une bibliothèque et une salle des professeurs.

Il n'y a pas d'<u>infirmerie</u> dans mon école. Il n'y a pas de <u>cantine</u> non plus. Qu'est-ce qu'il y a dans ton école?





Dans mon école, il y a <u>un bureau</u> <u>du directeur</u>, <u>des salles de classe</u>, <u>une cantine</u>, <u>un couloir</u>, <u>une cour de récréation</u>, <u>et un terrain de sport</u>.

Dans mon école, on trouve aussi une infirmerie.

Il n'y a pas de <u>bibliothèque</u> dans mon école. Il n'y a pas de <u>salle des</u> professeurs non plus.

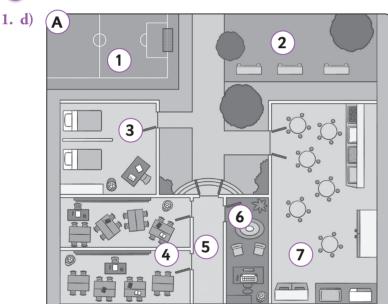
- Learners fill in the gaps with the correct terms from the list provided.
- Let your learners listen to the dialogue twice more to confirm their answers.
- Invite two volunteers to share their answers aloud. The rest of the class should listen attentively and say whether they agree or disagree.
- Monitor, guide and correct learners as necessary. Please refer to the Listening activity script above where the answers are provided in purple and underlined, for ease of reference.
- Check for good understanding.
- Remind learners to use a dictionary when necessary and to add new vocabulary (such as "infirmerie" and "couloir") to their "Dictionnaire personnel".
- Guide and assist learners as appropriate.

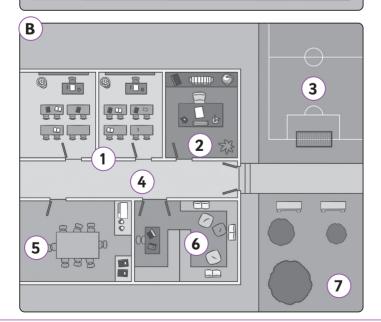
- Draw learners' attention to the question in speech bubble A ("Qu'est-ce qu'il y a dans ton école?") as well as to the Bell box alongside it.
- Take some time to revise this particular French expression ("Il y a un/ une/ des ...", in the affirmative, and "Il n'y a pas de/ d'...", in the negative) with your learners. Learners should be aware of the expression and its use but since they will be using it a lot during the course of this unit it is important to ensure that they understand it clearly. Provide a few examples (either from the dialogue itself or any others that you may find relevant).
- c) Prompt learners to turn to page 58 of their Learner's Book and to look at the illustrations (A and B). Based on the information provided

in the dialogue between Bridget and Kwadwo (in exercise 1a), learners should indicate which school belongs to whom.

- 1. c) Bridget's school B; Kwadwo's school A
  - d) Building on exercise 1c (and still based on the information provided in the dialogue between Bridget and Kwadwo), learners fill in the correct French labels for the numbered places in the illustrations (A and B).
    - Correct and assist learners as appropriate.
       Ensure that they use the correct definite article (le, la, l', les) before each place in the labels.







- 1 le terrain de sport
- 2 la cour de récréation
- 3 l'infirmerie
- 4 les salles de classe
- **5** le couloir
- 6 le bureau du directeur
- 7 la cantine
- 1 les salles de classe
- 2 le bureau de la directrice
- (3) le terrain de sport
- 4 le couloir
- (5) la salle des professeurs
- 6 la bibliothèque
- 7 ) la cour de récréation

- 2. a)-b) Learners listen to a Listening activity script in which Lariba and John talk about the places and the objects that can be found at their new school.
  - Tell learners to pay special attention to the vocabulary and pronunciation and to take relevant notes for themselves as they listen.
  - This is a much more challenging activity
     (and, again, it is very important that learners
     take notes for themselves, as they listen) since
     no lists of words are provided this time.
  - Allow learners to listen to the script twice more before they answer the questions in activity 1c.

# Listening activity script

Bonjour! Nous nous appelons Lariba et John et, aujourd'hui, nous vous parlons de notre école.

Alors, c'est une petite, mais très belle école!

Il y a un bureau de la directrice, une cour de récréation, une cantine, une bibliothèque, des salles de classe, un terrain de sport et une salle des professeurs. Il n'y a pas d'infirmerie dans notre école.

Dans notre salle de classe, on trouve des tables, des chaises, un tableau noir, une horloge, des livres, des cahiers, des stylos, des trousses et des cartables.

- Learners should notice the use of "Il y a", "Il n'y a pas" and the verb "trouver" in the Listening activity script. Clarify any queries that may arise.
- c) Learners are to answer the two questions orally.
  - Invite two volunteers to share their answers with the class. The rest of the learners should state whether they agree or disagree.
  - Monitor, guide and correct learners as necessary.

# Answers

### 2. c)

 Dans leur école, il y a un bureau de la directrice, une cour de récréation, une cantine, une bibliothèque, des salles de classe, un terrain de sport et une salle des professeurs.

- Dans leur salle de classe, on peut trouver des tables, des chaises, un tableau noir, une horloge, des livres, des cahiers, des stylos, des trousses et des cartables.
- **3.** Learners listen to Lariba and John again. This time, they talk about the people that can be found at their new school.
  - Allow enough time for learners to read the list of words provided before they listen to the script.
  - Learners should tick off the words listed (on page 58 of the Learner's Book) as they hear them.

# Listening activity script

Dans notre école, nous avons des élèves, des professeur(e)s, une directrice, un cuisinier, un bibliothécaire, un gardien et une secrétaire.

 Let learners listen to the script once more to confirm that they have ticked the correct words.

- 3. ✓ Des élèves
  - ✓ Des professeur(e)s
  - ✓ Une directrice
  - √ Un bibliothécaire
  - ✓ Un cuisinier
  - ✓ Un gardien
  - √ Une secrétaire
  - Draw learners' attention to the Question box (on page 58 of the Learner's Book). Remind learners to use a dictionary, if necessary, to find the meaning of each term listed in activity 3. Learners should be familiar with most of these words. Clarify and assist learners, as appropriate.
  - Remind learners to add any new terms to their "Dictionnaire personnel".
  - Draw learners' attention to the Bell box (also on page 58 of the Learner's Book) as this is an important reminder for your class. Clarify any queries that may arise and provide some examples, if necessary.

 B7.2.2.1.2: Parler de différents lieux, des objets et des personnes

### PARLER – Production orale/ Interaction orale

- 1. a) In pairs, learners role-play the dialogue between Bridget and Kwadwo from activity 1a ("Écouter") on page 57 of the Learner's Book. This will provide them with the opportunity to practise the vocabulary as well as the use of the French expression "Il y a" (in affirmative and negative sentences).
  - Walk around the classroom, listening to your learners' dialogues.
  - Check their pronunciation. Guide, assist and correct them as necessary.
  - **b)** Taking turns, learners present their role plays to the class. The rest of the learners listen attentively. Guide, assist and correct learners as necessary.
- 2. In this second dialogue, learners continue to revise, learn more and practise key vocabulary related to the school environment.
  - a) Before learners role-play the dialogue, read it aloud to your class. Learners to repeat after you, speech bubble by speech bubble. Learners should pay attention to the intonation and pronunciation as well as to the highlighted vocabulary.
    - Point out the Question box at the bottom of page 59 of the Learner's Book. Prompt a quick recap in the form of a class discussion on the meaning of each term in bold blue. Learners are probably familiar with all of the terms, although "corbeille à papier" may be new to them. Should that be the case, encourage your learners to look up its meaning in a dictionary and to add the word to their "Dictionnaire personnel" afterwards.
  - **b**) In groups of five, learners role-play the dialogue.
    - Walk around the classroom, listening to their dialogues.
    - Check their pronunciation. Guide, assist and correct learners as necessary.

- Give some groups the opportunity to present their role plays in front of the class. The rest of the learners should listen attentively. Guide, assist and correct learners as necessary.
- **3.** a)-b) By now, learners should be confident enough to do an individual presentation in front of the class to talk about the different places, objects and people at their school.
  - Ensure that learners refer to as many places, objects and people as possible in their presentations.
  - Monitor, guide and correct them as necessary.

#### **Indicator:**

 B7.2.2.1.3: Lire, comprendre et réagir à une note ou un texte dans lequel l'on parle de différents lieux, des objets et des personnes

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Read the text heading "Bienvenue au collège Réussite Scolaire!" (on page 60 of the Learner's Book) and draw your learners' attention to the "Le sais-tu?" box (on the next page). Explain and clarify any queries that your class may have.
  - Learners read the text to themselves and check the meanings of the new words in the "Vocabulaire" box (at the top of page 61 of the Learner's Book). We suggest that you set this reading activity as homework (together with exercise 2 on the following page). This will ensure that learners have enough time to go through the text (and its vocabulary) at their own pace and that they are able to engage with it all properly. Learners should notice the expression "Il y a un/ une/ des" as well as the different nouns, adjectives and verbs used in the text.
  - Remind learners to use a dictionary (for help with any unfamiliar vocabulary in the text) and to add any new terms to their "Dictionaire personnel".
  - You may wish to tell your learners (as an extra curiosity) that the French word "gymnase" is a synonym of "lycée" in Switzerland.

- At the next lesson, invite two learners to share reading the text aloud. For example:
  - one learner reads the initial part of the text (up to "sa porte et toujours ouverte") and then the last two paragraphs
  - the other learner reads the part of the text from "Dans cet établissement" until the last bullet point ("une salle des professeurs ... planifications scolaires").
- 2. Learners should re-read the text to themselves and make three separate lists from the text: a list of all the school places, a list of all the objects and, finally, a list of all the people.
  - As suggested before, this activity can be set as part of learners' homework.

- At the next lesson, draw a table with three columns on the writing board. Make the heading of the first column "Les lieux du collège", of the second column "Les objets du collège" and of the third column "Les personnes du collège".
- Invite different learners to come to the writing board and ask them to add to the table one of the places/ objects/ people from their lists.
- Ensure that learners use the correct definite article (le, la, l', les) before each place/ object/ person listed.
- Monitor, guide and assist learners as necessary.



2.	Les lieux du collège	Les objets du collège	Les personnes du collège
	Le bureau de la directrice	La porte (du bureau de la directrice)	Les élèves
	Les salles de classe	Les tableaux interactifs	Les professeurs (l'équipe d'enseignants)
	Le laboratoire (le labo)	Les ordinateurs	La directrice
	La salle d'informatique	Les livres	La bibliothécaire
	La bibliothèque	Les tables	L'infirmier
	Le gymnase	Les bancs	Le cuisinier
	Les vestiaires	Les fournitures scolaires	La secrétaire
	Le terrain de sport		La guardienne
	La cour de récréation		
	La papeterie		
	L'infirmerie		
	La cantine		
	Le secrétariat		
	La salle des professeurs		

- Draw learners' attention to the Bell box and the "Tableaux de référence" note alongside activity 2. Prompt learners to do a very quick revision of the French demonstrative adjectives and to find some examples in the text that they read in 1.
  - (Answers: Ce collège ...; Cet établissement scolaire ....; ... de cette école ...)
- Guide and assist learners, providing any extra information that you may feel necessary or appropriate.

#### **EXTRA ACTIVITY**

- Prepare a set of questions (some to be answered orally and others to be answered in writing) for your learners to check their understanding of the text. For example:
  - Comment s'appelle le collège mentionné dans le texte?
    - (**Answer:** Le collège/ Il s'appelle "Réussite Scolaire".)

- Est-ce que le collège a un directeur? (Answer: Non, le collège n'a pas de directeur. Le collège a une directrice.)
- Peux-tu indiquer deux adjectives pour décrire le collège? (Your learners' answers will vary. Example answer: moderne/ douillet)
- Est-ce qu'il y a des tableaux interactifs et des ordinateurs dans le collège? Si oui, où exactement?

(Answer: Oui, dans le collège il y a/ on peut trouver des tableaux interactifs dans les salles de classe et des ordinateurs dans la salle d'informatique.)

#### Indicator:

B7.2.2.1.4: Écrire une note ou un texte simple pour parler de différents lieux, des objets et des personnes de l'école

### **ÉCRIRE – Production écrite/** Interaction écrite

1. a)-b) Learners draw very clear plans of their school (1a) and their classroom (1b). Their drawings should show as much detail as possible.

- 2. Following on from the previous activity, learners should now add captions and labels to their drawings to indicate the French name for each school place and object represented. Check their drawings, captions and labels and correct as necessary.
- 3. a)-c) Learners should write you a short text to describe what places, objects and people can be found in their ideal school and classroom.
  - Prompt learners to use the French expression "Il y a ..." (in its affirmative and negative forms) as well as "On trouve ..." or "On peut trouver ..." in their texts.
  - Check their texts and correct them as necessary.
  - Give your learners the opportunity to rewrite their texts correctly in response to your feedback.

#### C'est l'heure de la dictée!

For this unit, we suggest that you dictate the dialogue between Bridget and Kwadwo on page 57 of the Learners' Book. Alternatively, you may prefer to use the dialogue as a template, adapting it as you like by replacing or swapping the names of the school places provided.

## PRATIQUER, PRATIQUER, PRATIQUER!

1. a) Learners listen attentively to two descriptions (1 and 2) and match each one with the correct image (A or B).

## Listening activity script Texte 1

C'est une maison en ciment et jumelée. Il y a un rez-de-chaussée et un premier étage.

### Texte 2

C'est une petite maison. Elle est une maison en étain.

- 1. a) A Texte 2
  - **B** Texte 1
  - b) Learners imagine what the two houses might look like inside.

- They draw interior plans of the houses and add labels/ captions to indicate the different parts/ rooms of each house.
- Learners present their drawings to the class - and talk through their labels/ captions.
- 2. Ask learners to jot down a few notes for themselves regarding housing types in Ghana. Then invite learners to share these aloud with you and their classmates.
  - Allow a quick class discussion as learners' ideas are shared.
  - Challenge your learners further by asking them to indicate (wherever possible and relevant) where each housing types referred to is likely to be found within the country.
  - Monitor, guide and correct learners as relevant and appropriate.

- **3.** Learners listen to a short text in which a little boy describes his school environment.
  - a) Learners listen attentively and complete the boy's speech bubble with the words they hear.

# Listening activity script

Dans mon école, il y a des salles de classe, un bureau du directeur, un terrain de sport et une cantine. Dans mon école, on trouve aussi une cour de récréation et des couloirs. Il n'y a pas de gymnase dans mon école.

- Learners listen once more and check their answers.
- Write the speech bubble (with the gaps to be filled in) on the writing board. Invite a learner to come to the writing board to complete the text with the correct words. The rest of the class observes, compares with their own answers and corrects their classmate as appropriate. For the answers to the activity, kindly refer to the words in purple and underlined in the Listening activity script above.
- Monitor, guide and correct learners as necessary.
- **b**) Learners draw a plan of the boy's school as described in his speech bubble.
- c) Learners imagine the objects and the people that might be found in the boy's school and write a short text to describe them.

- **4.** Learners prepare big labels, signs or posters with the French names of the different places that can be found in their school environment.
  - Ask learners to be creative and to add a simple drawing to their labels, for ease of reference.
  - Select the best ones for each place in the school and invite learners to put up their labels (on the doors or walls) for everyone to see. This also gives the school community the chance to learn some French, in context and in a natural and meaningful way.

### **EXTRA ACTIVITY**

- Before moving on to the next theme in the Learner's Book, challenge your learners to create some school-related items by themselves, making use of local or recyclable materials. For example, you may suggest that they create a pencil holder from old cardboard or a tin box; a backpack or a pencil bag from local and colourful fabric, etc.
- This is another great activity for community engagement.
- Invite learners to bring their creative items to class, to show them to you and to their classmates and explain, in French, what the items would be used for.
- Guide, assist and correct learners as necessary and appropriate.

Notes:		

# **UNITÉ 1** Quel bon repas!



### Suggested teaching time:

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

Parler des plats

### Introduction

In this unit, learners will learn how to talk about food and drink in French.

Learners should already be familiar with a few words on this topic as they have used some of them earlier, when expressing likes and dislikes.

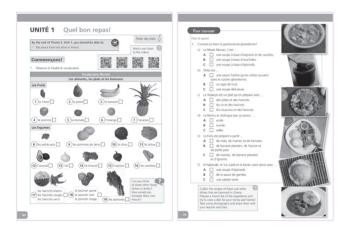
This is quite a long unit and one with a lot of new vocabulary and language matters to remember.

It is therefore important to spend enough time practising all of its content, through meaningful activities, in context, and via a learner-centred approach.

Learners will be exposed to quite a few new verbs and learn how to use the French partitive articles too: "du", "de la", "de l'" and "des".

# **®** RESOURCES

• Learner's Book: pp. 64–74



### **Optional extra materials:**

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

# **KEY WORDS**

- ★ Names of food and drink items (as labelled on the "Vocabulaire illustré", pages 64–65)
- ★ Petit déjeuner
- **★** Dîner
- **★** Déjeuner
- ★ Hors d'œuvre
- **★** Goûter
- \* Amuse-gueule

- **★** Entrée
- ★ Plat principal
- ★ Plat du jour
- **★** Dessert
- **★** Gousse
- **★** Fines herbes
- ★ Sel
- **★** Poivre
- \* Aubergine
- **★** Courgette
- **★** Morceau
- ★ Huile d'olive
- **★** Recette
- ★ Manger
- \* Prendre
- **★** Boire
- ⋆ Déguster
- **★** Ustensiles
- \* Ingrédients
- \* Préparation

- **★** Laver
- **★** Couper
- **★** Mettre
- \* Peler
- \* Retirer
- ★ Éplucher
- **★** Ajouter
- \* (Pré)chauffer
- **★** Mélanger
- **★** Laisser
- **★** Sortir
- **★** Ouvrir
- **★** Remettre
- **★** Cuire
- **★** Bouillir
- **★** Faire frire
- ★ Griller
- **★** Râper
- ★ Rôtir

#### **GUIDELINES AND SUGGESTIONS**

• This is likely to be a unit that most of your learners will enjoy. Build on their excitement by telling them that they will learn a lot of vocabulary to talk about food and drink in French. Explain that there will be a number of practical and fun activities in this unit (including a final quiz to see how much they actually know about local food and dishes!). • Give learners a couple of minutes to engage and familiarise themselves with the top section of page 64 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

# COMMENÇONS!

- 1. Learners look at the photos and read the captions in the "Vocabulaire illustré" on pages 64 and 65 of the Learner's Book. Allow learners enough time to engage with them all.
- 2. Working section by section starting with the section heading in each case read the words below from the "Vocabulaire illustré":
  - Les fruits: la fraise (1), la banane (3), la tomate (5), l'ananas (7)
  - Les légumes: les petits pois (8), le brocoli (4), l'oignon (15), les épinards (19)
  - Les autres aliments/ Les plats: le petit pain (21), l'œuf (24), le yaourt (27), les céréales (29), les pâtes (32), la soupe (37), les saucisses (42)
  - **Les boissons:** la bière (46), le café (48), le lait (50).
    - Learners to tick the images/ captions that they hear as you read them aloud.
    - Check that learners have ticked the images/ captions correctly, by referring to their respective numbers.
- **3.** a)-b) Read the complete "Vocabulaire illustré" to your class (slowly and clearly, section by section). Learners to repeat each term after you.
  - Check learners' pronunciation and correct them as necessary.
  - Point out the "Prononciation" box at the top of page 66 of the Learner's Book and prompt a class discussion on sound recognition.
     Guide and assist learners – providing as much information about French sounds as you feel appropriate and necessary.

- The main purpose of this exercise is to ensure that learners recognise and know how to pronounce different common French sounds, such as the ones for the letter combinations "oi", "ou" and "gn", for example).
- Ask your learners to open their Learner's Books, once again, on pages 64 and 65. Draw their attention to the Question box at the bottom of page 64. Set this activity as homework and encourage your learners to use a dictionary. At the next lesson, invite a few learners to write down one or more of their "extra/ new" words on the writing board. Guide and correct learners as necessary.
- Add to their lists as you may find useful and appropriate at this stage. To keep this all in context, meaningful and in line with reallife experiences, we suggest that (if they have not already encountered these terms) you provide your learners with the following extra vocabulary: "les piments", "le gingembre", "le plantain", "l'igname", "le manioc" and "la mangue". Write these words down on the writing board and prompt a quick class discussion, giving learners the opportunity to express their likes and dislikes of (as well as their general knowledge about) these specific food items that are commonly used in local meals and cuisine.
- Play the following videos from YouTube:
  - https://www.youtube.com/watch?v=PIztQ2-ip8U
  - https://www.youtube.com/watch?v=lodXbEIPM7A
  - https://www.youtube.com/watch?v=Fb65rpdaGjs
  - https://www.youtube.com/watch?v=9WU0bJ0hl18
- These videos will consolidate and introduce new vocabulary related to the topic of food and drink in French.
- Remind learners to continue to add any new terms to their "Dictionnaire personnel".
- Check for good understanding and clarify any questions that your learners may have.

### Indicator:

• B7.3.1.1.1: Écouter, comprendre et réagir à une présentation ou une conversation dans laquelle l'on parle des plats

# ÉCOUTER – Réception orale/ Compréhension de l'oral

- 1. Learners read the activity instruction and engage with the images on page 66 of the Learner's Book. They should notice the key word "Petit déjeuner" (breakfast) as well as the differences between the five breakfast options presented on the page.
  - At this stage and level of their French studies, it is very important that learners become used to reading the instructions for activities by themselves. Ensure that you always check for good understanding and that you clarify any queries that they may have.
  - Learners listen attentively to the listening texts for persons A to E and identify who eats what for breakfast. Let learners listen twice more to confirm their answers.

(1)	Listening	activity script
Reb	pecca:	Bonjour! Je m'appelle Rebecca.

Au petit déjeuner, je mange des fraises, du pain grillé avec du

beurre et je bois du thé.

Charlotte: Salut, les amis! Je m'appelle

Charlotte. Au petit déjeuner, je mange une banane, des céréales

et je bois un jus de fruits.

Madame Louise: Bonjour! Je m'appelle Louise.

D'habitude, pour le petit déjeuner, je prends une poire, un yaourt, un petit pain avec du fromage et je bois du café au lait.

Monsieur Kofi: Bonjour! Je m'appelle Kofi.

D'habitude, pour le petit déjeuner, je prends une orange, du pain avec de la confiture à la

fraise et je bois du café.

Michael: Coucou! Je m'appelle Michael.

Au petit déjeuner, je mange une pomme, un croissant et je bois

du lait.

- Ask the instruction question ("Qui mange quoi au petit déjeuner?") and invite five different learners to share their answers aloud, each playing the role of one person from the activity.
- Guide and correct learners as necessary.



1.	Personne	Rebecca	Charlotte	Madame Louise	Monsieur Kofi	Michael
	Petit déjeuner numéro	4	2	5	3	1

- Share the Listening activity script with your learners by writing it on the writing board.
   Let learners copy the text into their exercise books
- Draw learners' attention to key language aspects in the text, such as:
  - the use of the French verbs "prendre", "manger" and "boire"
  - \_ the expression "D'habitude"
  - the use of the French partitive articles ("du", "de la", "de l' " and "des") and the indefinite articles ("un" or "une") before the food or drink name.

 Draw learners' attention to the "Observer et apprendre" box on page 67 of the Learner's Book.

# Observer et apprendre

# How to use the French partitive articles: du, de la, de l', des

 Take some time to go through the explanations and examples provided. It is important that learners know the French partitive articles and understand how to use them properly when talking about food and drink in French. It should be clear to learners that references to a portion of an item (a vague, non-specific quantity) take partitive articles, whereas references to a whole item require the use of an indefinite article.

- Ensure that learners also have a good understanding of the replacement of "du", "de la", "de l'" and "des", in negative sentences, with "de" (or "d'").
- We suggest that you prepare a few sentences on the topic of the unit where learners would need to fill in gaps with the appropriate (partitive or indefinite) articles. You can set this activity as homework.
  - Direct your learners' attention to the Bell box at the bottom of page 67 of the Learner's Book and encourage them to keep practising as much as possible, both inside and outside the classroom. Tell them that, with practice, all their French sentences will come out quickly and naturally without too much thinking. Once again, encourage them by saying that "practice makes perfect".
  - Then draw learners' attention to the Question box on the same page. Learners should raise their hands if they know the answer. Listen and correct them as necessary.
     (Answer: "Je mange du gâteau." means I eat/ I am eating some/ a portion of a cake.

     for example, a slice of cake.
     However, "Je mange un gâteau." means I eat/ I am eating the whole/ a cake.
     referring to eating a whole cupcake, for example.)
- 2. This second listening activity gives learners the opportunity to hear much of the vocabulary that they have learnt in the unit, in context and through meaningful sentences.
  - Before they listen to the Listening activity script, give learners enough time to familiarise themselves with the questions (a–f) on page 68 of the Learner's Book. As they listen, learners are to tick the appropriate option to answer each question.

# Listening activity script

Je m'appelle Amina et je suis à la cantine de mon école.

Aujourd'hui, pour le déjeuner, je prends du poisson avec des carottes et du riz. J'adore ce plat, c'est délicieux!

Je n'aime pas les jus de fruits. Alors, je bois de l'eau aujourd'hui car, à la cantine, il n'y a pas ma boisson préférée: le thé.

Tu le sais? Je déteste faire la cuisine, mais j'adore manger! Mon plat préféré, c'est la fondue! Je prends, d'habitude, quatre repas par jour: le petit déjeuner, le déjeuner, le goûter et le dîner.

- **3.** Allow learners to listen to the script once more to confirm their answers.
  - Invite six learners (one per question) to share their answers aloud. The rest of the class should listen attentively and say whether they agree or disagree.
  - Monitor, guide and correct learners as necessary.

# Answers

- **2.** a) B
- **b**) C
- **c)** A

- **d**) C
- **e**) B
- **f**) A
- Learners should have noticed the word "fondue" in the script. Ask your class if they have ever heard about it (or perhaps tried it) and draw their attention to the "Le sais-tu?" box on page 68 of the Learner's Book.

#### Indicator:

• B7.3.1.1.2: S'exprimer sur les aliments et les plats

## PARLER – Production orale/ Interaction orale

- 1. Draw learners' attention to the dialogue on pages 69–70 of the Learner's Book. They should easily recognise that the dialogue is set in a restaurant, where we can see a couple talking to a male waiter.
  - Read the dialogue to your learners. They should pay attention to the new vocabulary as well as to your pronunciation and intonation.

- Organise your class in groups of three.
- While in their groups, tell your learners to go through the "Vocabulaire" and Phrase boxes on pages 69–70 of the Learner's Book.
- a) In their groups, learners role-play the dialogues.
  - Walk around the classroom, listening, guiding and correcting learners as necessary.
- **b**) Invite a few groups to share their role plays in front of the class.
  - Point out the "Le sais-tu?" box at the bottom of page 70 of the Learner's Book. Be prepared to answer any questions that your learners may have.

Encourage your learners to do some research and learn more about the well-known French starters "la salade de chèvre chaud" and "les escargots à l'ail" as well as the drink "le cidre". This is an interesting research project which should help to build learners' knowledge of (and curiosity about) French culture.

- Point out the question in the Bell box (on page 70 of the Learner's Book) and let learners research a bit further. They should discover that, although "chèvre" (goat) is a feminine word in French, in the name of the starter ("la salade de chèvre chaud"), the word "chèvre" actually refers to goat's milk cheese ("le fromage (de chèvre)"), which is a masculine word in French. This explains why the adjective "chaud" (which agrees with "[fromage de] chèvre") is in its masculine form.
- 2. a)-b) In pairs, learners ask and answer questions to learn about each other's food and drink preferences and habits at different meal times.
  - Draw learners' attention to the sample questions and answers provided in 2a and 2b, respectively.
  - Clarify any questions that your learners may have.

- Point out the "Petit rappel" box on page 71 of the Learner's Book. Learners will need to apply this very important reminder while doing the activities set out on the page. This provides the opportunity to quickly review the required core competencies (when expressing likes/ dislikes and preferences in French) that have already been covered in Unit 3/ Theme 1 of the Learner's Book (pages 22–29).
- Draw learners' attention to the reference on the page to the "Tableaux de référence" section (pages 160, 161, 165, 166) so that they can do a quick revision, if necessary and as a class, of the present tense of the listed verbs.
- 3. a)—b) Learners interview their family members to learn about their food and drink preferences at different meal times. Learners should record their findings and share the results of their interviews in class.
  - Guide, assist and correct learners as necessary.
  - Prompt your learners to compare their findings in class.
  - Encourage learners to display their summary tables on a wall, at home, for everyone to see. This is a lovely way to involve their families as learners progress in their French studies.
- **4. a**) Building on the previous activity, learners will now interview you asking you relevant questions about your food and drink preferences at different meal times.
  - Check learners' pronunciation and correct them as necessary.
  - Answer their questions in as much detail as possible, using varied vocabulary.
  - Learners should take notes as you answer their questions.
  - **b**) Based on your answers to their questions, as well as on the notes that they took, learners should then, individually, draw and label the food and drink items you mentioned.
    - Check their drawings. Guide and correct learners as necessary.

### Indicator:

• B7.3.1.1.3: Lire, comprendre et réagir à un texte sur les aliments et les plats

# LIRE – Réception écrite/ Compréhension des écrits

- Play the following video from YouTube:
  - https://www.youtube.com/watch?v=ebDRb4muyzM
- This interesting short video will give learners the opportunity to learn about some French specialities that are highly appreciated by French people. Some of them may look, or sound, quite different and unusual to foreigners.
- During the video, learners will be introduced to new French vocabulary which they should take note of and record in their "Dictionnaire personnel" afterwards.
- 1. To follow on from the video that your learners have just watched, tell them that they will now read a recipe for one of those French specialities: the much loved dish, enjoyed by all French generations, called "ratatouille".
  - The recipe text will introduce your learners to quite a few new words, including a range of new verbs related to cooking. Your learners should notice these verbs (in their infinitive forms) as they read through the preparation steps of the recipe.
  - Allow enough time for your learners to read the recipe to themselves and to engage with all the new vocabulary. Remind them to refer to the "Vocabulaire", Bell and Phrase boxes on pages 72 and 73 of the Learner's Book. Prompt them to use a dictionary too, if necessary.
  - Read the text aloud to your class. Learners should listen attentively, paying careful attention to the pronunciation.
  - Invite ten learners to read a part of the text aloud one to read the list of "Ustensiles", another the list of "Ingrédients" and the remaining eight each to read three steps of the "Préparation" section of the text. (Note that the eighth learner reads only two steps 22 and 23 and the words "Et voilà!")

- To conclude, all learners say aloud "À table!" (from the speech bubble on page 73).
- Check their pronunciation and correct learners where necessary.
- 2. a)—c) Learners list all the verbs that are in the infinitive (from the complete recipe text, on pages 72—73 of the Learner's Book). Learners then to check their meanings (in the context of the recipe) in a dictionary and conjugate them, as a class, in the present tense. Guide, assist and correct learners as necessary.

# Answers

2. Déguster – to taste;

Laver – to wash; Couper – to cut;

Mettre – to put; Faire – to do;

Dorer – to brown; Peler – to peel;

Retirer – to remove; Ajouter – to add;

Éplucher – to peel; Préchauffer – to preheat,

Laisser – to leave; Cuire – to cook;

Mélanger – to mix;

Monter (le feu) – to turn up (the fire);

Couvrir – to cover; Sortir – to take out;

Ouvrir – to open; Remettre – to put back

• It may be useful for your learners to know a few more cooking-related verbs. On the writing board, write the infinitive forms of a few extra verbs, such as: "bouillir", "chauffer", "faire frire", "griller", "râper", "rôtir". Feel free to add the infinitives of any other verbs that you may also find relevant.

### Indicator:

 B7.3.1.1.4: Écrire un texte simple sur les aliments et les plats

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners each write a letter to their French penfriend about their favourite dish.
  - Encourage your learners to do some research and to add information about the ingredients of their favourite dish. Depending on the academic level of your class, you may choose, if at all possible, to ask learners to provide the

- full recipe for their favourite dish. In which case, tell learners to give the verbs in their infinitive forms for each recipe step.
- Check learners' letters and correct them as appropriate. Allow your learners to rewrite their letters correctly in response to your feedback.

### **EXTRA ACTIVITY**

- Before learners wrap up this unit with the "Pour s'amuser" Quiz (on page 74 of the Learner's Book), we suggest that you do this extra activity as a fun way to conclude this unit.
- Write the word lists below on the writing board.
   For each list, ask your learners to not only find the odd one out but also to justify their choice.

### 1. Trouve l'intrus!

- a) Ananas Orange Pomme Laitue
- b) Carottes Fraises Épinards Courgettes
- c) Thon Sardine Saumon Poulet
- d) Croissant Baguette Petit pain Jambon
- e) Lait Yaourt Beurre Chou-fleure

#### **Answers:**

- 1. a) Laitue (It is not a fruit.)
  - **b**) Fraises (They are not a vegetable.)
  - c) Poulet (It is not a fish.)
  - **d**) Jambon (It is not a bread/ pastry item.)
  - e) Chou-fleure (It is not a dairy product.)
- Encourage your learners to create their own lists and keep playing the "Trouve l'intrus!" game with their family and friends.

### Pour s'amuser

- Read the heading, the questions and all the different options of the "Quiz" (on page 74 of the Learner's Book) to your learners. Build on their excitement for the activity by saying that you really would love to see how much they all know about the gastronomy of Ghana!
- Allow enough time for learners to do the Quiz individually.
- Invite six different learners each to share an answer aloud. The rest of the class should listen attentively and state whether they agree or disagree.

# Answers

- **1.** a) B
  - d) A e) C

**b**) A

- c) Bf) B
- Later on in this series, you will have an opportunity to remind learners that the letter "h" is never pronounced in French. Instead, we talk about two different types of "h": "le h muet" (the "mute" or silent h) and "le h aspiré" (the aspirated h). You may choose to refer to this briefly now, if you find it appropriate. In that case, remember to mention that for the aspirated h, which is less common than the "mute"/ silent h, no contractions or elisions apply. Provide examples to aid their understanding. For example, point out to your learners that, in this unit, they came across two words with an aspirated h: "hors d'œuvre" and "haricot".
- Ask your learners to collect recipes for the dishes mentioned in the quiz as well as for some other dishes favoured in Ghana. Although learners may search for recipes on the internet, encourage them also to talk to their families and community members who no doubt will have many delicious recipes to share with them.
- Learners should list the ingredients for each recipe in French. Encourage them to try to cook one of the recipes with the help of a family member.
- Ask learners to bring some photos to class to share their cooking experience with you and their classmates.

### C'est l'heure de la dictée!

- Following on from activity 4 on page 71 of the Learner's Book, prepare a short text about your own food and drink preferences for different meal times.
- Dictate your prepared text to your learners.
- Check their work and correct it as necessary.

# **UNITÉ 2** Soignez-vous bien!



### 🗽 Suggested teaching time:

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

Parler de l'hygiène et de la santé

### Introduction

In this unit, the focus will be on how to talk about health and hygiene in French.

It is a long unit that introduces a new topic as well as new French words and expressions to your learners.

They will discover that to describe pain in a specific part of the body, the following structure is commonly used in French:

the French verb "avoir" (conjugated in the present tense) + mal au/ à la/ à l'/ aux + the name of the body part

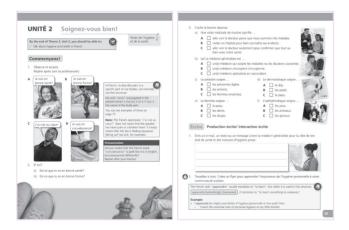
Learners will also learn the French names for different health professionals and be given an opportunity to do some research on the names of different diseases in French. They will also learn how to talk about hygiene, in general, as well as how to convey messages about good hygiene practices in particular.

The use of the French impersonal expression "Il faut" will be also revised. In addition to this important language matter, learners will be introduced to the French "gérondif".

In brief, in this unit, your learners will be encouraged to reflect on, study and discuss (in French) how we can keep ourselves healthy and clean, by adhering daily to the correct measures. There will be also plenty of opportunities for community engagement.

# **®** RESOURCES

• Learner's Book: pp. 75–85



### **Optional extra materials:**

- Posters, flashcards and word cards on body parts and on good hygiene practices
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

★ Bien-être

- \* Different body parts, such as: Tête; Ventre/ Estomac; Dent; Cou; Jambe; Gorge; Œil/ Yeux; Genou; Dos; Pied; Peau; Doigt
  - Santé \* Femme enceinte
- ★ Forme★ Convalescence★ Hygiène★ Blessure★ Bleu
- Propreté
   Personne âgée
   Douleur (courante)
   Docteur(e)/ Médecin

\* Fièvre

- \* Médecin spécialiste (pédiatre/ dermatologue/ dentiste/ ophtalmologue)
- ★ Médecin
  ★ Consultation
  ★ Équilibré(e)
- Médecin généraliste
   Personnel soignant
   Infirmier/ Infirmière
   Ordures
- ★ Aide-soignant(e)
  ★ Hôpital
  ★ Tomber (malade)
  ★ Habits
- ★ Vaccination★ Désinfecter★ Rincer
- ★ Visite médicale de routine
- \* Prendre soin de moi/ toi/ soi/ nous/ vous/ d'eux

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

- ★ All the expressions listed in the "Vocabulaire illustré" (on page 77 of the Learner's Book)
- ★ Je suis en (très) bonne santé!
- ★ Je suis en bonne forme!
- ★ J'ai mal au cœur!
- ★ Je suis en convalescence!
- ★ Je vais mal.
- ★ Ça ne va pas bien.
- ★ Je ne me sens pas bien.
- ★ Je/ Tu dois aller chez le docteur.
- ★ Va/ Allez voir le docteur!
- ★ Soigne-toi/ Soignez-vous bien!
- ★ Mieux vaut prévenir que guérir!

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will learn how to talk about health and hygiene in French. Explain that they will be able to tell someone in French whether they are feeling healthy or, in contrast, if they feel pain in any specific body part or have a disease or injury. Explain that they will also be able to talk about (and give advice on) good hygiene practices in French.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 75 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Remind learners to continue to add any new words to their "Dictionnaire personnel".
- Throughout this unit, be sensitive to the fact that learners (and their family members) may vary greatly in their states of health, body shapes and levels of fitness.
- Considering the current times and the Covid-19 pandemic, we suggest that you allow enough time to work through this unit with your class. It is important that your learners are able to express themselves, in French, on the topic of health and hygiene while taking the right measures themselves and knowing how to advise others appropriately.

# COMMENÇONS!

1. Learners look at the photos (A–D) on page 75 of the Learner's Book. They should notice that

while the two girls at the top are smiling, eating healthily (A) and in good shape (B), the two boys at the bottom don't seem to be feeling well (C) or healthy (D).

- Read the four speech bubbles in turn. Learners repeat after you.
- Draw learners' attention to the "Prononciation" box on page 75 of the Learner's Book. It gives another example of a word ("convalescence") that is spelt in French as it is in English, but pronounced differently.
- 2. a)—b) Ask the questions to some individual learners who look healthy and fit today as it is expected that, for this exercise in particular, they will answer the questions with "Oui, je suis en bonne santé!" and "Oui, je suis en bonne forme!", respectively.
  - Then say to your class: "Moi, aujourd'hui, je ne me sens pas bien. J'ai mal à la tête. J'ai mal au ventre. J'ai mal aux dents. J'ai mal au cou et j'ai mal à la gorge." The idea is to start getting your learners used to the structure:

verb "avoir" (conjugated in the present tense) + mal au/ à la/ à l'/ aux + the name of the body part

As you say each expression, slowly and clearly, touch the relevant body part and stress the section "mal au/ à la/ à l'/ aux".

- Repeat each expression once again and draw learners' attention to the Bell box on page 75 of the Learner's Book. Go through it with your learners. Then refer them to the "Vocabulaire illustré", on page 77 of the Learner's Book, which has some examples of what has just been explained. Give learners enough time to engage with page 77 properly.
- **3.** a)-b) Learners engage with the poster on page 76 of the Learner's Book by looking at the pictures and reading the text.
  - Slowly and clearly, read the wording on the flyer to your class.
  - Ensure their good understanding and clarify any queries that your learners may have.
  - Point out the "Vocabulaire" and Phrase boxes on the page and remind learners to add any new terms to their "Dictionnaire personnel".

- Ask your learners the question in 3b and prompt a quick class discussion on the topic. Guide and assist learners as necessary.
- Draw learners' attention to the "Le sais-tu?" box (at the bottom of page 76 of the Learner's Book).
   Feel free to teach your learners any other French proverbs that you may find useful and relevant for the topic of this unit.

### **Indicator:**

 B7.3.2.1.1: Écouter, comprendre et réagir à une présentation ou une conversation dans laquelle l'on parle de l'hygiène et de la santé

# ÉCOUTER – Réception orale/ Compréhension de l'oral

1. a)-b) Learners listen to all the expressions listed in the "Vocabulaire illustré" section, in a very specific sequence as listed in the Listening activity script below.

# Listening activity script

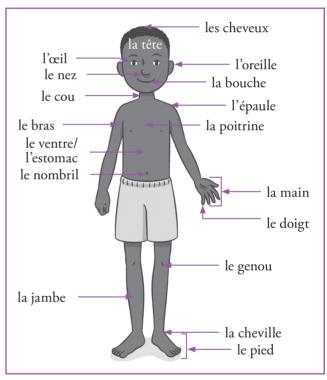
- 1 J'ai une blessure.
- 2 J'ai mal aux dents.
- 3 J'ai mal au cou.
- **4** − J'ai de la fièvre.
- 5 J'ai mal à la tête.
- 6 J'ai mal au ventre/ à l'estomac.
- 7 J'ai mal à la gorge.
- 8 J'ai la jambe cassée.
- 9 J'ai des bleus.
- 10 J'ai le rhume.
  - Let learners listen again, if necessary, paying attention to the pronunciation of each expression that they hear.
  - Practising their sound and word recognition skills, learners should be able to match each expression they hear (1–10) to the correct image/ speech bubble (A–J).

# Answers

1. a) 
$$A - 5$$
  $B - 10$   $C - 1$   $D - 9$   $E - 6$   $F - 2$   $G - 4$   $H - 3$   $I - 8$   $J - 7$ 

**Note:** Explain to your learners that the French expression "Je suis enrhumé(e)." could also be used for image B, as an alternative option to "J'ai le rhume.". Write this new expression on the writing board and ensure good understanding.

- Draw learners' attention to the Bell and Question boxes on page 77 of the Learner's Book.
- Get or prepare some posters, flashcards or word cards on body parts and do a quick revision in class. Below is an idea for a simple flashcard that you can easily prepare yourself ahead of the lesson.



- In addition, you may also like to play for your learners a few videos from YouTube, such as this one, for example:
  - https://www.youtube.com/watch?v=21Jnc0uW2MA
- Remind your learners to use a dictionary, if necessary, and clarify any queries that they may have on this topic.

**Note:** Depending on the academic strength of your learners, you may prefer to replace the labels on your flashcard with filling gaps. In this way, you can use it for a quick diagnostic assessment.

Check learners' understanding of all the expressions in the "Vocabulaire illustré"

 including the one in the lady's speech bubble at the top ("Soignez-vous bien!")
 which learners will probably recognise from previous years.

- Play the following song from YouTube:
  - https://www.youtube.com/watch?v=2Dw--QItCGo
- Ask learners to listen carefully and to pay particular attention to the little boy's speech.
- Ask learners: "Est-ce que le petit garçon est en bonne santé ou est-ce qu'il est malade?"
   As you ask this question, stress the words
   "bonne santé" and "malade". Write both terms on the writing board and check learners' understanding.
- Replay the video and ask your learners to do activity 2 on page 77 of the Learner's Book.
- 2. As they hear the song for the second time, learners should fill in the gaps with the appropriate words. By now, they should be familiar with all the vocabulary that they will need for the activity (and be able to identify these words in the video quickly). Depending on the academic level of your class, you may decide to write the words on the writing board, to help learners with sound/ word recognition, if really necessary.

- 2. Il est <u>malade</u>. Il a mal à <u>la tête</u>, au <u>ventre</u>, à la <u>gorge</u> et aux <u>oreilles</u>! Il a <u>mal</u> partout! Il doit aller <u>chez</u> le <u>docteur</u>.
  - The body parts that your learners will be writing in the filling gaps are linked, in the song, to the now-familiar structure:
    - verb "avoir" (conjugated in the present tense) + mal au/ à la/ à l'/ aux + the name of the body part
  - However, your learners will also hear two other body parts ("le bras" and "la jambe") in the song. They should notice that these are linked to the verbal expression "se faire mal" (to hurt). Explain this with more or less detail, depending on the academic level of your learners.
- **3.** a)—b) Learners listen to seven short sentences, referring to important hygiene practices. They then fill in the gaps (on page 78 of the Learner's Book) with the words that they hear.

- Allow learners enough time to engage with the list of words provided.
- Learners should fill in the gaps as they hear each word. This is a great sound—word recognition activity which also enables your learners to expand their vocabulary.

# Listening activity script

- 1 Il faut <u>jeter</u> les <u>ordures</u> dans la <u>poubelle</u> et <u>préserver</u> l'<u>environnement</u> de sa <u>communauté</u>.
- 2 Il faut <u>dormir</u> à l'<u>heure</u> fixe, manger de manière <u>équilibrée</u>, faire du <u>sport</u> et <u>boire</u> assez d'<u>eau</u>.
- 3 Il faut faire la <u>lessive</u> fréquemment et <u>repasser</u> ses habits.
- 4 Il faut <u>rincer</u> les fruits et les légumes avant de les <u>consommer</u> et il faut couvrir la <u>nourriture</u>.
- 5 Il faut <u>balayer</u>, <u>nettoyer</u> et <u>désinfecter</u> sa maison.
- 6 Il faut se <u>laver</u> chaque jour et prendre bien <u>soin</u> de son corps.
- 7 Il faut respecter des règles et des **protocoles sanitaires** pour se protéger contre la Covid-19.
  - Let learners listen to the Listening activity script twice more to confirm that they have filled in the gaps correctly.
  - Correct the activity by inviting seven
    volunteers each to read a complete sentence.
    The rest of the learners should state whether
    they agree or disagree. For the answers to this
    activity, kindly refer to the words in purple
    and underlined in the Listening activity
    script provided above.
  - Learners should have noticed the use of the French impersonal expression "Il faut" in the sentences of the activity. Draw their attention to the "Petit rappel" and Bell boxes (at the bottom of page 78 of the Learner's Book) and ensure good understanding while revising this content. Clarify any queries that your class may raise at this point.
  - Draw learners' attention to the "Prononciation" box also on page 78 of the Learner's Book.
     Ensure good understanding and pronunciation of the French word "habits".

#### Indicator:

• B7.3.2.1.2: S'exprimer sur l'hygiène et la santé

### PARLER – Production orale/ Interaction orale

- 1. Learners sing the song from activity 2 on page 77 of the Learner's Book. Guide and assist where necessary, providing help with vocabulary or further clarification as necessary..
- 2. In pairs and taking turns, learners role-play the dialogues (A–C) on page 79 of the Learner's Book.
  - Walk around the classroom, listening to learners' role plays. Guide, assist and correct learners as appropriate. Check their understanding and pronunciation.
  - Invite three pairs of learners (one pair per dialogue) to present the dialogues in front of the class. Monitor and correct them as necessary.
  - Challenge your learners by asking the class what Abena (dialogue C) might have added to her response to François, knowing that he was not feeling well. Considering the vocabulary that learners already know, acceptable answers might be, for example: "Soigne-toi bien, François!"/ "Va voir le docteur!"/ "Tu dois aller chez le docteur.". In case your learners do not already know the term, take the opportunity to introduce the word "dentiste" ("Va voir le dentiste!/ Tu dois aller chez le dentiste!"). In this way, you gradually start to introduce learners to the names of more specific types of medical doctors in French.
  - Draw learners' attention to the French verbs "se soigner" and "voir" and point out the reference to the "Tableaux de référence" section (pages 162 and 166 of the Learners' Book).
- **3. a)** Working in different pairs to the previous activity, learners now prepare and role-play a short dialogue between a medical doctor and someone who is sick.

**Note:** For the purpose of this role-play activity, ask your learners to use only the "vous de politesse" for both the medical doctor and the patient.

b) Walk around the classroom, listening to the learners as they prepare their dialogues. Check that their questions and answers are relevant, appropriate and correct. Depending on the academic level of your learners, you may need to guide and assist them with a list of some sample questions and answers, such as:

### **Questions:**

- Comment allez-vous?
- Comment vous vous portez?
- Qu'est-ce que vous avez?
- Qu'est-ce qui ne va pas?
- Avez-vous mal à la tête/ au ventre/ aux genoux/ aux dents, etc.?
- Prenez ce papier et allez au laboratoire. Nous allons faire des analyses, d'accord?

#### **Answers:**

- Je ne me sens pas bien.
- Ca va mal.
- Ça ne va pas bien.
- Je vais mal.
- J'ai mal partout.
- Je me sens faible.
- J'ai mal aux dents/ aux jambes/ au dos/ au cou/ aux oreilles/ aux yeux, etc.
- Mon bras/ ma jambe me fait très mal.
- D'accord./ Bien sûr, docteur.
  - The expression "avoir maux de (tête/ ventre, etc.)" will be introduced later in this series.
     However, if you feel that your class is ready to learn it now, explain it briefly and let your learners practise it as part of their role plays.
  - c) Learners role-play their dialogues in front of the class. Guide and correct learners as appropriate and necessary.
- **4.** Working in pairs and taking turns, learners role-play the scenarios on pages 80–81 of the Learner's Book.
  - Each learner to read one speech bubble at a time.
  - Walk around the classroom, listening to their role plays. Guide, assist and correct learners as appropriate. Check their understanding and pronunciation.

- Play the following videos from YouTube:
  - https://www.youtube.com/watch?v=u\_caLAieMsE
  - https://www.youtube.com/watch?v=DPFH0xdx7H0
  - https://www.youtube.com/watch?v=920pg5afEkY
- These very basic, simple and clear French videos are a nice way to encourage good hygiene practices in the learners.
- The first two links focus on the importance of brushing our teeth well and regularly.
- The third link invites learners to sing along, as a class, about the hygiene of our bodies in general.
- The link below gives learners more (quite detailed) information about the importance of toothbrushing in their specific age group. You may like to share this link with your learners too:
  - https://www.ufsbd.fr/espace-grand-public/ espace-enfants/12-15-ans/
- 5. a)-c) Learners to share with you and their classmates the good habits and hygiene practices that they normally follow.
  - Learners to mention what they normally do (or don't do) in order to keep themselves clean and in good health.
  - Encourage your learners to use a dictionary, if necessary, and to add any new words to their "Dictionnaire personnel".
- Draw learners' attention to the "Petit rappel" box on page 81 of the Learner's Book and clarify any queries that they may have.
- Draw learners' attention to the ICT box also on page 81 of the Learner's Book.

Learners to do some research (in magazines, newspapers, online, by talking to people in their communities, etc.). They should find out about some of the greatest and most creative initiatives that have taken place worldwide since 2020 to raise awareness of the importance of good hygiene (in general, and in the fight against Covid-19).

- Encourage learners to include some pictures, if possible.
- Learners should share their findings (in French) in class.
- Monitor, guide and assist learners as necessary.

#### Indicator:

• B7.3.2.1.3: Lire, comprendre et réagir à un texte sur l'hygiène et la santé

# LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text "Lavez-vous bien les mains!" to themselves and engage with all the content and vocabulary.
  - Invite two volunteers to read the text aloud (one playing the role of Doctor Wilma and the other, the role of Kacely).
  - Check for good understanding and pronunciation. Guide and correct learners.

### Pour s'amuser

- 1. a)—c) Working in groups of three, learners prepare a sketch to educate society in general about good hygiene practices.
  - Invite three groups of learners to present their sketches in front of the class.
  - Monitor, guide and correct as necessary.
- 2. a)—e) Learners to indicate whether each statement about the text in activity 1 is true or false. They should correct any false statements.
  - Tell your learners to do the activity individually and in writing.
  - Invite five learners (one per statement) to share their answers aloud. The rest of the learners should state whether they agree or disagree.
  - Guide and correct learners as necessary.

# Answers

- **2.** a) Faux. Le texte nous sensibilise à l'importance de se laver bien les mains.
  - **b**) Vrai.
  - c) Faux. On doit laver nos mains régulièrement (avant de cuisiner, avant les repas ainsi qu'après avoir utilisé les toilettes).
  - d) Vrai.
  - e) Faux. Le lavage des mains est une habitude fondamentale et de base qu'il faut prendre dès le plus jeune âge. C'est une habitude qui concerne toutes les personnes (et pas seulement les personnes âgées).

# Observer et apprendre

### How to form the gerund in French

- Go through the "Observer et apprendre" box on page 83 of the Learner's Book with your learners. Provide as many extra explanations and examples as required.
- Draw learners' attention to the Question box and prompt them to find relevant examples in the text on page 82 of the Learner's Book. (Answers: en adoptant; en lavant)
- 3. Give learners enough time to read the text to themselves and to engage with all the new vocabulary. Prompt them to refer to the "Vocabulaire" and Phrase boxes at the bottom of page 84 of the Learner's Book. Remind them to use a dictionary too, if necessary.
  - Read the text to your class. Learners to listen attentively, paying attention to the pronunciation.
  - Invite five learners to read the text aloud one to read the heading and the first line of the text, the other four learners to read one paragraph each. To conclude, the class reads the last line of the flyer together: "Votre santé est notre priorité!"
  - Check learners' pronunciation and clarify any questions as necessary.
- Refer your learners to the conjugation (in the present tense) of the verb "tomber" (on page 162 in the "Tableaux de référence" section of the Learners' Book). Prompt your learners to conjugate it for all the grammatical persons. Start by saying "Je tombe malade." Learners repeat after you and continue the conjugation for all the other grammatical persons in the present tense.
  - This is a good homework activity.
- Learners should be able to find the French names of some common illnesses and share their findings in class. Remind learners to add these new words to their "Dictionnaire personnel".
- Examples of the French names for some common illnesses are: le paludisme (la malaria), le diabète, le sida, la Covid-19, l'asthme, etc. Accept any correct answers.
- Monitor, assist and correct learners as necessary.

- 4. This activity is a useful way for learners to check their own text comprehension while building on their knowledge and vocabulary. Learners tick the appropriate option to finish each sentence correctly.
  - Correct learners as necessary and clarify any questions that they may have.

# Answers

**4. a**) C

**b**) A

**c**) B

**d**) C

**e**) B

**f**) A

#### **Indicator:**

 B7.3.2.1.4: Écrire un texte simple sur l'hygiène et la santé

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners write to a medical doctor to tell him/ her about their health status and the hygiene measures they take.
  - Encourage your learners to use as much vocabulary from the unit as possible.
  - Check your learners' texts and give them the opportunity to rewrite their texts correctly in response to your feedback.
- 2. The purpose of this activity is to give your learners the opportunity to continue practising their writing skills while using as much French vocabulary from the unit as possible.
  - In groups of three, learners prepare a large, eye-catching poster to educate their school community on the importance of personal hygiene.
  - Guide and correct learners as necessary.
- Draw learners' attention to the Bell box (at the bottom of page 85 of the Learner's Book) and ensure good understanding of the French expression "apprendre [something] à [someone]".

#### C'est l'heure de la dictée!

- We suggest that you dictate all the speech bubbles in the "Vocabulaire illustré", on page 77 of the Learner's Book, to consolidate the topic and finalise the teaching of this unit.
- Check learners' work and correct as necessary.

# PRATIQUER, PRATIQUER, PRATIQUER!

- 1. a) Learners prepare a large, eye-catching poster to indicate the foods that they have eaten (or are planning to eat) on that day. Remind learners to add labels/ captions too.
  - For further practice, ask your learners to add a small section at the bottom of their posters to show what they have had to drink (or are planning to drink) on that day.
  - **b)** Learners present their posters to their class.
    - Encourage learners to display their posters in their kitchen at home. That will allow them to share their knowledge and progress in the French language with their families.
- 2. a)—c) This is a great activity to consolidate as much of the vocabulary learnt in the unit as possible. Learners fill in the template provided, writing and drawing a complete and healthy menu for their school's canteen. Encourage learners to include dishes that use local ingredients.
  - Invite a few learners to share their menus with the class.
  - Correct your learners' work and clarify any queries that they may have.

### **EXTRA ACTIVITY**

- For further practice and as a challenge, tell your learners to imagine that the week after next will be "La semaine de la francophonie". Then, tell them to draw up a complete menu for that special week.
- Ensure that learners include dishes that are favoured in different francophone countries (for example: la ratatouille, la fondue, etc.).
- Correct learners' work and provide your class with any extra information about francophone dishes that you may find relevant and appropriate.

- **3.** a)-b) Let your learners look at the three illustrations (A–C) and familiarise themselves with the context of each one.
  - Learners listen to three different texts where three different people (Madame Lancry, Madame La Fayette and Rosebelle) describe their health status.
  - As they listen to the script, instruct learners to match each text/ person to the correct image.

# Listening activity script

### Texte 1

Bonjour! Aujourd'hui, je ne me sens pas bien. J'ai mal au dos et au cou.

#### Texte 2

Bonjour! Je suis en très bonne santé parce que j'adore manger des fruits et des aliments sains.

#### Texte 3

Bonjour! J'ai le rhume. Atchoum, atchoum, atchoum...

- Let learners listen a second time to confirm their answers
- Invite three learners (one per image) to share their answers aloud, by saying the name of the person and the respective text number.
- Guide and correct learners as necessary.

# **Answers**

- 3 a)-b) A Madame Lancry. [Texte 3]
  - **B** Madame La Fayette. [Texte 1]
  - C Rosebelle. [Texte 2]
- **4.** Learners write a short message to inform a friend that they are sick and to tell about the hygiene measures that they are taking.
  - In their messages, they should refer to the type of sickness that they are experiencing.
  - Accept any correct answers. Check their texts and correct them where necessary.

#### Où est l'ordinateur? **UNITÉ 1**



### Suggested teaching time:

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

Situer les objets, les personnes et les lieux dans l'espace

### Introduction

In this unit, learners will revise and learn more about French prepositions of place. They will expand their vocabulary and learn new prepositions and expressions related to the topic (including the French names of the cardinal points).

Through a number of visual and practical activities, learners will use different French prepositions to locate objects, people and buildings/ places.

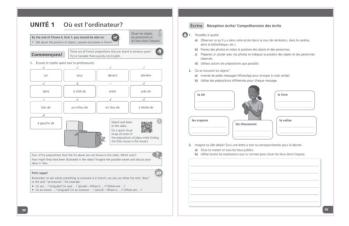
This unit also provides a great opportunity to take learners out of the classroom. It is important that you encourage them to engage, observe, think and talk about the location of different objects, people and buildings in their own communities.

They will also learn how to ask about the distance between two places in French and then to indicate the approximate number of kilometers between them.

This is a long unit which invites a lot of communication and interaction between your learners, in French, while they pay close attention to the location of objects, people and buildings/ places in their surroundings.

# (C) RESOURCES

Learner's Book: pp. 88–99



### **Optional extra materials:**

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

# **MEY WORDS**

- Sur
- Sous
- Devant
- Derrière
- Dans
- À côté de
- Entre
- Près de
- Loin de
- Au milieu de
- En face de
- À droite de
- À gauche de
- Parmi
- Autour de
- Au-dessus de
- Au-dessous (en dessous) de
- En dehors de
- Au nord/ sud de
- À l'est/ l'ouest de
- Au centre/ bord de
- Vers
- Kilomètre
- \* The names of buildings/ places labelled on the city plans (on pages 90 and 96)

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

- ★ Où est ...?
- ★ Où se trouve ...?
- ★ Où se situe ...?/ Où est situé(e) ...?
- ★ Il/ Elle est/ se trouve/ se situe/ est situé(e) ...
- \* À quelle distance du/ de la/ de l' ... est/ se trouve/ se situe/ est situé(e) le/ la/ l' ...?
- \* À combien de kilomètres du/ de la/ de l' ... est/ se trouve/ se situe/ est situé(e) le/ la/ l' ...?
- ★ Le/ La/ L' ..., c'est à quelle distance du/ de la/ de l' ...?
- ★ C'est à ... kilomètre(s).

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will build on what they learnt in previous years about French prepositions of place and how to describe the location of objects, people and places.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 88 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Draw learners' attention to the title of the unit and ask them to translate it quickly into English. The majority of learners should be able to answer without hesitation: "Where is the computer?". Stress the word "Où" (Where) and ensure clear understanding as learners will see, hear and use this word often throughout this topic.
  - Guide and assist your learners and clarify any queries that they may have at this stage.

# COMMENÇONS!

- 1. This is a recap activity for learners to revise the French prepositions of place that they learnt in previous years.
  - Read each preposition (on page 88 of the Learner's Book) aloud. Learners to repeat after you. Check for correct pronunciation.
  - Point out the Bell box on the page and prompt your class to translate each of the prepositions into English. This is an important activity which allows for diagnostic assessment. Guide and assist learners as necessary to ensure clear understanding.

- Play this video from YouTube:
  - https://www.youtube.com/watch?v=PYVf5ai4Vqs
- Learners to watch and listen to the video attentively, as they continue to revise (this time, with a fun, visual reference) some of the French prepositions of place.
- Tell learners to read the Question box on page 88 of the Learner's Book and then replay the video. Learners should notice that the prepositions "près de", "loin de", "au milieu de" and "en face de" are not covered in the video. In a quick class discussion, allow learners to think creatively and to share their ideas on how those four particular prepositions could have been represented in the video. Learners' ideas and suggestions will vary. Accept any ideas that are appropriate to the context of the scene in the video.
- Building on your earlier recap of the word "Où", draw learners' attention to the "Petit rappel" box at the bottom of page 88 of the Learner's Book.
  - Remind learners that the French verbs "être" and "se trouver" are used when asking where something or someone is in French. Then, prompt them to turn their attention to the cat images (A–K) on page 89. Say aloud: "Où est le chat?"/ "Où se trouve le chat?". Pause there and let learners begin to engage, quietly and individually, with the activity that follows.

### **Indicator:**

 B7.4.1.1.1: Écouter, comprendre et réagir à une conversation/ une présentation dans laquelle l'on parle de la position des objets, des personnes dans l'espace ou des lieux

# ÉCOUTER – Réception orale/ Compréhension de l'oral

- 1. Read the activity instruction (at the top of page 89 of the Learner's Book) aloud and check that learners have a clear understanding of what is expected. Learners should listen to the Listening activity script attentively and match each sentence to the correct image.
  - Point out the Bell box on the page and remind learners that there is no subject personal

- pronoun for "it" in French. Instead depending on the grammatical gender and number of the animal(s) or object(s) that the pronoun refers to - we use "il", "elle", "ils" or "elles".
- Learners should then notice that "il" (rather than "chat") is used in some of the sentences (of the Listening activity script) and clearly understand its use.

# Listening activity script

### Où est le chat?/ Où se trouve le chat?

- 1 Le chat est dans la boîte.
- 2 Il est sous la table.
- 3 Le chat est entre la table et la chaise.
- 4 Il est sur la table.
- 5 Le chat est au milieu des chaises.
- 6 Il est à gauche de la chaise et à droite de la table.
- 7 Le chat est devant la table.
- 8 Il est derrière la table.
- 9 Le chat est en face de la chaise.
- 10 Il est à côté de la table.
- 11 Le chat est près de la chaise et loin de la table.
  - Let learners listen to the sentences a second time to confirm their answers.
  - Invite 11 learners (one per image) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct learners as necessary.



### Answers

- 1. A 4B-2C - 10D-8 $\mathbf{E} - 3$  $\mathbf{F} - 1$ G - 11H-7K-9I-5I-6
- 2. Learners listen attentively to the second Listening activity script which clearly describes the position of each object/ person. From what they hear, learners should be able to identify and tick the correct image (A or B) at the bottom of page 89 of the Learner's Book.



# Listening activity script

### Peux-tu dire quelle est l'image?

Voici la maison de mes grands-parents. Mon frère et moi, nous adorons leur rendre visite pendant le week-end.

# Listening activity script (continued)

Il y a une table et quatre chaises au milieu de la maison. Le chat est sous la table.

Il y a un panier à magazines à gauche du canapé. La télévision est en face du canapé.

Sur la table, il y a un vase à fleurs, deux livres et un stylo.

Dans cette image, je suis dans le lit. Devant le lit, il y a un coffre à jouets. Mon cartable est à gauche du coffre à jouets.

À gauche du lit, il y a une table de chevet. Elle est entre le lit et l'armoire.

Ma grand-mère est dans la salle de séjour. Elle est sur le canapé. Mon frère est derrière le canapé.

Le chien est sur le tapis et il est en face de la télévision.

Le réfrigérateur est à droite du placard. Les casseroles sont dans le placard.

Il y a aussi une casserole sur la cuisinière.

Mon grand-père est en face de la cuisinière.

Peux-tu dire quelle est l'image? C'est l'image A ou l'image B?

### Answers

- 2. C'est l'image A.
- 3. a)-b) Give learners enough time to familiarise themselves with both the instructions to activity 3 and the city map on page 90 of the Learner's Book.
  - Read the labels on the image aloud to your learners so that they can start to revise the names of different buildings in French.
  - Read the questions "Où est ...? Où se trouve ...? Où se situe ...?" aloud to your class. Then immediately draw your learners' attention to the "Petit rappel" and Question boxes (at the bottom of page 90 of the Learner's Book) and the Bell box (at the top of page 91).
    - Go through those three boxes with your class and clarify any queries that may arise.
  - Highlight the French names of the different cardinal points and ensure good understanding. Refer learners to the compass rose (at the bottom right corner of the city map on page 90) for a quick visual reference to the four main cardinal points in French.

- Guide, assist and correct learners as necessary.
   Answers:
  - au nord/ sud de ... to the north/ south of ...
  - à l'est/ l'ouest de ... to the east/ west of ...
  - au centre/ bord/ milieu de ... in the centre/ on the edge/ in the middle of ...
  - devant  $\dots$  *in front of*  $\dots$
  - derrière ... *behind* ...
  - près/ loin de ... near to/ far from ...
  - en dehors de ... outside the ...
  - entre ... et ... *between* ... *and* ...
  - à côté/ droite/ gauche de ... next to/ on the right/ left of ...
  - en face de ... opposite/ facing ...
  - autour de ... around ...
  - vers ... towards ...
- Learners should also clearly understand that, when indicating the location of a building/ place in French, they can use the verbs "être", "se trouver", "se situer" or the structure: verb "être" + the past participle "situé(e)s".
- Point out the Question box (at the top of page 91 of the Learner's Book) and ask learners to conjugate both verbs ("se trouver" and "se situer"), in the present tense, as a class. Learners should be able to indicate that these are called "reflexive verbs". Clarify any queries that your learners may raise at this point.
- 4. Ask learners to look again at the city map on page 90 of the Learner's Book. This time, prompt them to pay special attention to the location of the different buildings, as well as to the compass rose at the bottom right corner of the image.
  - Read statements a)—h) (from the "Vrai/ Faux" table on page 91 of the Learner's Book) to your class and give learners enough time to consider whether each of these is true or false. Learners are then to tick the appropriate blocks.
  - Invite eight learners to share their answers with the class, correcting the false statements aloud. The rest of the class should listen attentively and state whether they agree or disagree with the answers they hear. Guide, assist and correct learners as necessary.

**Note:** Learners' answers correcting false statements may vary. Accept any correct answers, ensuring that learners make use of suitable prepositions of place when correcting the false statements.

# Answers

- **4. a**) Faux. La station-service se trouve à côté de l'église/ devant le marché/ à droite du parc.
  - **b**) Vrai.
  - c) Faux. Le restaurant est entre le parc et l'hôtel de ville/ à gauche de la banque centrale.
  - d) Faux. L'église est au sud de la ville et à droite de la station-service.
  - e) Faux. L'hôtel se trouve au nord-est de la ville.
  - f) Faux. Le commissariat de police se situe derrière l'hôpital.
  - g) Vrai.
  - h) Vrai.
  - Draw learners' attention to the "Petit rappel" box on page 91 of the Learner's Book. Go through this box with your class, using more or less detail as you may find appropriate and necessary.
- **5.** This (on page 92 of the Learner's Book) is a great activity for learners to practise their listening skills while revising key vocabulary.
  - Learners listen to the Listening activity script ("Dans ma ville ...") and fill in the gaps with the words that they hear.
  - Point out that the words that the learners will need to fill in the gaps are listed in the word boxes above the text. This will help them with good sound/ word recognition while ensuring correct spelling as they complete the exercise.

# Listening activity script

#### Dans ma ville ...

L'école primaire se situe <u>devant</u> l'hôpital et la pharmacie.

La pharmacie est <u>à côté de</u> l'hôpital, de la mosquée et du restaurant.

La banque centrale se trouve <u>en face de</u> l'école primaire. Le restaurant est situé <u>près de</u> l'hôtel et <u>loin de</u> l'hôtel de ville.

# Listening activity script (continued)

L'hôtel de ville est <u>entre</u> le commissariat de police et l'église.

L'église est <u>à droite de</u> l'hôtel de ville et <u>à gauche de</u> la bibliothèque.

La bibliothèque se trouve <u>au centre de</u> la ville et <u>au</u> milieu du parc.

Le parc se situe <u>vers</u> la gare et <u>autour de</u> la bibliothèque.

La gare se trouve <u>au nord de</u> la ville.

Le musée d'arts et l'hôtel se situent <u>au bord de</u> la mer. Ma maison est <u>au sud de</u> la ville et <u>derrière</u> le musée d'arts.

- Let learners listen to the text one more time to confirm their answers.
- Correct as necessary and clarify any queries that your learners may have at this stage.
- For the answers, kindly refer to the words in purple and underlined in the Listening activity script provided above.
- Monitor, guide and assist learners as necessary.

# Observer et apprendre

# How to ask about the distance between two places in French

- Draw learners' attention to the "Observer et apprendre" box on page 92 of the Learner's Book. Go through it with them.
- Ask learners to look at exercise 6 on page 93 of the Learner's book. Draw their attention to the answer options provided for questions c, d and e. These are all good examples of what the "Observer et apprendre" box teaches and summarises for the class.
- **6.** Tell your learners that they will be listening to a dialogue in which someone (Joojo) talks about the location of different buildings/ places in his village.
  - Let learners familiarise themselves with the questions (a– f) of exercise 6 (on page 93 of the Learner's Book) to give them an idea of what they will need to pay special attention to in the dialogue.
  - The Listening activity script is a long dialogue. Let learners listen to it as many times as you feel necessary.

# Listening activity script

Lariba: Bonjour, Joojo! Tu vas bien?

Joojo: Je vais très bien, merci. Et toi?

**Lariba:** Ça va bien, merci. Joojo, est-ce que tu peux me parler un peu de ton village, s'il te plaît?

Joojo: Oui, bien sûr, avec plaisir, Lariba.

**Lariba:** Alors, qu'est-ce qu'il y a dans ton village, Joojo?

Joojo: Dans mon village, il y a de petites et jolies maisons. Il y a aussi un parc, un restaurant, une école, une pharmacie, une mosquée, une église, un marché, une bibliothèque et une mairie.

Lariba: Où se trouve ta maison?

Joojo: Ma maison se trouve à côté du parc. Elle est aussi juste à cinq kilomètres de la pharmacie.

**Lariba:** Est-ce que ta maison se trouve au nord du village?

Joojo: Non, ma maison ne se situe pas au nord du village. Elle est située au sud-est du village. Au nord du village, on peut trouver le restaurant.

Lariba: Et le marché, où est-il?

Joojo: Le marché est autour de l'église et derrière la bibliothèque. J'adore la bibliothèque du village! Elle est à trois kilomètres de la mosquée.

**Lariba:** Est-ce que tes grands-parents habitent dans le village aussi?

**Joojo:** Oui, la maison de mes grands-parents se trouve à deux kilomètres de l'école.

**Lariba:** Merci Joojo pour toutes les informations sur ton village.

Joojo: Il n'y a pas de quoi, Lariba. Tu le sais?

Ce samedi, il y a une fête dans notre
communauté. Veux-tu venir? Alors, je peux
te montrer tous les lieux de mon village!

**Lariba:** Oui, quelle bonne idée! Merci beaucoup pour ton invitation.

- Learners tick the option that they think best answers each question.
- Invite six volunteers (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.
- Monitor, guide and correct learners as necessary.

- **6.** a) C
- **b**) A
- **c)** A

- **d**) B
- **e**) C
- **f**) C
- Draw learners' attention to the "Le sais-tu?" and Bell boxes, at the bottom of page 93 of the Learner's Book, and clarify any queries that they may have.

### **EXTRA ACTIVITY**

- Play the following song from YouTube:
   https://www.youtube.com/watch?v=3zRAjXA8uJg
- You may decide to play this simple song to your learners, at any time that you feel is relevant or appropriate, as you teach this unit.
- Tell your learners to listen carefully and follow the words of the song.
- Draw learners' attention to the prepositions ("proche de", "près de", "loin de" and "en face de") as well as to the names of the buildings/ places that are mentioned in the video.
- Replay the video and prompt your learners to sing along as a class.

#### Indicator:

 B7.4.1.1.2: Parler de la position des objets, des personnes dans l'espace ou d'un lieu par rapport à l'autre

### PARLER – Production orale/ Interaction orale

- 1. Learners should study the large illustration on page 94 of the Learner's Book paying close attention to all the tiny details and then answer the questions (a–n), at the bottom of the page, orally.
  - Invite 14 learners (one per question) each to read a question aloud and then give an appropriate answer. The rest of the learners should listen attentively and state whether they agree or disagree with the answers provided. Check for correct pronunciation.
  - Monitor, guide and correct learners as necessary. Some questions have multiple correct answers. Accept any correct ones. Some possible answers are provided in the next column.

# Answers

- a) Le chat/ Il se trouve dans l'armoire. Le chat/ Il se trouve à côté/ près/ à gauche des boîtes.
  - Le chat/ Il se trouve à côté/ près/ à droite d'Ama.
  - Le chat/ Il se trouve sous les vêtements.
  - Les pantoufles/ Elles sont sous le lit.
     Les pantoufles/ Elles sont à gauche du tapis.
  - c) C'est Yihana.
  - d) C'est Ama.
  - e) L'ordinateur/ Il est sur le bureau bleu. L'ordinateur/ Il est entre la trousse et le vase à fleurs.
  - f) La valise/ Elle est sur le lit.
  - **g**) Les chaussettes jaunes/ Elles se trouvent dans la valise.
  - h) Les chaussures/ Elles sont sous la table marron.
  - Le cartable/ Il est devant la chaise marron. Le cartable/ Il est entre la chaise et la table marron.
  - j) L'orange/ Elle est à côté du cartable.
     L'orange/ Elle est derrière les frères jumeaux.
  - k) La raquette de tennis/ Elle se trouve devant le lit.
     La raquette de tennis/ Elle se trouve à la gauche/ à côté de la boîte rouge.
  - Les chaussons de ballet/ Ils se trouvent à la droite de la boîte rouge.
     Les chaussons de ballet/ Ils se trouvent près du lit.
  - m) La table et la chaise marron/ Elles se trouvent au milieu de la chambre à coucher. La table et la chaise marron/ Elles se trouvent derrière les frères jumeaux.
  - n) L'avion/ Il est loin de la chambre à coucher.

### **EXTRA ACTIVITY**

- Prepare some extra questions to ask learners, as a class, about the illustration on page 94 of the Learner's Book. This is a great way for learners to keep practising their speaking skills while recapping and learning new vocabulary.
- **2. a)** Learners each draw their bedrooms, showing as many objects as possible.

- b) In pairs and taking turns, learners should then ask and answer questions about the placement of different objects, using their drawings as a visual reference. This activity gives learners a great opportunity to practise their use of different French prepositions of place while revising and learning vocabulary.
  - Encourage learners to check a dictionary, if needed, and to add any new words to their "Dictionnaire personnel".
  - Encourage learners to use as much new vocabulary and as many prepositions of place as they can in their dialogues.
  - Walk around the classroom, listening to their dialogues. Check for correct pronunciation. Guide, assist and correct learners as necessary.

# Observer et apprendre

### More about French prepositions

- Tell learners that they will be introduced to some new French prepositions of place which they will be expected to start using in their dialogues and activities from now on.
- Allow learners enough time to read through this "Observer et apprendre" box in order to engage fully with the three new French prepositions of place that are now introduced.
- Then, go through the explanation with them, reading each preposition (and example) slowly and clearly to ensure good understanding and pronunciation.
- Point out the "Prononciation" box and let learners repeat the words "sur", "sous", "dessus" and "dessous" after you. Check learners' pronunciation and correct them as necessary.

### **EXTRA ACTIVITY**

- To consolidate all the French prepositions of place that your learners have revised and learnt so far throughout this unit, we suggest that you play the following video to your class:
  - https://www.youtube.com/watch?v=AW5rdguq0q0
- In addition to providing a great visual revision, this video also introduces an extra French preposition of place to your learners: "contre" (against). They can also start to practise it in their dialogues from now on.

- We suggest that you do the nice, practical and meaningful activity, shown at the end of the video, with your class.
- **3.** a) Working in groups of three, learners should each draw their ideal classroom.
  - b)-c) They should then, in turn, share their drawings with the rest of the group and describe the placement of the objects and people, using as many French prepositions of place as they can.
  - Walk around the classroom, listening to their dialogues. Check learners' pronunciation.
     Guide, assist and correct them as necessary.

### Pour s'amuser

- 1. a)—b) Select a few items of your choice (for which the French names are familiar to your learners) and hide them in different places in your school/ classroom.
  - Organise your class into groups of five and give each group a clear, short and relevant clue, indicating the location of one of the hidden objects. Examples: "La mangue est sous l'une des tables de la salle de classe."; "La boîte verte est devant la fenêtre de la cantine.", etc.
  - For your clue sentences, use a variety of prepositions of place to give your learners a good opportunity to practise the topic under study.
  - Ask each group member to repeat the clue sentence provided, stressing the preposition(s) in use. Ensure good pronunciation and understanding.
  - Based on the given clues, each group should be able to find the relevant hidden object and show it to the rest of the class.
  - Monitor and assist learners as appropriate.
- 2. a)—b) Following on from the previous activity, and working now in groups of four, learners have the opportunity to hide an object (one object of their choice, per group) in the school environment.
  - This time, each group of learners will provide you with a clue sentence. Based on the clues provided, you will find their respective hidden objects.

- Allow learners enough time to prepare their clue sentences and to hide their objects.
- Check for good use of the different prepositions of place and ensure good pronunciation.
- **4.** a)—b) Working in groups of three, learners look at the city map (on page 96 of the Learner's Book) and familiarise themselves with the context of the dialogue that they will be role-playing next.
  - Taking turns in their groups, learners roleplay the dialogue at the top of page 96 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues. Check for good understanding and pronunciation. Assist and correct learners as necessary.
  - You may like to invite two groups to role-play their dialogues in front of the class.
- 5. a)—d) Working in pairs this time, learners look again at the city map (on page 96 of the Learner's Book). They imagine a short dialogue in which they take turns to ask (and answer) questions about the position of the different buildings/ places on the map.
  - Walk around the classroom, listening to their dialogues. Check that the questions asked are relevant and appropriate. Also check for good use of vocabulary and good understanding of the location of the different buildings/ places that they choose to reference in their dialogues. Guide, assist and correct learners as appropriate.
  - Invite a few pairs of learners to share their dialogues in front of the class.

#### **Indicator:**

 B7.4.1.1.3: Lire, comprendre et réagir à un texte simple dans lequel l'on parle de la position des objets, des personnes, ou d'un lieu

# LIRE – Réception écrite/ Compréhension des écrits

**1.** Allow learners enough time to read the poem on page 97 of the Learner's Book to themselves.

- Select a suitable tune of your choice and prompt your learners to sing along as a class. Check their pronunciation and correct them as necessary.
- Ask your learners to sing the poem once again. This time, ask them to clap when they find a French preposition of place in the text. This will make reading and "singing" the text even more meaningful and fun for the learners. Learners should then clap as they read/ sing the following prepositions: "devant", "loin de", "parmi", "sous", "sur", "à côté du", "à gauche du", "au-dessous du", "en face des", "à droite des", "près des" and "derrière".
- 2. Learners answer the questions (a–h), on page 98 of the Learner's Book, about the poem that they have just read/ sung.
  - Learners should first answer each question, individually, in writing.
  - Then, ask for eight volunteers (one per question) to share their answers aloud.

    The rest of the learners should listen attentively and state whether they agree or disagree.
  - Monitor, assist and correct learners as necessary.

# Answers

- 2. a) Oui, le chien est derrière Maman.
  - b) C'est une/ la fourmi.
  - c) Le pendule à coucou/ Il est au-dessus du canapé.
  - d) C'est Maman.
  - e) Non, Kofi/ il n'est pas loin du bébé. Il/ Kofi est près de lui/ du bébé.
  - **f**) Non, la souris/ elle ne se trouve pas sur le lit. La souris/ Elle se trouve sous le lit.
  - g) Ce sont les grands-parents.
  - h) Non, la photographe/ elle n'est pas autour des enfants. Elle/ La photographe est en face d'eux.

**Note:** When discussing the suggested answers to 2e and 2h above, you may like to take the opportunity to remind your learners briefly about the use of the French stressed personal pronouns after a preposition (by prompting them to refer to page 155 in the "Tableaux de référence" section of their Learner's Book).

- 3. Learners read the text on page 98 of the Learner's Book and answer the questions that follow.
  - Allow enough time for learners to read the text to themselves.
  - Invite a few learners to read different paragraphs of this text aloud.
  - Check and correct their pronunciation as appropriate.
  - Learners should answer the questions orally. Invite eight learners (one per question) to answer them aloud. Guide and correct learners as necessary.

- **3.** a) Yawa est en vacances, à la campagne, dans un petit village situé au nord de la France.
  - **b)** Non, il se trouve au nord de la France.
  - c) Les gens du village sont très sympas (sympathiques).
  - d) Non, l'hôtel ne se situe pas au bord de la mer. Il est situé au bord de la rivière.
  - e) Le parc, c'est à deux kilomètres de l'hôtel.
  - **f**) Yawa prend tous ses repas au restaurant de l'hôtel.
  - g) Non, la clinique n'est pas située à l'est du village. Elle est située au sud du village, à côté de la boulangerie-pâtisserie.
  - h) C'est la mairie.

### **Indicator:**

 B7.4.1.1.4: Décrire à quelqu'un/ échanger avec quelqu'un la position des objets et des personnes dans l'espace ou là où on trouve un lieu

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. a)-d) In groups of four, learners prepare a poster with pictures and short texts to describe the positions of various people and objects in their school environment.
  - Encourage learners to make their posters as descriptive as possible and to use a great variety of French prepositions of place.
  - Once you have corrected them, put learners' posters up in the classroom for everyone to see.

- 2. a)—b) Learners imagine where each object indicated in the activity (on page 99 of the Learner's Book) could be placed and write a message to a friend in French to give the position of each object.
  - Check learners' messages and correct them as necessary – ensuring that learners use a different preposition to describe the position of each object.
  - Your learners' answers will vary. Accept any correct answers.
- **3.** a)-b) Learners imagine their ideal town/city and write a letter to a penfriend to describe it. In their descriptions, they should indicate the position of their own house as well as all the other public buildings (the school, the hospital, the train station, the hotel, the bank, etc.).
  - Ensure that learners use as many as possible of the words, expressions and prepositions that they have revised and learnt throughout this unit of the Learner's Book.
  - Check their letters and correct them as necessary.
  - Allow your learners to rewrite their letters correctly once you have checked them.
  - For further practice and as homework, ask your learners to write a second letter. This time, they should address it to you and describe their ideal village (including the location of their own homes and all the public buildings or community spaces there).
  - Check and correct your learners' letters as necessary.

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate the Listening activity script for activity 2 ("Peuxtu dire quelle est l'image?") on page 86 of this Facilitator's Guide.
- Check and correct your learners' work as necessary.

#### UNITÉ 2 Continuez tout droit!



### Suggested teaching time:

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

Demander et indiquer l'itinéraire

### Introduction

In this unit, learners will be taught how to ask for and give directions in French.

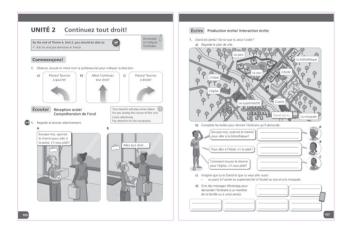
Learners will revise the French imperative mood while being introduced to quite a few new French expressions which are relevant and key to the specific context of this unit.

Through a number of visual and practical activities, learners will use different language skills as they learn how to confidently ask for and provide directions in French.

As was the case for the previous unit, this one also provides a great opportunity to take learners outside the classroom.

### (III) RESOURCES

Learner's Book: pp. 100-107



### **Optional extra materials:**

- Posters
- City and neighbourhood maps or plans
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

- ★ À gauche
- \* À droite
- Tout droit
- Prends/ Prenez
- Tourne/ Tournez
- ★ Va/ Allez
- ★ Continue/ Continuez
- Passe/ Passez
- ★ Traverse/ Traversez

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

- ★ Excuse-moi/ Excusez-moi, (connais-tu/ connaissez-vous) où est/ sont le/ la/ l'/ les ..., s'il te/ vous plaît?
- ★ Pour aller au/ à la/ à l'/ aux ...?
- ★ Comment trouver le chemin pour le/ la/ l'/ les ...?
- ★ Par où on passe pour aller au/ à la/ à l'/ aux ...?
- ★ Par où faut-il passer pour aller au/ à la/ à l'/ aux ...?
- ★ Quelle rue prend-on pour aller au/ à la/ à l'/ aux ...?
- \* Continue/ Continuez/ Va/ Allez/ Prends/ Prenez tout droit.
- ★ Tourne/Tournez/Prends/Prenezàgauche/àdroite.
- \* Prends/ Prenez la première/ deuxième/ troisième (etc.) rue/ route à gauche/ à droite.
- ★ Passe/ Passez par le carrefour.
- ★ Il faut passer par le/ la/ l'/ les ...
- ★ Traverse/ Traversez la rue/ le pont.
- \* Va/ Allez jusqu'au premier/ deuxième/ troisième (etc.) feu/ rond-point.

### **GUIDELINES AND SUGGESTIONS**

Start teaching this unit by asking your learners if they have ever become lost (in a neighbourhood, village, town) or if they have ever needed to help someone who was lost. This should prompt a quick warm-up class discussion on the importance of asking for and giving directions clearly, in order to get from one place to another easily and confidently.

- 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 learners will find what they can expect to achieve by the end of the unit.
- Draw learners' attention to the title of the unit and tell your class that "Continuez tout droit!" is one of many expressions that can be used to give directions in French.

# COMMENÇONS!

- 1. a)—c) Learners look at the three arrows on page 100 of the Learner's Book. They should notice that these refer to different directions. Read each instruction aloud while using your arms and hands to indicate the appropriate direction in each case. Let learners say and mime them after you.
  - Tell your learners that these three basic instructions will be quite useful when giving directions in French. Tell them to copy both the arrows and the instructions into their exercise books as a quick consolidation exercise before the activities that follow in the unit.
  - Guide your learners to notice that the verbs in the instructions (a–c) are in the imperative form for "vous", meaning that they could be used to give directions either to one person only ("you", formal) or to a group of people ("you", plural).
  - Depending on the academic strength of your class, you may like to use these instructions (a–c) to do a quick diagnostic assessment of the French imperative mood. In that case, prompt learners to say what changes they would need to make to address a friend/someone that they know quite well or someone of their own age.

(Answers: a) "Prends/ Tourne à gauche!"; b) "Va/ Continue tout droit!"; c) "Prends/ Tourne à droite!")

- During the course of this unit, play these videos from YouTube:
  - https://www.youtube.com/watch?v=OWyzOK0tGYw
  - https://www.youtube.com/watch?v=EJn2SQsVoyM
  - https://www.youtube.com/watch?v=AnKVbaKuNvQ
- These videos will help learners to consolidate, in context, the topic of asking for and giving directions in French.

- Replay the videos as many times as you may find necessary.
- Play any other similar videos from YouTube, as relevant and based on the needs and academic level of your class.

### **Indicator:**

 B7.4.2.1.1: Écouter, comprendre et réagir à une conversation dans laquelle l'on demande ou donne l'itinéraire

# ÉCOUTER – Réception orale/ Compréhension de l'oral

- 1. Learners follow along with the scenes on pages 100 and 101 of the Learner's Book while listening to the text. This important exercise will help them to practise and consolidate their listening skills. At the same time, they will be learning new vocabulary and expressions through a real-life situation and easy-to-follow, visual references.
- **2.** Learners listen to the text once again, paying attention to the pronunciation.
  - Draw learners' attention to the question in scene A ("Excusez-moi, quel est le chemin pour aller à la poste, s'il vous plaît?").

    Tell your learners that this is just one of many different expressions that can be used to ask for directions in French. Prompt them to turn to page 102 to learn more on the subject.

# Observer et apprendre

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

- Prompt learners to study the "Observer et apprendre" box on page 102 of the Learner's Book. We suggest that you set this for homework to allow learners enough time to study the text properly and attentively.
- Once your learners have studied the text by themselves, take some time to go through it with them, as a class. Clearly read aloud each expression listed.
- Clarify any queries that might arise.
- Since the verbs "continuer", "passer", "tourner", "aller" and "prendre" are key in this unit,



prompt your learners to study their conjugation (in the present tense) and their imperative forms (for "tu" and "vous") on pages 161, 162, 164 and 166 (in the "Tableaux de référence" section of their Learner's Book).

• Draw learners' attention to the Question box on page 102 of the Learner's Book. The questions in this box ask learners to conjugate (in the present tense) and provide the imperative forms (for "tu" and "vous") of another key verb: "traverser". Learners should easily recognise that this French verb, being a regular "–er" verb, follows the pattern of "continuer", "passer" and "tourner".

Note: As mentioned in the Bell box on page 102, learners will have the chance to revise and learn more about the imperative mood later on in their Learner's Book (during Theme 6). At this stage (for the specific topic of this unit), it is most important for learners to master, and clearly understand, the use of the imperative forms (for "tu" and "vous") of the six key verbs indicated ("continuer", "passer", "tourner", "aller", "prendre" and "traverser").

- Guide and assist your class as necessary.
- 3. Allow learners enough time to look at the very simple city map on page 103 of the Learner's Book. Although this is a basic activity, it is an important one because it will help to familiarise learners with receiving and interpreting directions in French. This, once properly understood, will help them to get confidently from one place to another.
  - a) Learners listen to a dialogue in which directions to the market are provided.

# Listening activity script

### Dialogue A

Madame 1: Excusez-moi, connaissez-vous où est le marché, s'il vous plaît?

Madame 2: Oui. <u>Allez</u> tout droit, prenez la deuxième rue à <u>gauche</u> et continuez tout <u>droit</u> jusqu'au <u>feu</u>. <u>Tournez</u> à <u>gauche</u> et <u>continuez</u> tout droit. Puis, tournez à <u>droite</u>.

Madame 1: Merci beaucoup.

Madame 2: De rien.

- Allow learners to listen again. This time, as they listen to the directions, learners should trace the described way to get to the market from "Vous êtes ici.".
- They should then draw the described route on the map.
- Correct learners as necessary and clarify any questions that they may have.
- **b**) As before, learners listen to a dialogue in which directions are provided. This time, the directions describe how to get to the hospital from "Vous êtes ici.".

# Listening activity script

### Dialogue B

Monsieur 1: Excusez-moi, je suis perdu. Quel est

<u>le chemin</u> pour aller à l'hôpital, <u>s'il</u>

vous plaît?

Monsieur 2: Continuez <u>tout</u> droit, <u>traversez</u> le pont et <u>continuez</u> tout droit. <u>Passez</u> par le

carrefour et puis tournez à gauche.

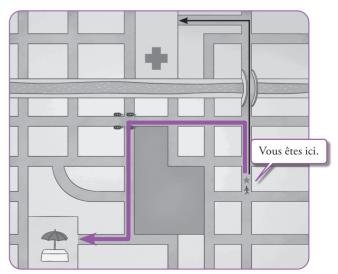
Monsieur 1: Merci beaucoup.

Monsieur 2: Au revoir!

- Allow learners to listen to the dialogue again.
  This time, they should mark the way to get
  to the hospital as described in the directions
  provided.
- They should then draw the described route on the map.
- Correct learners as necessary and clarify any questions that they may have.

# Answers

### (2. a)-b)



- c) Draw learners' attention to the texts for dialogues A and B (on page 103 of the Learner's Book) which need to be completed.
  - Allow learners to listen to both dialogues again and prompt them to fill in the gaps with the appropriate words.
  - Write both dialogues on the writing board (with the gaps to be filled in).
  - Invite two learners to join you at the writing board to complete one dialogue each.
  - Guide and correct learners as necessary.
  - For the answers to this activity, kindly refer to the words in purple and underlined in the Listening activity scripts for Dialogues A and B, respectively (provided on page 95 of this Facilitator's Guide).
- Point out the Question box, on page 103 of the Learner's Book, and invite learners to give you the answer.

(Answer: "Il n'y a pas de quoi.")

**Note:** If necessary, prompt learners to refer back to scene E (on page 101 of the Learner's Book) where this exact expression is used in answer to "Merci beaucoup.".

#### Indicator:

 B7.4.2.1.2: Demander le chemin/ Donner ou indiquer l'itinéraire à quelqu'un

### PARLER – Production orale/ Interaction orale

- Draw your learners' attention to the "Prononciation" box on page 104 of the Learner's Book. Ask your learners to say each sentence aloud, as a class.
- For further practice, prompt learners to express the same directions aloud but, this time, using the imperative forms of each verb for "tu".
   (Answers: "Va tout droit!"/ "Prends à droite!"/ "Continue tout droit!"/ "Tourne à droite!")
- Correct learners as necessary.
- 1. In pairs and taking turns, learners role-play the text on pages 100 and 101 of the Learner's Book.

- Walk around the classroom, listening to their dialogues.
- Check your learners' pronunciation and correct them as necessary.
- 2. In different pairs, learners to role-play the dialogues (A and B) on page 103 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues.
  - Check your learners' pronunciation and correct where necessary.
  - Invite two pairs of learners to present their role plays in front of the class.

#### **EXTRA ACTIVITY**

- To give your learners further opportunity to practise asking for and giving directions in French, we suggest that you take them outside the classroom. Once outside, play a simple game with your class where learners can ask for and give directions to different places in the school environment (for example, from the school's main entrance to the canteen, then from the canteen to their classroom, etc.).
- 3. a)-c) Organise your learners into groups of three and let them study the large map on page 104 of the Learner's Book, attentively and in detail.
  - Taking turns, learners should ask for and give directions from where they are ("Vous êtes ici.") to the different places illustrated on the map.
  - This activity also provides a great opportunity to revise the French names for different public buildings in a town/ city, following on from the previous unit of this theme.
  - Walk around the classroom, listening to their dialogues.
  - Check that your learners are using the French vocabulary as expected as well as asking and answering questions appropriately. Also check their pronunciation. Guide, assist and correct them as necessary.
  - Invite two groups of learners to present their dialogues to the class. The rest of the learners should listen attentively while looking at the image and following the directions being provided.

- Your learners' dialogues will differ from group to group. Monitor and assist them, accepting any appropriate and correct ones.
- Encourage your learners to try to use Google Maps in French to travel between places. Show them what to do by taking them outside the classroom and setting up Google Maps (in French) to navigate between your school and another nearby place of your choice.

#### Indicator:

 B7.4.2.1.3: Lire, comprendre et réagir à un texte dans lequel l'on demande son chemin ou l'on indique le chemin

# LIRE – Réception écrite/ Compréhension des écrits

- 1. Ask your learners to read through the text, the "Le sais-tu?" box, and the Bell and Question boxes on page 105 of the Learner's Book.
  - Decide whether to spend more or less time on the Bell and Question boxes, depending on the academic strength of your class.
  - We suggest that, at this stage, you do not yet provide a detailed explanation of the pronoun "y". Learners will learn more about it later on in this French course. For now, we suggest that your focus be on their understanding that "y" is a pronoun which is replacing a place: "la Tour Eiffel".
- 2. Learners are to imagine that they are Frank the boy from the text that they have just read. They should consider all the possible questions that can be used to ask for directions in French. (Refer learners back to the "Observer et apprendre" box on page 102 of the Learner's Book, if necessary.)
- Invite a few learners to say how Frank might ask for directions to get from "l'Arc de Triomphe" to "la Tour Eiffel".
- Learners' questions may vary. Accept any correct ones. For reference, some acceptable options are provided in the next column. For the specific purpose of this activity, prompt your learners to use the "vous de politesse".

### **Answers**

- 2. Excusez-moi, (connaissez-vous) où est la Tour Eiffel?
  - Pour (Quel est le chemin pour) aller à la Tour Eiffel, s'il vous plaît?
  - Comment trouver le chemin pour la Tour Eiffel, s'il vous plaît?
  - Par où on passe pour aller à la Tour Eiffel, s'il vous plaît?
  - Par où faut-il passer pour aller à la Tour Eiffel, s'il vous plaît?
  - Quelle rue prend-on pour aller à la Tour Eiffel, s'il vous plaît?
- 3. Following on from the text in activity 1 (on page 105 of the Learner's Book), learners now read a dialogue in which Frank asks for and receives directions from "l'Arc de Triomphe" to "la Tour Eiffel".
  - Allow enough time for learners to read the dialogue to themselves. This can be set as homework.
  - Ask your learners to pay special attention to the questions and answers that are used in the dialogue to request and provide directions in French.
- **4.** Prompt learners to work in pairs and to role-play the dialogue on page 106 of the Learner's Book.
  - Walk around the classroom, listening to their dialogues.
  - Ensure that learners show clear understanding and good pronunciation.
  - Invite one pair of learners to join you at the front of the class to present their role play to you and their classmates.
  - Guide, assist and correct learners as necessary.
- 5. Learners answer the questions (a–f), at the bottom of page 106 of the Learner's Book, in writing. Then, invite six different learners (one per question) to share their answers aloud.
  - Allow the rest of the learners to state whether they agree or disagree with the answers provided.
  - Your learners' answers may vary slightly. Accept any correct answers.
  - Monitor, guide and correct learners as appropriate.

- 5. a) Frank demande le chemin/ l'itinéraire à un peintre français.
  - b) Oui, la Tour Eiffel est près; elle n'est pas loin du tout. La Tour Eiffel, c'est à 2.3 kilomètres.
  - c) Faux. Pour aller à la Tour Eiffel, il faut prendre l'Avenue Carnet jusqu'au rond-point. Puis, il faut tourner à droite en direction de l'Avenue Kléber, continuer tout droit et tourner de nouveau à droite. Puis, il faut aller jusqu'au deuxième rond-point, prendre l'Avenue d'Iéna, tourner à gauche sur la Rue Jean Giraudoux et puis prendre à droite sur l'Avenue Marceau. Puis, il faut continuer tout droit et prendre à gauche. Puis, il faut tourner à droite et traverser le Pont d'Alma sur la Seine. Puis, il faut tourner à droite en direction du Quai Branly et continuer tout droit.

**Note:** Learners should use the impersonal expression "Il faut ..." and remember that, in this case, it should be followed by an infinitive. Ensure that your learners change the verbs from the imperative to the infinitive mood, wherever relevant and necessary, in their answers to question c.

- d) Non, on ne traverse pas le Pont d'Avignon pour aller à la Tour Eiffel. On traverse le Pont d'Alma (sur la Seine).
  - **Note:** Depending on the academic strength of your learners (and how much you explained about the pronoun "y" earlier on in this unit), you might also expect your learners to answer: "Non, on ne traverse pas le Pont d'Avignon pour aller à la Tour Eiffel. Pour y aller, on traverse le Pont d'Alma (sur la Seine)".
- e) Il faut trouver deux ronds-points pour aller à la Tour Eiffel.
- f) Le peintre donne une petite peinture à Frank pour l'aider (et sa famille) à trouver le chemin pour la Tour Eiffel./ Le peintre lui donne une petite peinture pour les aider (Frank et sa famille) à trouver le chemin pour la Tour Eiffel.

- Allow your learners to do this research for homework over a few days (such as over a weekend) to give them enough time to find as much information as possible about these two important French monuments.
- Learners to share their findings in class.
   Note: To expand their knowledge about iconic French monuments, you may decide to ask your learners to find information about a few more important ones, such as "le Palais de Versailles" or "le Musée du Louvre", for example.

### **EXTRA ACTIVITY**

- Invite two learners to come to the front of the class to role-play, once again, the dialogue between Frank and the painter (from page 106 of the Learner's Book). This time, learners should imagine that Frank is alone and that, therefore, the painter uses the informal, singular "you" ("tu") when giving him the required directions.
- Check that learners make the necessary changes to the sentences of the dialogue.
- Ensure learners' clear understanding and correct pronunciation.
- Guide, assist and correct learners as necessary.

#### **Indicator:**

 B7.4.2.1.4: Écrire pour demander l'itinéraire ou indiquer l'itinéraire à quelqu'un

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Read the instruction sentences aloud to your class: "David est perdu! Est-ce que tu peux l'aider?". This will help you to set the context for the activity while building on your learners' excitement and willingness to help David to find his way around.
  - a) Learners carefully study the map and the labels on the city plan provided on page 107 of the Learner's Book.
  - b) Based on the city plan, learners should complete the speech bubbles for each person (A–C), providing appropriate directions in response to David's questions on the left.

- Tell learners to use the informal, singular "you" ("tu") in their sentences.
- Invite three volunteers (one per speech bubble) to share their answers aloud.
- Your learners' answers may vary. Accept any correct directions. Some possible answers are provided below, for reference.

- b) A Pour aller à la bibliothèque, va tout droit jusqu'au carrefour. Tourne à gauche et continue tout droit. Puis, prends à droite et continue tout droit. Tourne à gauche et continue tout droit jusqu'au carrefour. Puis, tourne à droite.
  - B Va tout droit jusqu'au carrefour. Tourne à gauche et continue tout droit. Puis, prends à gauche, passe par le feu et continue tout droit. Tourne à gauche, va tout droit, traverse le pont sur la rivière et puis prends la première rue à droite. Va tout droit jusqu'au pont et voilà l'hôtel à ta gauche.
  - C Va tout droit jusqu'au carrefour. Tourne à gauche et continue tout droit. Puis, prends à gauche, passe par le feu et continue tout droit. Tourne à gauche, va tout droit, traverse le pont sur la rivière et continue tout droit jusqu'au deuxième carrefour. Prends à droite et va tout droit jusqu'au rond-point. Prends la première rue à droite et voilà l'église à ta gauche.
  - c)—d) Following on from exercise 1b, learners should now imagine that they are David and that they need to ask for directions to get to the six remaining places shown on the map (as listed in 1c).
    - To ask for directions to each place, learners write a different short message to a family member or a friend.
    - Learners' messages will vary. Check and correct them as necessary.

### C'est l'heure de la dictée!

 For this unit, we suggest you dictate the dialogue in the next column to your class. Madame: Excusez-moi, Monsieur. Je suis perdue.

Comment trouver le chemin pour aller

au musée d'arts, s'il vous plaît?

Monsieur: Le musée d'arts est très près d'ici,

Madame. Alors, continuez tout droit, prenez à gauche et allez jusqu'au premier feu. Tournez à gauche, continuez tout droit et passez par le carrefour. Allez tout droit, traversez le pont sur la rivière et voilà le musée

d'arts devant vous.

Madame: Merci beaucoup, Monsieur.

Monsieur: Il n'y a pas de quoi, Madame.

Au revoir!

Madame: Au revoir!

- Check learners' understanding by asking them to draw a simple city map (including lines and arrows) to show the directions indicated in the dialogue.
- Check learners' texts and drawings and correct them as necessary.
- Allow your learners to re-do their work correctly in response to your feedback.

Notes:			
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# UNITÉ 3 Il est une heure de l'après-midi.



### Suggested teaching time:

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

Demander et donner l'heure

U

### Introduction

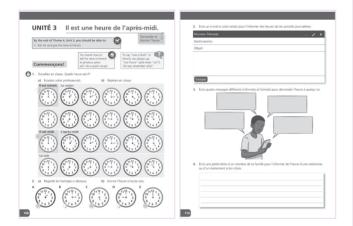
In this unit, learners will revise and learn more about asking for and giving the time in French.

It is a practical unit with a learner-centred approach which provides learners with many opportunities to practise their language skills through meaningful activities. Learners will be reminded that the letter "h", in French, is never pronounced and that there are two h types – the more common "mute"/ silent h and the aspirated h.

In this unit, learners will also have the chance to do a quick revision of the French demonstrative adjectives.

# **®** RESOURCES

• Learner's Book: pp. 108–116



### **Optional extra materials:**

- A paper plate clock
- A digital clock
- Posters, flashcards and word cards
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

# **KEY WORDS**

- **★** Heure
- ★ Horloge
- **★** Matin
- ★ Après-midi
- \* Soir
- **★** Midi

- **★** Minuit
- **★** Juste
- **★** Pile
- ★ Quart (et quart/ moins le quart)
- **★** Demi(e)

- \* Activités journalières
- ★ Se lever
- ★ Prendre le petit déjeuner
- ★ Aller à l'école
- ★ Aller à la maison
- ★ Faire du sport
- ★ Prendre le dîner

- ★ Se coucher
- ★ Programme d'activités
- ★ À l'heure juste/À ... heure(s) pile.
- ★ Être à l'heure
- ★ Le quart d'heure de politesse

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

- ★ Quelle heure est-il?/ Il est quelle heure?
- ★ Tu as l'heure?/ Avez-vous l'heure?
- ★ À quelle heure est-ce que/ qu' ...?
- ★ Il est ... du matin./ ... de l'après-midi./ ... du soir.
- ★ Il est midi./ Il est minuit.
- ★ Il est ... juste/ pile.
- ★ Il est ... et quart.
- ★ Il est ... et demi(e).
- ★ Il est ... moins ...
- ★ Il est ... moins le quart.

### **GUIDELINES AND SUGGESTIONS**

We suggest that you make your own paper plate clock and use it (whenever relevant and appropriate) to teach this unit in class.

### How to make a paper plate clock

#### You will need:

- Two white paper plates
- Cardboard (in one or two selected colours)
- Markers
- Scissors
- A brass fastener
- Glue

### **Instructions**:

- Mark out twelve divisions for the clock numbers on the edge of one of the paper plates. Keep the second paper plate aside for now.
- Cut out an hour hand and a minute hand from the coloured cardboard.
- Push the brass fastener through the edges of the clock hands and the centre of the paper plate.
- Finally, glue the second plate to the back of the first plate to protect the back of the brass fastener and to strengthen your clock.



- We also suggest that you encourage your learners to make their own paper plate clocks. This will allow them to keep practising reading the time in French, at their own pace, with their family and friends. Guide them through all the steps indicated above. Assist them, as necessary.
- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 108 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Draw learners' attention to the title of the unit and ask them if they can translate it into English. The majority of your learners should be able to say quite easily: "It is one clock in the afternoon." (i.e.: It is 1 p.m.). Then, point

- out the Question box on the page and check that your learners still remember that we say "une heure" (and not "un heure") because "heure" is a feminine word in French.
- Guide and assist your learners and clarify any queries that they may have at this stage.

# COMMENÇONS!

- 1. This is a recap activity for learners to revise the French vocabulary of time learnt in previous years. It can be used for diagnostic assessment ahead of all the activities that will follow in this particular unit and this theme in general.
  - Read the question "Quelle heure est-il?" (from the activity instruction on page 108 of the Learner's Book) to the learners. Ask them to say what it means. Again, expect that the majority of your learners will be able to give the correct answer quickly (What is the time?).
  - Clarify any queries that they may have before proceeding to the next set of activities.
  - a)-b) Tell learners to look at the pictures of the clocks on page 108 of the Learner's Book. Read the time on each clock, in French and aloud, to the class. Ask learners to repeat after you.
  - Check learners' understanding and pronunciation. Correct and assist them where necessary.
  - Refer learners to the "Petit rappel" box at the top of page 109 of the Learner's Book.
     Depending on the academic strength of your learners, you may need to spend more or less time on this revision.
- **2.** a)-b) Prompt your learners to go back to page 108 of the Learner's Book. This time, ask them to look at the pictures of clocks at the bottom of the page (for activity 2).
  - Invite five volunteers each to tell the time on one of the clocks (aloud and in French).
     The rest of the class should listen attentively and state whether they agree or disagree.
  - Monitor, guide and correct learners as necessary.

- 2. b) A Il est une heure de l'après-midi.
  - B Il est trois heures du matin.
  - C Il est cinq heures de l'après-midi.
  - D Il est neuf heures du soir.
  - **E** − Il est midi.

# Observer et apprendre

### More about giving the time in French

- Take some time to go through the "Observer et apprendre" box (on page 109 of the Learner's Book) with your learners. It is important for them to understand properly the new concepts introduced here. Go through the text and examples, one bullet point at a time. Draw learners' attention to the notes in the box. If necessary, provide some extra examples.
- Check learners' understanding and clarify any queries that they may have.

### Indicator:

 B7.4.3.1.1: Écouter et réagir à une conversation ou une présentation dans laquelle des gens demandent et donnent l'heure

# ÉCOUTER – Réception orale/ Compréhension de l'oral

- Play this video from YouTube:
  - https://www.youtube.com/watch?v=1zYIOBs6-TY
- The video summarises what learners have been revising and learning in the unit.
   Go through it with them, to consolidate the content, before they do the first listening activity on page 110 of the Learner's Book.
- Check learners' understanding and clarify any queries that they may have.
- 1. Learners listen to four dialogues where people ask for and give the time in French.
  - Read the four questions to your learners:
     "Quelle heure est-il?"/ "Tu as l'heure?"/
     "Il est quelle heure?"/ "Vous avez l'heure?".
     Then point out the Bell box on page 110 of the Learner's Book, for reference.
  - Prompt learners to listen attentively and tick the correct option to complete each answer.

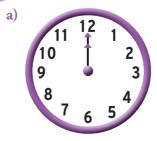
# Listening activity script

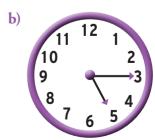
- a) Quelle heure est-il?
  - Il est minuit.
- **b**) Tu as l'heure?
  - Il est cinq heures et quart.
- c) Il est quelle heure?
  - Il est minuit et demi.
- **d**) Vous avez l'heure?
  - Il est trois heures et demie.
- Let learners listen to the Listening activity script a second time to confirm their answers.
- Correct the activity by reading each question (a–d) in turn and, in each case, inviting a different learner to read their selected answer aloud.
- Guide and assist learners where necessary.

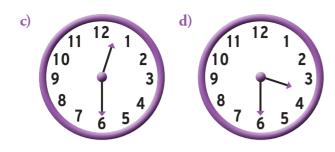
# Answers

- 1. a) C
  - **b**) B
  - **c**) C
  - **d**) A
- **2.** a)-d) This exercise checks that learners have a good understanding of the times that they heard and ticked in activity 1.
  - Allow enough time for learners to complete the activity.
  - Draw the four clocks (from the bottom of page 110 of the Learner's Book) on the writing board. Invite four volunteers each to draw the clock hands on one of the clocks (a–d), to show the correct time.
  - Correct, guide and assist learners as necessary.

# Answers







#### Indicator:

• B7.4.3.1.2: Demander et donner l'heure lors d'une conversation

### PARLER - Production orale/ Interaction orale

- Play this video from YouTube:
  - https://www.youtube.com/watch?v=mDqkU38gXvs
- The exercise at the end of the video is a great, fun way for your learners, as a class, to further consolidate and practise the topic of this unit.
- Check learners' understanding and pronunciation.
- Monitor, guide and correct learners as necessary.

### **EXTRA ACTIVITY**

- Working in pairs and taking turns, learners role-play the dialogues in activity 1 on page 110 of the Learner's Book. This time, tell them to answer each question by using the times that they have not ticked before. In addition, they should use their own paper plate clocks to show the times to their partners as they answer the questions.
- Walk around the classroom, listening to the dialogues and ensuring that learners understand well and pronounce the words correctly. Invite a few pairs of learners to share their role plays in front of the class.
- Monitor, guide and correct your learners, both as they practise in their groups and, later on, as they present their dialogues.
- 1. In pairs, learners will keep practising asking for and giving the time in French.
  - a) Learners look at the clock pictures on page 111 of the Learner's Book.

- Learners should notice that the times in pictures A to F are shown on a 12-hour (analogue) clock while those in pictures G to L are shown on a 24-hour (digital) clock. They should also notice the sun and the moon icons alongside pictures A to F. These important details will influence which words need to be used to give the different times.
- Encourage the pairs of learners to refer back to the "Observer and apprendre" box (on page 109 of the Learner's Book) and do a quick recap, if necessary.
- Point out the "Prononciation" box (at the top of page 111 of the Learner's Book) to your class. Remind learners that the letter "h" is never pronounced in French.
- Read the words "heure" and "horloge" to your class. Learners repeat after you. Check their pronunciation.
- Take the opportunity to remind your learners that there are two h types in French: the "mute"/ silent h and the aspirated h. Clarify that like most French words that start with an h both "heure" and "horloge" start with a "mute"/ silent one.
- b) In their pairs, learners are to ask for and give the times shown in the pictures (A–L).
  - Walk around the classroom, listening to the dialogues, ensuring that learners understand well and pronounce the words correctly.
  - Invite six learner pairs to share their role plays in front of the class (two dialogues per pair of learners).
  - Monitor, guide and correct learners as necessary.

# Answers

- **1. b**) **A** − Il est sept heures du matin.
  - B Il est cinq heures et demie de l'aprèsmidi.
  - C Il est six heures et quart du soir.
  - D Il est huit heures moins le quart du soir.
  - **E** − Il est midi.
  - **F** − Il est minuit et demi.
  - **G** Il est treize heures vingt-cinq.

- **H** Il est une heure quarante-cinq.
- I − Il est deux heures quinze.
- J Il est quinze heures trente.
- **K** Il est quatre heures cinq.
- L Il est vingt-trois heures quarante.
- 2. a) Working in different pairs, learners study panels A and B on pages 112 and 113 of the Learner's Book, respectively. These panels describe the daily activities of two primary school children, Lariba (A) and Yaw (B).
  - Tell learners to pay particular attention to the times indicated on each clock. They should notice that some are 12-hour (analogue) clocks and others are 24-hour (digital) clocks. This is an important detail which will influence which words need to be used to give the different times in French.
  - **b**)-**c**) In their pairs, learners should take turns to ask and answer the questions indicated in the activity instructions.
    - Check that learners have a good understanding of all the vocabulary used, including the verb conjugations needed (for the third person, singular) in order to refer to the different daily activities: Il/ Elle se lève/ prend le petit déjeuner/ va à l'école/ va à la maison/ fait du sport/ prend le dîner/ se couche.
    - Walk around the classroom, listening to the dialogues. Monitor, assist and correct learners as necessary.
    - Invite two pairs of learners to share their role plays in front of the class. Allow their peers to assist and correct them as appropriate and relevant. Monitor, guide and correct learners as necessary.

### 2. c) A

- Elle/ Lariba se lève à six heures.
- Elle/ Lariba prend le petit déjeuner à sept heures moins le quart du matin.
- Elle/ Lariba va à l'école à sept heures quinze.
- Elle/ Lariba va à la maison à douze heures trente.

- **Note:** On a 12-hour clock, we would say "à midi et demi". Discuss this with your learners, for clarity.
- Elle/ Lariba fait du sport à quinze heures trente
- Elle/ Lariba prend le dîner à sept heures du soir.
- Elle/ Lariba se couche à vingt-et-une heures.

#### B

- Il/ Yaw se lève à six heures trente-cinq.
- Il/ Yaw prend le petit déjeuner à sept heures du matin.
- Il/ Yaw va à l'école à sept heures trente.
- Il/ Yaw va à la maison à douze heures quarante-cinq.
- Il/ Yaw fait du sport à quatre heures et demie de l'après-midi.
- Il/ Yaw prend le dîner à sept heures et quart du soir.
- Il/ Yaw se couche à vingt-et-une heures trente.

### **EXTRA ACTIVITY**

- Write the infinitive forms of each verb used in activity 2 on the writing board: "se lever", "prendre", "aller", "faire", "se coucher".
- For homework, ask learners to record themselves describing their own daily routine in French, making use of the correctly conjugated forms of those same verbs: "Je me lève à ..."/ "Je prends le petit déjeuner à ..."/ "Je vais à l'école à ..."/ "Je vais à la maison à ..."/ "Je fais du sport à ..."/ "Je prends le dîner à ..."/ "Je me couche à ..."

### Indicator:

• B7.4.3.1.3: Lire et réagir à un texte sur l'heure

# LIRE – Réception écrite/ Compréhension des écrits

- 1. Give learners enough time to read the text on page 114 of the Learner's Book.
  - Learners should notice the times given for the different activities described as well as the new vocabulary (in blue) defined in the Phrase box.

- Invite three volunteers to read the text aloud: the first reads the main heading and the introduction, up to "Programme d'activités"; the second reads the times and activities for the "Du lundi au jeudi" section and the third reads the times and activities for the "Vendredi" section. Check learners' pronunciation and correct them as necessary.
- Point out the verb "goûter" (to taste) to your class and clarify its meaning. Tell learners not to confuse this with the noun "goûter" (afternoon snack).
- Ask your learners to answer the questions about the text (at the top of page 115 of the Learner's Book) in writing. Invite five learners (one per question) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree.
- Monitor, guide and correct learners as necessary.

- **1. a)** La semaine de la langue française commence aujourd'hui, à neuf heures pile du matin.
  - **b**) Du lundi au jeudi, nous mangeons à treize heures. (Also accept: ... à une heure de l'après-midi.)
  - c) Du lundi au vendredi, la pièce de théâtre est à douze heures quinze. (Also accept: ... à midi et quart.) Le vendredi, la pièce de théâtre est à douze heures quarante-cinq. (Also accept: ... à une heure moins le quart de l'après-midi.)
  - d) Oui, on peut apprendre un peu de culinaire française pendant cette semaine. La leçon de culinaire française est le vendredi à treize heures vingt-cinq. (Also accept: ... à une heure vingt-cinq de l'après-midi.)
  - e) Il y a des surprises supplémentaires du lundi au vendredi, à l'heure juste, entre dix heures du matin et une heure de l'après-midi. (Also accept: ... entre dix heures et treize heures.)
  - Draw learners' attention to the "Tableaux de référence" note at the top of page 114 of the Learner's Book. Give learners enough time to revise the French demonstrative adjectives

- on page 159 of the Learner's Book. Clarify any questions that they may have. Prompt them to find examples of these on the text on page 114. (**Answers:** "Cette semaine est très spéciale"; "pendant ce pique-nique …"; "ces jeux sont …"; "Chanson écrite par les élèves de cette école")
- Point out the "Le sais-tu?" and Phrase boxes on page 115 of the Learner's Book. Clarify any questions that your class may have.
- Then point out the Question box on the same page and prompt a brief class discussion on the topic. Monitor, guide and assist learners as appropriate and required.

#### Indicator:

• B7.4.3.1.4: Écrire pour demander et donner l'heure

# ÉCRIRE – Production écrite/ Interaction écrite

- Learners to write a complete French sentence (starting with "Il est ...") for each time included in the "Programme d'activités" on page 114 of the Learner's Book.
- Because the times indicated in the text are not shown on any specific type of clock (12-hour/ 24-hour), learners' statements may vary. Accept any correct sentences.

# Answers

- 1. 09h00 Il est neuf heures du matin.
  - 09h15 Il est neuf heures quinze./
    Il est neuf heures et quart du matin.
  - 10h00 Il est dix heures du matin.
  - 10h15 Il est dix heures quinze./
    Il est dix heures et quart du matin.
  - 11h15 Il est onze heures quinze./
    Il est onze heures et quart du matin.
  - 11h45 Il est onze heures quarante-cinq./
    Il est midi moins le quart.
  - 12h15 Il est douze heures quinze./
    Il est midi et quart.
  - 12h45 Il est douze heures quarante-cinq./
    Il est une heure moins le quart de l'après-midi.
  - 13h00 Il est treize heures./ Il est une heure de l'après-midi.

- 13h25 Il est treize heures vingt-cinq./ Il est une heure vingt-cinq de l'après-midi.
- 14h30 Il est quatorze heures trente./ Il est deux heures et demie de l'après-midi.
- 15h00 Il est quinze heures./ Il est trois heures de l'après-midi.
- 15h30 Il est quinze heures trente./ Il est trois heures et demie de l'après-midi.
- 16h45 Il est seize heures quarante-cinq./
   Il est cinq heures moins le quart de l'après-midi.
- 17h00 Il est dix-sept heures./ Il est cinq heures de l'après-midi.
- Learners to write an email to a friend to tell him/ her about the times of their own daily activities.
  - By now, learners should be familiar with the wording used on the email template.
     Do a quick recap to remind learners of the meanings ("Nouveau message" – New message; "Destinataire" – To; "Objet" – Subject; "Envoyer" – To send).
  - Encourage learners to include as many activities as possible in their texts.
  - To give them good practice, learners should write the times for their different activities in full.
- 3. Learners to write the four messages that they have revised/ learnt in the unit to ask for the time in French: "Quelle heure est-il?"; "Il est quelle heure?"; "Tu as l'heure?" and "Vous avez l'heure?". If necessary, refer learners back to the Bell box on page 110 of the Learner's Book. This very basic activity aims to ensure good spelling and consolidation of these key questions on the topic.
  - Invite four learners to come to the writing board to write one of the questions each.
     Guide and correct them as necessary.
  - Ask four learners each to read one question aloud.
  - For further practice, prompt your class to look at the classroom clock (or any other clock available at the time) and to say quickly, in French, what time is it at that particular moment. Ensure good understanding and pronunciation.

- **4.** Learners to write a short letter to a family member to inform him/ her about the time of a ceremony or event of their choice.
  - Check their letters and correct as necessary.
  - Invite a few learners to share their letters in front of the class once you have provided feedback on their texts.

#### C'est l'heure de la dictée!

 For this unit, we suggest that you dictate the text below to your learners, for extra practice and to consolidate the content/ vocabulary of the unit.

Ama se lève à six heures et demie du matin.

Elle prend le petit déjeuner à sept heures et quart du matin.

Elle va à l'école à huit heures moins le quart du matin.

Elle va à la maison à une heure de l'après-midi.

Ama fait du sport à quinze heures trente.

Ama prend le dîner à sept heures vingt-cinq du soir.

Ama se couche à vingt-et-une heures quinze.

• Check and correct your learners' work as necessary.

Notes:		

### **UNITÉ 4** De quelle heure à quelle heure?



### Suggested teaching time:

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

Parler de son agenda

### Introduction

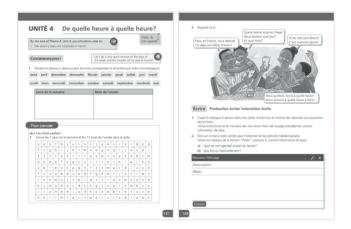
In this unit, learners will revise and learn more on how to talk about a diary and schedules in French.

Learners will continue to refer to different times in French, building on the work of the previous unit. They will also have the opportunity to revise the French words for the seven days of the week and the twelve months of the year, as well as for different daily activities.

In this unit, learners will expand their vocabulary and language skills by being given the opportunity to talk about public transport timetables.

### **®** RESOURCES

• Learner's Book: pp. 117–124



### **Optional extra materials:**

- Posters, flashcards and word cards
- Public transport timetables
- A paper plate clock (made in the previous unit)
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

### **KEY WORDS**

- **★** Heure
- ★ Agenda
- ★ Horaire
- ★ Jours de la semaine (lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche)
- **★** Week-end
- ★ Horloge

- ★ Mois de l'année (janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre)
- \* Activités journalières/ quotidiennes/ hebdomadaires/ mensuelles/ annuelles
- \* Prendre
- ★ Se lever
- \* Manger
- \* Aller à l'école/ au supermarché/ à la cantine/ au gymnasium/ à la maison/ chez le docteur/ au cinéma/ au marché, etc.
- ★ Déjeuner (à la cantine/ chez soi/ chez les grands-parents, etc.)
- ⋆ Dîner/ Préparer le dîner
- ★ Faire du sport/ de la natation, etc.
- ★ Faire les devoirs
- ★ Faire la lessive
- ★ Balayer la cour
- ★ Jouer au football/ aux cartes, aux échecs, etc.
- ★ Écrire une lettre
- \* Chanter
- \* Rendre visite [à quelqu'un]
- \* Regarder (un peu) la télé
- \* Avoir des réunions/ des rendez-vous
- ★ Téléphoner
- ★ Réservation

**★** Lire

★ Renseignement

\* Vol

- ★ Arriver
- ★ Décalage horaire
- **★** Quitter
- ★ Ligne aérienne
- **★** Partir
- ★ Billet
- ★ Aller-retour

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

- ★ Quel(s) jour(s) ...?
- ★ En quel(s) mois ...?
- ★ À quelle heure ...?
- ★ De quelle heure à quelle heure ...?
- ★ Quel est ton/ votre agenda/ emploi du temps?
- ★ Que fais-tu/ Que faites-vous habituellement?
- \* Qu'est-ce que tu fais/ vous faites pendant la semaine/ le week-end?
- ★ D'habitude .../ Habituellement ...

### **GUIDELINES AND SUGGESTIONS**

- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 117 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Draw learners' attention to the French word "agenda" which has a different meaning to the word "agenda" in English. In English, an "agenda" is a list of things to be discussed in a meeting. In French, however, an "agenda" is a diary in which we write down the activities that we plan to do daily/ monthly/ annually.
- Let your learners know that they will start by revising the days of the week and the months of the year in French as these are key vocabulary items that they will use often, throughout the unit, when talking about a diary and schedules.

### **COMMENÇONS!**

- 1. This simple, yet very useful, activity allows learners to revise how to say the names of the days of the week and the months of the year in French. It is an individual activity that allows for diagnostic assessment.
  - Following the template on page 117 of the Learner's Book, draw a table on the writing board.
  - Invite two learners (one to say the days of the week and the other, the months of the year) to share their answers aloud. The rest of the class should listen attentively and state whether they agree or disagree. Monitor and assist learners as necessary.

 Complete the table on the writing board with the correct answers as your learners provide them. Check that learners understand well and use the correct pronunciation.

### Answers

1.	Jours de la semaine	Mois de l'année
	lundi, mardi, mercredi,	
	jeudi, vendredi,	avril, mai, juin, juillet,
	samedi, dimanche	août, septembre, octobre,
		novembre, décembre

### Pour s'amuser

- 1. This fun activity follows on from the "Commençons!" exercise and helps the learners to consolidate the vocabulary. Learners are to find the seven days of the week and the twelve months of the year in the word search puzzle on page 117 of the Learner's Book.
  - Guide and correct learners as necessary.



ı.																			
a	o	û	t	b	j	u	i	n	С	j	a	n	$\mathbf{v}$	i	e	r	d	e	d
f	c	g	h	i	j	k	1	m	n	o	р	o	q	r	j	e	u	d	i
f	t	s	t	a	$\mathbf{v}$	r	i	1	u	v	w	$\mathbf{v}$	x	y	z	a	b	С	m
é	o	d	e	f	e	g	j	u	i	1	1	e	t	h	i	w	j	k	a
$\mathbf{v}$	b	1	m	o	n	р	q	n	r	s	t	m	a	r	d	i	x	y	n
r	r	z	a	Ь	d	С	e	d	f	g	h	b	i	j	k	v	1	m	C
i	e	o	m	a	r	s	p	i	q	s	t	r	u	v	w	u	y	X	h
e	z	m	a	b	e	С	d	e	f	g	s	e	p	t	e	m	b	r	e
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h	k	i	1	m	i	q	r	s	m	e	r	С	r	e	d	i	a	Ь	С

### **EXTRA ACTIVITY**

- Depending on the academic strength
   of your learners, you may like to play these
   YouTube videos for them (as a final, fun recap of
   the days of the week and the months of the year
   in French):
  - https://www.youtube.com/watch?v=Lpwf5N0rfVE
  - https://www.youtube.com/watch?v=ya1\_m3lEsiY
- Learners to sing along as a class.

### Indicator:

• B7.4.4.1.1: Écouter, comprendre et réagir à une conversation ou une présentation dans laquelle l'on parle de son agenda

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

1. Learners listen to an interview in which Professeur Anku talks about his daily routine from Monday to Friday. Learners should pay attention to the questions asked and the type of answers provided.

### Listening activity script

Interviewer: Bonjour, Professeur Anku et merci

beaucoup de partager votre agenda, du lundi au vendredi, avec nous

aujourd'hui.

Prof. Anku: Bonjour! De rien. C'est un plaisir!

Du lundi au vendredi, je suis toujours

très occupé.

Interviewer: Alors, Professeur Anku, quel est votre

agenda/ emploi du temps du lundi au

vendredi?

Prof. Anku: Du lundi au vendredi, je me lève à six

heures et demie du matin.

Je prends le petit déjeuner à sept heures

du matin.

Je vais à l'école à sept heures dix du matin et j'enseigne entre sept heures et

demie du matin et midi.

À une heure de l'après-midi, je vais à la

cantine.

Interviewer: Du lundi au vendredi après-midi, que

faites-vous habituellement?

**Prof. Anku:** À trois heures moins le quart de

l'après-midi, j'ai quelques réunions et

rendez-vous à l'école.

À quatre heures et quart de l'après-midi, je prépare des leçons dans la salle des

professeurs.

À dix-sept heures, je vais au gymnasium.

J'adore faire du sport!

À dix-huit heures trente, je vais à la

Interviewer: À quelle heure dînez-vous, Professeur

Anku?

### Listening activity script (continued)

**Prof. Anku:** Je prépare le dîner à sept heures moins

vingt et je dîne à sept heures du soir. Après le dîner, à dix-neuf heures trente,

je lis des livres.

Interviewer: À quelle heure vous couchez-vous,

Professeur Anku?

Prof. Anku: Je me couche à dix heures et demie du

soir. Et voilà mes activités journalières,

du lundi au vendredi!

Interviewer: Merci beaucoup, Professeur Anku.

- Learners listen carefully and tick the appropriate option to complete each sentence correctly.
- Allow your learners to listen to the dialogue again to confirm their answers.
- Invite six learners (one per question) to share their answers in class. Remind learners to say the times in full as they provide their answers.
- Guide and correct learners as appropriate.



### Answers

1. a) A

**b**) B

c) A

**d**) C

e) C

**f**) B

- Draw your learners' attention to the "Petit rappel" box (on page 118 of the Learner's Book). Remind learners that the names of the week and the months of the year in French do not start with a capital letter (unless they are at the beginning of a sentence).
- Draw learners' attention to the Bell box (also on page 118). Learners should have paid attention to all the different questions asked throughout the dialogue that they have just listened to. For now, though, refer only to the questions indicated in the Bell box:
  - "Quel est votre agenda/ emploi du temps?"
  - "Que faites-vous habituellement?"
- Read these two questions aloud. Learners to repeat after you. Check their understanding and pronunciation.
- Prompt learners to read the Question box on the same page. This is an important exercise to assist your learners' critical thinking, in context, within a learner-centred environment. At this level, learners are

- expected to be able to make the necessary changes for each sentence easily. (Answers: "Quel est ton agenda/ emploi du temps?"; "Que fais-tu habituellement?")
- Because the French verb "faire" will be used often throughout this unit, it might be a good idea to encourage your learners to do a quick revision of its conjugation in the present tense. For that purpose, refer your learners to page 165 in the "Tableaux de référence" section of the Learners' Book.
- 2. Let learners read the questions (a–d) and ensure that they have a good understanding of the vocabulary. Draw their attention to the expression "À quelle heure …" which they will also hear often throughout this unit.
  - Learners listen to the dialogue with Professeur Anku again. (Please refer to the Listening activity script on page 109 of this Facilitator's Guide.) This time, learners should pay particular attention to the times given for the activities referred to in the questions (a–d).
  - Invite four volunteers (one per question) to share their answers in front of the class. Tell each volunteer to show the correct time on their own paper plate clock while saying the correct time, aloud, in French.
  - Monitor, assist and correct learners as necessary.

### Answers

- 2. a) Professeur Anku/ Il se lève à six heures et demie du matin.
  - **b**) Professeur Anku/ Il prend le petit déjeuner à sept heures du matin.
  - c) Professeur Anku/ Il prépare des leçons dans la salle des professeurs à quatre heures et quart de l'après-midi.
  - d) Professeur Anku/ Il se couche à dix heures et demie du soir.









- **3.** Learners now listen to the second part of the interview with Professeur Anku. This time, he talks about the activities that he normally does over the weekend.
  - Encourage learners to take notes as they listen. That way, they will have all the information they will need in order to correct any false statements in the activity (on page 119 of the Learner's Book).

### Listening activity script

**Interviewer:** Et pendant le week-end, Professeur Anku? Que faites-vous habituellement?

Anku? Que faites-vous habituellement?

Prof. Anku: Pendant le week-end, je suis aussi toujours très occupé! Je me lève, d'habitude, à huit heures du matin.

Les samedis matin, je fais la lessive et je rends visite à mes parents.

Les samedis après-midi, je fais du sport ou j'écoute de la musique.

Les samedis soir, je vais au cinéma avec mes amis.

**Interviewer:** Et les dimanches, quel est votre agenda/ emploi du temps?

Prof. Anku: Les dimanches matin, je vais au marché.
Les dimanches in déigune à mid

Les dimanches, je déjeune à midi et demi et j'aime manger du tuo zaafi ou de l'ampesi.

Les dimanches après-midi, je lis un peu et je chante des chansons traditionnelles. J'adore chanter pendant le week-end!

Les dimanches soir, j'adore regarder des émissions sportives à la télé et je me couche à vingt-deux heures trente.

Interviewer: Merci beaucoup, Professeur Anku.

- Learners should state whether each statement (a–h) is "Vrai" or "Faux". Let learners listen to the dialogue again to confirm their answers.
- Invite eight learners (one per statement) to share their answers aloud, correcting the false statements, as appropriate.
- Guide and correct learners as necessary.

### Answers

**3.** a) Faux. Les samedis matin, Professeur Anku fait la lessive et il rend visite à ses parents.

- b) Faux. Les samedis soir, il va au cinéma avec ses amis.
- c) Vrai.
- d) Faux. Les dimanches après-midi, il lit un peu et il chante des chansons traditionnelles.
- e) Faux. D'habitude, pendant le week-end, Professeur Anku se lève à huit heures du matin.
- **f**) Faux. Pendant le week-end, Professeur Anku lit un peu (les dimanches après-midi).
- g) Vrai.
- **h**) Vrai.
- 4. Learners now listen to the third and final part of the interview. This time, Professeur Anku refers to the months in which he goes on holiday and celebrates his birthday. Tell learners to pay attention to the beginning of each question ("En quel mois ...?").

### Listening activity script

**Interviewer:** En quel mois allez-vous en vacances?

Prof. Anku: D'habitude, je vais en vacances en août

mais, cette année, je vais en vacances un peu plus tard – en décembre.

Interviewer: Et en quel mois célébrez-vous votre

anniversaire, Professeur Anku?

Prof. Anku: Je suis né le quatre mai. Alors, je célèbre

mon anniversaire en mai.

Interviewer: Merci beaucoup, Professeur Anku.

Au revoir!

Prof. Anku: De rien. Au revoir!

a)-b) Read the two questions (at the bottom of page 119 of the Learner's Book) to the class. Invite two learners each to answer one question aloud. Guide and correct them as necessary.

### Answers

- **4. a**) D'habitude, Professeur Anku va en vacances en août. Cependant, cette année, il va en vacances en décembre.
  - b) Professeur Anku célèbre son anniversaire en mai.

### **EXTRA ACTIVITY**

- We suggest that you play this YouTube video:
  - https://www.youtube.com/watch?v=HW\_mCb11SV4
- The video shows some more people describing their daily activities in French. It provides a great opportunity for learners to revise and build on the vocabulary that they have already learnt about the topic.

### **Indicator:**

• B7.4.4.1.2: S'exprimer sur son agenda

### PARLER – Production orale/ Interaction orale

- 1. Invite your learners to look at the illustrations and to read the captions and labels on pages 120 and 121 of the Learner's Book. Learners should notice that these pages show the weekly routine of a teenage boy, Amadu.
  - Read each caption aloud. Learners to repeat each caption after you.
  - a)-b) Tell your learners to pretend that they are Amadu and that you will ask them a few questions about their (Amadu's) weekly routine.
    - Prepare a set of relevant questions to ask a few learners. For example:
      - Quand est-ce que tu vas à l'école?
      - Du lundi au vendredi, est-ce que tu déjeunes à la cantine?
      - Pendant la semaine, quand est-ce que tu fais du sport?
      - Qu'est-ce que tu fais les lundis aprèsmidi?
      - Quand est-ce que tu chantes avec tes
      - Qu'est-ce que tu fais les vendredis soir?
      - Qu'est-ce que tu fais pendant le weekend?/ Quel est ton agenda/ emploi du temps pendant le week-end?

- Learners should answer your questions as if they were Amadu. Ask them to pay special attention to the conjugation of the verbs as they will need to use the appropriate verb forms for "Je" in their answers.
- 2. a)—d) In this activity, learners are prompted to illustrate and talk about their own weekly routines. They should indicate what they normally do during the week (a) and over the weekend (b).
  - Using the example provided in activity 1 as a template, learners should prepare a nice big table showing their own weekly routines.
  - Invite a few learners to present their tables to the class, providing as much detail as possible. Prompt learners to indicate the time of the day (or, if relevant and possible, the exact times) at which they do each activity.

### **EXTRA ACTIVITY**

- For extra practice and as part of your learners' homework, we suggest that you encourage your learners to record themselves talking in French about their daily routines (including both the name of each activity and the time of the day/ the exact time it takes place).
- Learners to replay their recordings to themselves and check their pronunciation.
- You may then wish to invite a few learners (other than those who presented their weekly routines in the previous activity) to share their recordings with the rest of the class.
- 3. a)—b) Working in pairs, learners compare the daily routine tables that they each prepared for activity 2. The purpose of this task is to give learners further opportunity to practise their French speaking skills while learning a bit more about each other's daily routines.
  - Walk around the classroom, listening to their conversations. Monitor, guide, assist and correct learners as necessary.
- 4. a)-c) In groups of four, learners prepare questions to interview a member of their community about his/ her daily routine. After the interview, groups should prepare a summary table (following the example in activity 1) and

- then present their findings to the class. Monitor, guide and correct learners as necessary.
- Draw learners' attention to the "Prononciation" and Bell boxes on page 122 of the Learner's Book. Check for good pronunciation and understanding.

### **Indicator:**

• B7.4.4.1.3: Lire, comprendre et réagir à un agenda ou un emploi du temps

### LIRE – Réception écrite/ Compréhension des écrits

- Tell your learners that they will read an airline company flyer. On the flyer, they will find useful information about the airline's flights and different schedules.
  - Before prompting your learners to read the flyer on page 123 of the Learner's Book, let them engage with all the preceding questions that are listed on page 122.
  - Check that learners have a good understanding of both the activity and the new vocabulary in the text. Prompt learners to consult the "Vocabulaire" box (at the bottom of page 123 of the Learner's Book) for the meanings of new terms. They may also need to consult a dictionary. Remind them to add any new words to their "Dictionnaire personnel".
  - Prompt learners to study the verbs "arriver", "quitter" and "partir" (conjugated in the present tense) on pages 161, 162 and 165 in the "Tableaux de référence" section of the Learner's Book.
  - To correct the activity, invite 11 learners (one per question) to share their answers aloud.
  - Your learners' answers may vary slightly. Accept any correct answers and assist as appropriate.

### Answers

- **1. a**) Il est possible de voyager tous les jours, entre Accra et Paris, avec Air Francophonie.
  - b) Il est possible de voyager toute l'année, entre Accra et Paris, avec Air Francophonie.
  - Non, les vols Accra-Paris ne sont pas effectués seulement les lundis et les mardis. Ils sont effectués toute la semaine.

- d) Oui, les vols sont directs.
- e) Le vol Paris–Accra les lundis est à quatorze heures/ à deux heures de l'après-midi.
- **f**) La durée des vols est environ six heures et trente minutes.
- g) Oui, il est possible de contacter le service d'assistance téléphonique d'Air Francophonie pendant le week-end. Le samedi, son service d'assistance téléphonique est ouvert 24h/ 24h et le dimanche il est ouvert de 06h00 à 17h00.
- h) Faux. Les vols d'Air Francophonie ne sont pas trop chers. Ils sont très économiques.
- i) Les mercredis, le vol quitte Accra à huit heures et demie du matin/ à huit heures trente.
- j) Les dimanches, le vol arrive à Accra à treize heures cinquante/ à deux heures moins dix de l'après-midi.
- k) Les lundis et les mercredis ont la même heure de départ de Paris (quatorze heures/ deux heures de l'après-midi). Les mardis et les vendredis ont aussi la même heure de départ de Paris (treize heures trente/ une heure et demie de l'après-midi).

### **EXTRA ACTIVITY**

- Encourage learners to look at online public transport (train, bus, aeroplane) schedules from francophone countries. This may be a useful homework or research activity. Allow time in class for learners to discuss their findings.
- For further practice, and to promote the use of local materials, ask your learners to find the schedules of some public transport services in Ghana. Learners should then present these, in French, to the class.
- Ensure good and relevant use of vocabulary, as well as good pronunciation, during learners' oral presentations. Assist and correct learners as necessary and appropriate.
- 2. Learners look at the illustration (at the top of page 124 of the Learner's Book) and read the dialogue. Invite four learners to role-play it in front of the class. Check learners' understanding and pronunciation.
  - Tell learners to start to imagine possible answers to the questions in the dialogue. They will need to write these down in the next activity.

### Indicator:

 B7.4.4.1.4: Rédiger, ou commenter un agenda ou un emploi du temps

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Learners imagine the answers to the questions in the dialogue (on page 124 of the Learner's Book) and write them down in their exercise books. Learners' answers will vary.
  - Accept any correct answers and assist your learners with their sentence structures, as relevant and necessary. Some possible answers are provided below, for reference.

### Answers

- Nous partons lundi, le 15 juin.
- Nous quittons Accra à neuf heures et demie du matin.
- Nous arrivons à Paris à dix-huit heures.
- **2.** a)-b) Learners write an email to a friend to tell him/ her about their weekly activities.
  - You may need to clarify the meaning of "hebdomadaire" so that learners know that they will need to refer to "weekly activities".
  - For reference, learners should use the tables that they prepared for activity 2 on page 122 of the Learner's Book.
  - Prompt your learners to provide as much detail as possible. Say, in French:
    - "Donnez autant de détails que possible."
    - Que faites-vous habituellement (le matin, l'après-midi, le soir)?
    - Quel jour?
    - De quelle heure à quelle heure?

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate the Listening activity script for activity 3 (the second part of the dialogue where Professeur Anku describes what he normally does over the weekend). Please refer to page 110 of this Facilitator's Guide.
- Check and correct your learners' work as necessary.

### PRATIQUER, PRATIQUER, PRATIQUER!

- 1. a)-b) Learners look at the picture (on page 125 of the Learner's Book) and write sentences to describe the placement of the objects and people shown.
  - Encourage your learners to use as many prepositions of place as possible in their sentences.
  - Your learners' sentences may vary slightly.
     Accept any correct ones. Below are some examples of appropriate sentences.

### Answers

- Le professeur est devant la classe.
- Le tableau est derrière le professeur.
- L'horloge est contre le mur et au-dessus du tableau.
- La carte est au-dessous (en dessous) du tableau.
- Le chat est parmi les élèves.
- Le cartable est à côté/ à droite de la table.
- La règle est dans le cartable.
- La fenêtre est à gauche des tables de la salle de classe.
- 2. Learners to imagine a dialogue in which one person asks for directions from their house to a specified place and the other one provides directions.
  - Let your learners decide whether they would like to use the pronoun "tu" or "vous" in their texts, as determined by the characters they choose to use for their dialogue.
  - Check their texts and correct them as necessary.
  - Invite a few learners to share their work in front of the class.
  - Check their pronunciation and assist them as appropriate.
- 3. a)—c) Allow the learners to ask you relevant questions about your weekly routine. Answer in as much detail as possible and prompt them to complete the table provided in exercise 3 (on page 125 of the Learner's Book). Guide and correct learners as appropriate.

- **4. a)-b)** Learners are to study the city map (on page 126 of the Learner's Book) and answer your questions aloud.
  - Allow enough time for your class to properly engage with the city map and the different buildings shown.
  - Prepare a set of questions to test your learners' knowledge of the vocabulary learnt.
     Some example questions would be:
    - Où est l'université?
    - Où se trouve l'hôpital?
    - Où se situe le cinéma?
  - Ensure good understanding and pronunciation.
  - Monitor, guide and correct learners as appropriate.

Notes:		

### UNITÉ 1 Ça fait ...



### Suggested teaching time:

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

Compter et faire des calculs

### Introduction

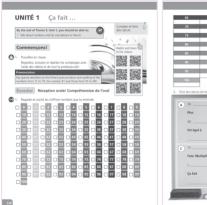
The focus of this unit is on numbers and calculations in French.

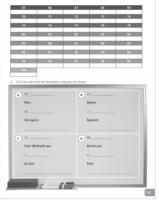
Learners will revise the numbers from 0 to 100 as well as key vocabulary that will enable them to do basic calculations in French.

There will be plenty of opportunity for practice in this unit, through exercises taken from real-life situations, which will help learners to visualise, memorise and understand the content and numbers, in French.

### **®** RESOURCES

• Learner's Book: pp. 128–133





### **Optional extra materials:**

- Posters, flashcards and word cards
- Maths textbooks from francophone countries
- Audio/ video documents
- Smartphone
- Bluetooth/ Speakers/ Audio gadgets
- Laptop/ Projector/ TV

### **KEY WORDS**

- ★ Numbers from 1 to 100 as shown in the videos suggested on page 128
- ★ Zéro

- ⋆ Dizaine
- \* Chiffres
- \* Addition
- **★** Nombres
- **★** Plus
- ★ Calcul
- **★** Soustraction
- **★** Compter
- **★** Moins
- \* Résultat
- \* Multiplication

- ★ Fois/ Multiplié
- ★ Division
- ⋆ Divisé par
- ★ Est égal à/ Égalent/ Ça fait/ Font

In addition to the key words, learners will also revise some key sentences, such as:

- ★ Combien ça coûte?
- ★ Il reste combien de/ d'...?
- ★ Je retiens/ tu retiens/ il, elle, on retient/ nous retenons/ yous retenez/ ils, elles retiennent ...

### **GUIDELINES AND SUGGESTIONS**

- Let learners know that, in this unit, they will revise the topic of numbers and calculations in French.
- Ask learners to turn to page 128 of the Learner's Book. Give them a couple of minutes to engage and familiarise themselves with the top section of the page.
- Draw learners' attention to the title of the unit ("Ça fait ..."), the sub-strand in the clip note ("Compter et faire des calculs") as well as the Objectives box where learners will find what they can expect to achieve by the end of the unit. Highlight the words "chiffres", "nombres" and "calculs" and briefly check for learners' understanding. Clarify as necessary.

### COMMENÇONS!

1. Learners start revising numbers 1 to 100 in French with the help of the videos that you will play for them. This is a great way to kick-start

the topic as this activity provides your class with ample opportunity to sing along while listening to the numbers. Actually seeing the numbers on the screen as they sing along acts as a quick visual reference and memory aid.

**Note:** Before playing the videos, write "0" ("Zéro") on the writing board and read it aloud to your class. Then, to build excitement for the videos that you will play next, say: "Maintenant, allons-y compter de 1 jusqu'à 100!".

- We suggest that you revise the numbers in stages (from 1 to 20; from 20 to 50; from 50 to 70; and from 70 to 100), by playing the songs in these videos from YouTube:
  - https://www.youtube.com/ watch?v=UsEz58BblMY This first link shows the French numbers from 1 to 20 with on-screen captions.
  - https://www.youtube.com/ watch?v=wlYqz2unHKc This second link shows the French numbers from 20 to 50 with on-screen captions.
  - https://www.youtube.com/ watch?v=oIYvC7r05mU This third link shows the French numbers from 50 to 70 with on-screen captions.
  - https://www.youtube.com/ watch?v=AnOXzIfLuU4 This forth link shows the French numbers from 70 to 100 with on-screen captions.
  - https://www.youtube.com/ watch?v=ZDTcrb0szSo This fifth link shows the French numbers from 1 to 100 with on-screen captions.
  - https://www.youtube.com/ watch?v=NmCize5EwbU This sixth and final link shows the French numbers from 1 to 100 without on-screen captions. It can therefore be used as a complete diagnostic assessment for this specific range of numbers (1–100).
- Replay some or all of the videos as many times as you may feel necessary.
- Draw your learners' attention to the "Prononciation" box on page 128 of the Learner's Book. These numbers could be a bit more challenging for learners to remember.

Check for good pronunciation and correct learners as appropriate.



### **Indicator:**

• B7.5.1.1.1: Comprendre et réagir à une conversation, une présentation dans laquelle des gens comptent et font des calculs

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

1. Learners listen to some numbers (between 0 to 100) in French and tick only those that they hear. This activity allows your class to practise their listening skills while recognising, orally, the sounds (and pronunciation) of French numbers. This is an important skill to revise, and master, ahead of the calculation activities that follow next.

### Listening activity script

- Zéro
- Quatre
- Onze
- Dix-neuf
- Vingt
- Vingt-huit
- Trente et un
- Trente-sept

- Quarante-trois
- Cinquante-quatre
- Soixante
- Soixante et un
- Soixante-treize
- Quatre-vingt-quatre
- Quatre-vingt-quatorze
- Cent
- Correct the activity, by writing the numbers on the writing board as you read them aloud in French. Clarify any queries that your class may have.

### Answers

1. Learners to tick the following boxes:

$$0\checkmark$$
  $4\checkmark$   $11\checkmark$   $19\checkmark$   $20\checkmark$   $28\checkmark$   $31\checkmark$   $37\checkmark$   $43\checkmark$   $54\checkmark$   $60\checkmark$   $61\checkmark$   $73\checkmark$   $84\checkmark$   $94\checkmark$   $100\checkmark$ 

Point out the "Le sais-tu?", "Petit rappel" and Bell boxes on page 129 of the Learner's Book. Provide any extra information or clarification as you may feel relevant and necessary.

- 2. Learners listen to four numbers which are the totals of the four equations (a–d) at the top of page 129 of the Learner's Book. Learners need to match each total that they hear to the correct equation.
  - Start by reading each equation aloud to your class.
  - Give learners a few minutes to do each calculation mentally for themselves and, if necessary, to write each total down in numbers (for easier matching once they hear the totals).

### Listening activity script

- 1 Trente
- **2** Cent
- 3 Cinq
- 4 Soixante-dix
- Invite four volunteers (one per equation) to provide the correct answers aloud.

### Answers

- **2.** a) -4 Soixante-dix (70)
  - **b**) -1 Trente (30)
  - c) -2 Cent (100)
  - **d**) -3 Cinq(5)
  - Ask your class to imagine that they are living in Switzerland. Ask them to say, as a class, what word they would then use for the total of equation 2a. (**Answer:** "Septante")
  - Read the complete equations (a–d) aloud to your class and ask learners to repeat after you.
- **3.** Learners listen to four equations and write them down in numbers.

**Note:** For now, learners are only expected to provide their answers in numbers. During section "Écrire", later in the unit, they will have the chance to practise writing numbers, in French, in full.

### Listening activity script

- a) Soixante-dix plus quinze est égal à quatre-vingtcinq.
- b) Neuf multiplié par trois ça fait vingt-sept.
- c) Trente-quatre moins deux égalent trente-deux.
- d) Quarante-huit divisé par quatre font douze.
  - Allow learners to listen to the four equations once more.

• Correct the activity, by inviting four volunteers (one per equation) to come to the writing board and write the equations down (in numbers).

### Answers

- **3. a)** 70 + 15 = 85
- **b)**  $9 \times 3 = 27$
- c) 34 2 = 32
- **d)**  $48 \div 4 = 12$

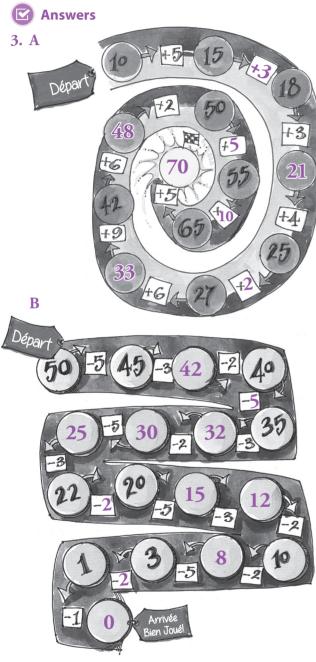
### Indicator:

• B7.5.1.1.2: Compter de 0 jusqu'à 100+

### PARLER - Production orale/ Interaction orale

- Say "Zéro!" aloud and prompt your learners to continue counting up to 100 (step by step, as indicated in the activity's instruction, and pronouncing each number slowly and clearly). This is a challenging activity since, this time, learners will not have a visual reference to assist them.
  - Once again, draw your learners' attention to the spelling and pronunciation of the word "zéro".
  - Monitor, guide and assist your learners.
     Correct their pronunciation as appropriate.
- 2. a)-c) Working in pairs and taking turns, learners count in twos (a), fives (b) and tens (c), up to 100.
  - Walk around the classroom, listening to the learners as they count.
  - Assist and correct them as necessary.
  - As a final consolidation of the activity, we suggest that you prompt your learners to do the counting (in twos, fives and tens) once again. This time, aloud and as a class.
- **3.** Learners do the additions and the subtractions by following the prompts on images A and B at the bottom of page 129 of the Learner's Book.
  - The first calculation is done as an example of what is expected from the activity.
  - Allow your learners to fill in the gaps on the images before they share their calculations with the rest of the class.

Invite a few learners to share their answers aloud, by asking them to read the complete calculations. For example:
 Image A – "Quinze plus trois est égal à/égalent/ ça fait/ font dix-huit."
 Image B – "Quarante-cinq moins trois est égal à/égalent/ ça fait/ font quarante-deux."



- **4.** a)-f) Learners do the multiplication and division calculations on page 130 of the Learner's Book.
  - Allow your learners to fill in the totals for each calculation (in numbers) before they share their calculations with the rest of the class.
  - Invite six volunteers to share their answers aloud, by prompting them each to read one complete calculation aloud, as follows:

- a) Dix fois/ multiplié par dix est égal à/ égalent/ ça fait/ font cent.
- b) Sept fois/ multiplié par cinq est égal à/ égalent/ ça fait/ font trente-cinq.
- c) Neuf fois/ multiplié par sept est égal à/ égalent/ ça fait/ font soixante-trois.
- d) Huit divisé par deux est égal à / égalent/ ça fait/ font quatre.
- e) Six divisé par trois est égal à/ égalent/ ça fait/ font deux.
- f) Vingt-cinq divisé par cinq est égal à/ égalent/ ça fait/ font cinq.

### **EXTRA ACTIVITY**

- Encourage your learners to keep practising their counting and calculations in French by, for example, inviting them to:
  - count specific objects found inside or outside the classroom
  - do extra calculations (additions, subtractions, multiplications and divisions) using sets of objects (such as fruit, marbles, beads, bottle lids or any other local and relevant materials) that you/ they bring to the classroom.

### Pour s'amuser

1. a) Give learners enough time to do all the additions on the square (horizontally, vertically and diagonally), as follows:

### Horizontally

• 
$$4 + 14 + 15 + 1 = 34$$

$$9+7+6+12=34$$

• 
$$5 + 11 + 10 + 8 = 34$$

• 
$$16 + 2 + 3 + 13 = 34$$

### Vertically

$$4+9+5+16=34$$

• 
$$14 + 7 + 11 + 2 = 34$$

• 
$$15 + 6 + 10 + 3 = 34$$

• 
$$1 + 12 + 8 + 13 = 34$$

### **Diagonally**

• 
$$4 + 7 + 10 + 13 = 34$$

**b)** Learners should notice that all the calculations equal 34.

(**Answer:** Ce carré est magique parce que/ car toutes les additions égalent/ font trente-quatre.)

### Indicator:

• B7.5.1.1.3: Lire, comprendre et réagir à un texte dans lequel l'on compte et l'on fait des calculs

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Learners read the text on pages 131 and 132 of the Learner's Book.
  - Allow learners enough time to read the text to themselves and to engage with its content individually. This can be set as homework.
  - Prompt learners to use a dictionary, if necessary, and to add any new words to their "Dictionnaire personnel".
  - Learners should notice that the text is divided into five sections: an introduction followed by four mathematical problems (involving an addition, a subtraction, a multiplication and a division, respectively).
  - Highlight any key words in the text to which you would like your learners to pay special attention.
  - To ensure that learners understand the text well, prepare some generic comprehension questions to ask your class, for example:
    - Où sont les gens du texte?
       (Answer: Ils sont dans la classe de mathématiques).
    - Qu'est que les élèves font aujourd'hui dans la classe de mathématiques?
       (Answer: Aujourd'hui, ils comptent et ils font des calculs).
    - Est-ce que Kweku, Aminatu, Baaba et Kobina donnent des réponses justes?
       (Answer: Oui, ils donnent des réponses justes).
    - Comment comptent-ils, à la fin de la leçon, jusqu'à cent?
       (Answer: À la fin de la leçon, ils comptent jusqu'à cent par dizaines.)
- **2.** Prompt your class to role-play the text in exercise 1, as follows:
  - You play the role of the teacher ("Professeur").
  - Four learner volunteers each read one of the mathematical problems (from the boards on the left hand side of the texts).

- Four different learner volunteers play the roles of "Kweku", "Aminatu", "Baaba" and "Kobina".
- The rest of the class plays the role of all the learners ("Élèves").
- Check your learners' understanding and pronunciation.
- Monitor, guide, assist and correct learners as appropriate.
- Following the idea of the text that learners have just role-played, we suggest that you prepare a few mathematical problems (of your choice and based on the academic strength of your class) and write them down on the writing board. Learners to copy these into their exercise books and do the calculations for homework. Correct learners' work and assist them with any queries that they may raise at this point.

### Indicator:

• B7.5.1.1.4: Écrire les chiffres de 0 à 100

### ÉCRIRE – Production écrite/ Interaction écrite

1. Learners fill in the table on pages 132 and 133 of the Learner's Book, by writing the numbers (0–100) in full, in French.

### Answers

Kindly refer to the photocopiable table provided on page 120 of this Facilitator's Guide. Depending on the academic strength of your class, you may choose to provide your learners with a copy of this table earlier in the unit, for ease of reference as they revise the French spelling of numbers (0–100).

- **2.** Learners write the numbers in French words to complete the equations.
  - Invite four learners to come to the writing board to write down one calculation each.
  - Guide, assist and correct learners as necessary.

			·	
0	1	2	3	4
Zéro	Un	Deux	Trois	Quatre
5	6	7	8	9
Cinq	Six	Sept	Huit	Neuf
10	11	12	13	14
Dix	Onze	Douze	Treize	Quatorze
15	16	17	18	19
Quinze	Seize	Dix-sept	Dix-huit	Dix-neuf
20	21	22	23	24
Vingt	Vingt et un	Vingt-deux	Vingt-trois	Vingt-quatre
25	26	27	28	29
Vingt-cinq	Vingt-six	Vingt-sept	Vingt-huit	Vingt-neuf
30	31	32	33	34
Trente	Trente et un	Trente-deux	Trente-trois	Trente-quatre
35	36	37	38	39
Trente-cinq	Trente-six	Trente-sept	Trente-huit	Trente-neuf
40	41	42	43	44
Quarante	Quarante et un	Quarante-deux	Quarante-trois	Quarante-quatre
45	46	47	48	49
Quarante-cinq	Quarante-six	Quarante-sept	Quarante-huit	Quarante-neuf
50	51	52	53	54
Cinquante	Cinquante et un	Cinquante-deux	Cinquante-trois	Cinquante-quatre
55	56	57	58	59
Cinquante-cinq	Cinquante-six	Cinquante-sept	Cinquante-huit	Cinquante-neuf
60	61	62	63	64
Soixante	Soixante et un	Soixante-deux	Soixante-trois	Soixante-quatre
65	66	67	68	69
Soixante-cinq	Soixante-six	Soixante-sept	Soixante-huit	Soixante-neuf
70	71	72	73	74
Soixante-dix	Soixante et onze	Soixante-douze	Soixante-treize	Soixante-quatorze
75	76	77	78	79
Soixante-quinze	Soixante-seize	Soixante-dix-sept	Soixante-dix-huit	Soixante-dix-neuf
80	81	82	83	84
Quatre-vingts	Quatre-vingt-un	Quatre-vingt-deux	Quatre-vingt-trois	Quatre-vingt-quatre
85	86	87	88	89
Quatre-vingt-cinq	Quatre-vingt-six	Quatre-vingt-sept	Quatre-vingt-huit	Quatre-vingt-neuf
90	91	92	93	94
Quatre-vingt-dix	Quatre-vingt-onze	Quatre-vingt-douze	Quatre-vingt-treize	Quatre-vingt-quatorze
95	96	97	98	99
Quatre-vingt-quinze	Quatre-vingt-seize	Quatre-vingt-dix-sept	Quatre-vingt-dix-huit	Quatre-vingt-dix-neuf
100				
Cent				



2. A 30 Trente
Plus
40 Quarante

Est égal à **70 Soixante-Dix** 

C 20 Vingt
Fois/ Multiplié par
5 Cinq
Ça fait
100 Cent

B 25 Vingt-cinq Moins 12 Douze Égalent 13 Treize

D 80 Quatre-vingt
Divisé par
4 Quatre
Font
20 Vingt

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate the following calculations to your learners and prompt your class to write them in words (in full).
  - 68 (soixante-huit) + (plus) 3 (trois) = (est égal à) 71 (soixante et onze)
  - **81** (quatre-vingt-un) (moins) **2** (deux) = (égalent) **79** (soixante-dix-neuf)
  - 12 (douze) x (fois/ multiplié par) 4 (quatre) = (ça fait) 48 (quarante-huit)
  - **100** (cent) ÷ (divisé par) **5** (cinq) = (font) **20** (vingt)
- Feel free to add extra calculations to the suggestions above. The more your learners are able to practise, the better.
- Check their dictations and correct them as necessary.
- Allow learners to rewrite their dictations correctly in response to your feedback.

### PRATIQUER, PRATIQUER, PRATIQUER!

- 1. a)—f) Learners are to look around the classroom and count the number of students (a), teachers (b), school bags (c), windows (d), pens and coloured pencils on your table (e), and books on your chair (f). Learners should write the answer to each question in French words.
  - Invite six learners each to share one answer aloud. The rest of the learners should listen attentively and state whether they agree or disagree with the answers.
  - Monitor, guide and correct learners as necessary.
- 2. A Le total est treize. (13)
  - B Il reste dix tranches. (10)
  - C Tu achètes cent oranges. (100)
  - D Chaque membre de ta famille peut manger deux pains. (2)
    - Invite four learners each to write down one answer on the writing board.
       Correct and guide as appropriate.

Notes:			

### **UNITÉ 1 Ouvre ton livre!**



### Suggested teaching time:

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

Donner et réagir à des ordres et à des interdictions

### Introduction

In this unit, learners will revise and learn more about how to give and respond to orders or instructions in French.

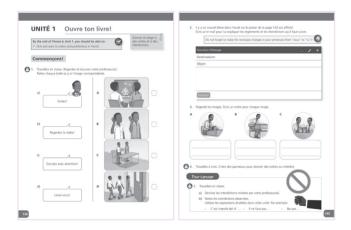
Learners will use the imperative forms (for "tu", "vous" and "nous") of some key verbs that are frequently used in the classroom environment. They will also learn that the imperative forms

of the French verbs "être", "avoir", "savoir" and "vouloir" are formed in a different, very specific, way (borrowing their forms from the subjunctive mood).

Learners will also learn a number of commonly used ways in which prohibition is expressed in French.

### (C) RESOURCES

• Learner's Book: pp. 136–145



### **Optional extra materials:**

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

### **KEY WORDS**

- ★ All the imperative forms for "tu", "vous" and "nous" listed in the "Petit rappel" box on page 138 of the Learner's Book
- ★ Sois/ Soyez/ Soyons
- ★ Aie/ Ayez/ Ayons
- ★ Sache/ Sachez/ Sachons
- ★ Veuille/ Veuillez/ Veuillons

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

- \* Interdiction de/ d' ...
- ★ Défense de/ d' ...
- \* C'est interdit/ Il est interdit de/ d' ...
- ★ Il est défendu de/ d' ...
- ★ Il ne faut pas ...
- **★** Ne ... pas
- ★ Ne pas ...

### **GUIDELINES AND SUGGESTIONS**

- Give learners a couple of minutes to engage and familiarise themselves with the top section of page 136 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.
- Draw learners' attention to the words "ordres" and "interdictions" and remind them that they have already learnt (in previous years) how to give and receive orders or instructions in French. Tell them that, in actual fact, they frequently practise this topic in the classroom because they normally receive orders or instructions in French and react to them. To make this statement very clear, tell them that they will now see some examples of French orders/ instructions. Then, immediately prompt them to begin the "Commençons!" activity on pages 136 and 137 of the Learner's Book.

### COMMENÇONS!

- 1. This simple, yet very useful, activity allows learners to revise some imperative forms for "vous". They have already learnt these forms in previous years and they are likely to have already heard them in the classroom environment. This activity offers a great opportunity for a quick diagnostic assessment.
  - Read all the orders/ instructions on page 136 of the Learner's Book aloud and prompt your learners, as a class, to match each speech bubble (a–d) to the correct picture (A–D).
  - Follow the same steps for the speech bubbles (e–j) and pictures (E–J) on page 137 of the Learner's Book.
  - Monitor, guide and correct learners as necessary.

### Answers

- 1. a) D b) A c) B d) C e) J f) H g) I h) E i) G i) F
- **2.** Re-read all the orders/ instructions on pages 136 and 137 of the Learner's Book.
- 3. Prompt your learners, as a class, to do the actions as they hear each order/instruction. This is a great warm-up activity to prepare learners for the content of the unit while building on their excitement and willingness to revise and learn more on the topic.
  - Draw your learners' attention to the "Petit rappel" box on page 138 of the Learner's Book and go through it with them. Depending on the academic strength of your class (and on how quickly and easily they have been engaging with the revision of the topic), you may decide to take more or less time on this. Learners should recognise the verbs listed in the table as they probably hear them often in class. Read each imperative form, line by line, aloud. Learners repeat after you.
  - Ensure that your learners remember and understand clearly how to use all three imperative forms (for "tu", "vous" and "nous"). Revise and clarify further wherever

- required. You may also wish to provide additional examples and prepare activities for extra practice/ homework.
- Point out and read the last bullet point aloud to your class to make your learners aware that the verbs "être", "avoir", "savoir" and "vouloir" form their imperative forms in a different way. From there, prompt them to turn to page 139 of the Learner's Book and to look at the "Observer et apprendre" box, at the top of the page.

### Observer et apprendre

### How to form the imperative of the French verbs "être", "avoir", "savoir" and "vouloir"

- Go through this "Observer et apprendre" box with your learners. Read each imperative form, line by line, aloud. Learners repeat after you. Check their pronunciation and correct them as necessary.
- Ensure that learners understand well and clarify further as required. At this level, we suggest that you do not spend too much time talking about the French subjunctive mood. Later in their French studies, learners will have the chance to learn about it in detail. For now, it is crucial only that learners be made aware that these four specific verbs borrow their imperative forms not from the present tense of the indicative mood, but rather from the present tense of the subjunctive mood.

### Indicator:

 B7.9.1.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on donne et réagit à des ordres et à des interdictions

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

- Using very clear visual references, this activity introduces, in context, the topic of prohibitions in French. Let your learners look at the five prohibition signs (A–E) on page 139 of the Learner's Book. Ask them whether they have seen any of those signs before. Then, prompt them to say in English or in their local language what prohibition each sign expresses.
- Monitor and guide learners as appropriate.

1. Tell learners that they will now hear, in French, the five prohibitions that the signs represent. Learners should listen attentively as you read the sentences from the Listening activity script aloud.

### Listening activity script

- 1 Défense de patiner!
- 2 Interdiction de téléphoner!
- 3 C'est interdit aux animaux de compagnie!
- 4 Ne mangez et ne buvez pas!
- 5 Il est interdit de prendre des photos!
  - Stress the expressions "Défense de", "Interdiction de", "C'est interdit", "Ne ... pas" and "Il est interdit de" as you read each prohibition to your class. It is important for learners to understand that these terms are commonly used to express prohibition in French.
- 2. Re-read the Listening activity script, sentence by sentence.
  - Learners to associate each expression they hear to the correct image.
  - Invite five volunteers (one per expression/ image) to share their answers aloud. Correct learners as necessary.



### **Answers**

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

- Write all five French expressions on the writing board for learners' ease of reference. Learners to copy the expressions into their exercise books.
- Underline the terms "Défense de", "Interdiction de", "C'est interdit", "Ne ... pas" and "Il est interdit de". Then, draw learners' attention to the "Observer et apprendre" box on page 140 of the Learner's Book.

### Observer et apprendre

### How to express prohibition in French

- Work through the "Observer et apprendre" box, on page 140 of the Learner's Book, with your learners. They should recognise the expressions that they have just heard in exercises 1 and 2, and notice the new ones. Take some time to go through each example provided.
- Check learners' understanding and provide further examples as you may find relevant and appropriate.

### **Indicator:**

• B7.9.1.1.2: Donner et réagir à des ordres et à des interdictions

### **PARLER – Production orale/** Interaction orale

- 1. Tell learners to look at the pictures and to read the speech bubbles at the bottom of page 140 of the Learner's Book. The aim of this very simple exercise is for learners to keep practising their speaking skills on the topic while using the three imperative forms of the verb "faire".
  - Read the three speech bubbles aloud, one at a time. Learners to repeat each of them after you.
  - Invite a few learners to come to the front of the class to role-play scenes A, B and C, as represented. Make sure that the speakers point to themselves, to a partner or to a group of classmates, as appropriate in each case. Monitor, guide and correct learners as necessary.
- 2. a)-b) This activity gives learners further opportunity to practise the imperative forms of different French verbs.
  - As a class, learners change each order/ instruction in the "Commençons!" activity (on pages 136 and 137 of the Learner's Book) from the imperative form for "vous" to the imperative form for "nous".
  - Prompt your learners to do each action as they read the instruction aloud.
  - Monitor, guide and correct learners as necessary.

### Answers

- 2. a) Sortons!
  - b) Regardons la vidéo!
  - c) Écoutons avec attention!
  - d) Levons-nous!
  - e) Écrivons dans nos cahiers!
  - f) Chantons plus fort!
  - g) Ouvrons nos livres!
  - h) Allons au tableau noir!
  - i) Asseyons-nous! (Assoyons-nous!)
  - j) Fermons nos livres!
- 3. a)-b) For this activity, learners are to work in pairs to practise the imperative mode for "tu". Learners should choose verbs from the "Petit rappel" box on page 138 of the Learner's Book.
  - Taking turns, each learner gives three orders/ instructions in French to their partner. Their partner responds appropriately to each order/ instruction.
  - Walk around the classroom, listening to their orders/ instructions and ensuring that they react to them as expected.
  - Monitor, guide and correct learners as necessary.
- 4. a)—b) This activity is similar to activity 3 but, this time, learners work in groups of four to practise the imperative mode for "vous". Once again, they should choose verbs from the "Petit rappel" box on page 138 of the Learner's Book.
  - Taking turns, each learner gives two orders/ instructions in French to his/ her three group mates. The group mates respond appropriately to each order/ instruction they
  - Walk around the classroom, listening to their orders/ instructions and ensuring that they react to them as expected.
  - Monitor, guide and correct learners as necessary.
- **5.** Learners look at the images (A–F) on page 141 of the Learner's Book. They should notice that they represent prohibition signs.
  - Invite six learners (one per sentence) to read the expressions (a–f) aloud and to match each one to the correct image (A–F).

- The rest of the class should listen attentively and state whether they agree or disagree.
- Monitor, guide and correct learners as necessary.
- Learners will probably discover new French vocabulary in this activity (such as "déjections canines", "pelouse" and "uriner"). However, it should not be difficult for them to figure out the meaning of these words once they start to engage with the matching exercise. If really needed, allow learners to use a dictionary.
- Remind learners to add any new vocabulary to their "Dictionnaire personnel".

### Answers

- 5. a) C
  - **b**) F
  - c) A
  - **d**) B
  - e) D
  - **f)** E

### **Indicator:**

 B7.9.1.1.3: Lire, comprendre et réagir à un texte dans lequel l'on donne et l'on exécute des ordres et des interdictions

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Allow enough time for learners to read through the rules/ prohibitions (1–8) and look at the illustrations on page 142 of the Learner's Book.
  - Point out the "Vocabulaire" box on the page and encourage learners to look up any other words that are new to them in a dictionary.
     Remind them to add any new vocabulary to their "Dictionnaire personnel".
  - Invite eight learners to read the rules/ prohibitions on the page aloud (one rule/ prohibition per learner).
  - Check their pronunciation and correct them as necessary.
  - Ask learners to identify the imperative forms in the text and to give the infinitive form of each one. Write them on the writing board as the correct answers are provided. Guide learners as necessary.

(Answers: 1 Respectez – Respecter;

2 <u>Dites</u> – Dire; 3 <u>Interrompez</u> – Interrompre; <u>Parlez</u> – Parler; 4 <u>Soyez</u> – Être;

<u>Concentrez</u>(-vous) – Se concentrer;

- 5 <u>Bavardez</u> Bavarder; 6 <u>Montez</u> Monter;
- 7 <u>Levez</u> Lever; 8 <u>Empêchez</u> Empêcher)
- 2. Tell learners to read the text, and look at the images, on page 142 one more time before doing the "Vrai/ Faux" activity at the top of page 143 of the Learner's Book.
  - Invite eight learners (one per statement) to share their answers aloud, correcting the false statements. The rest of the class should listen attentively and state whether they agree or disagree.
  - Prompt your learners to correct the false statements using the relevant imperative forms for "vous" (in line with the captions on the poster on page 142 of the Learner's Book).
  - Monitor, guide and correct learners as necessary.

### Answers

- **2. a)** Vrai.
  - b) Faux. N'empêchez pas les autres de travailler!
  - c) Faux. Pour demander le droit à la parole, levez votre main!
  - d) Faux. Parlez à votre tour!
  - e) Vrai.
  - f) Faux. Ne montez pas sur les tables ou sur les chaises!
  - g) Faux. Soyez attentif/ attentive en classe.
  - h) Faux. Ne dites pas de gros mots ou de méchancetés!
- 3. a)—b) Tell learners to read the short article on page 143 of the Learner's Book. Remind them to look up any unfamiliar words in a dictionary and to add any new words to their "Dictionnaire personnel".
  - Invite two learners (one per question) to answer the questions aloud. The rest of the class should listen attentively and state whether they agree or disagree.
  - Guide and correct learners as necessary.
  - Learners' answers may vary. Accept any correct answers. Example answers are provided in the next column.

### Answers

- **3. a)** L'article parle de l'interdiction, en France, d'utiliser les téléphones portables (les téléphones mobiles) dans les écoles primaires et dans les collèges.
  - b) En France, les écoles primaires et les collèges ont cette interdiction car/ parce qu'ils veulent sensibiliser les élèves à l'utilisation raisonnée des outils numériques; alors, ils veulent que les élèves se concentrent sur leurs études et aussi qu'ils bénéficient pleinement de la richesse de la vie collective.

### **Indicator:**

 B7.9.1.1.4: Écrire pour donner des ordres et des interdictions à quelqu'un

### ÉCRIRE – Production écrite/ Interaction écrite

- 1. Based on the short article that learners read for the previous activity, they should now complete each speech bubble (a–h), on page 144 of the Learner's Book, with an appropriate expression of prohibition in French.
  - Prompt learners to check and confirm their answers against the "Observer et apprendre" box on page 140 of the Learner's Book.
  - Correct the activity by writing the answer sentences below on the writing board.
  - Check that learners understand well and clarify any queries that they may have.

### Answers

- a) Interdiction d'utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!
  - b) Défense d'utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!
  - c) C'est interdit d'utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!
  - d) Il est interdit d'utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!
  - e) Il est défendu d'utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!

- f) Il ne faut pas utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!
- g) N'utilisez pas les téléphones mobiles dans les écoles primaires et dans les collèges!
- h) Ne pas utiliser les téléphones mobiles dans les écoles primaires et dans les collèges!
- 2. This is a great homework activity. As indicated, learners re-read the poster on page 142 of the Learner's Book. They then write an email, explaining the rules and prohibitions.
  - Point out the Bell box on page 145 just below the activity instruction as this is an important point for learners to remember as they write their emails.
  - Check learners' emails and correct them as necessary.
  - Ensure that learners have included the sentences below as part of their texts.
    - \_ Respecte les autres!
    - Ne dis pas de gros mots ou de méchancetés!
    - N'interromps pas les autres! Parle à ton tour!
    - Sois attentif/ attentive! Concentre-toi sur ton travail!
    - \_ Ne bavarde pas!
    - Ne monte pas sur les tables ou sur les chaises!
    - Lève ta main pour demander le droit à la parole!
    - N'empêche pas les autres de travailler!
- 3. Learners look at the images (A–C) and write an order/ instruction for each one.
  - Invite three learners (one per image) to write their orders/ instructions on the writing board.
  - Guide and correct learners as necessary.
     Accept any correct and appropriate answers.

### Answers

- **3. A** Ferme ton livre!
  - B Assieds-toi! (Assois-toi!)
  - C Ouvrez votre livre!/ Travaillez à deux!

4. Working in groups of three, learners are to create their own signs, using the French prohibition expressions that they have learnt in this unit. Invite some of the groups to share their signs with the class. Guide and correct learners as necessary.

### Pour s'amuser

- 1. a)—b) Think about three different prohibitions (from the ones that your learners have already learnt in the unit) and mime each one of them as best as you can. Learners, as a class, should try to guess each prohibition using one of the French prohibition expressions that they have learnt. For example:
  - You mime: "Do not smoke!"
  - Learners then say, as one option: "Interdiction de fumer!"

### C'est l'heure de la dictée!

- For this unit, we suggest that you dictate the imperative forms of some of the verbs listed in the "Petit rappel" box on page 138 of the Learner's Book. Select those verbs that might be a bit more challenging for your learners, such as the ones for the verbs "Répéter", "Compléter" or "S'asseoir".
- In addition, we also suggest that you dictate the seven example sentences from the "Observer et apprendre" box on page 140 of the Learner's Book.

### UNITÉ 2 C'est possible de ...?



### Suggested teaching time:

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

Demander, donner ou refuser la permission

### Introduction

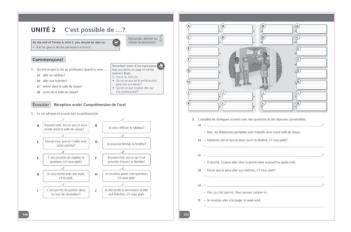
In this unit, learners will learn more on how to ask for and give, or decline, permission in French.

Learners should already be familiar with some of the appropriate words and expressions, as they probably use and hear them often in the classroom environment.

This is a very practical unit which gives learners the opportunity to do a number of meaningful activities, always in context, while revising key French verbs such as "demander", "donner", "refuser", "pouvoir" and "vouloir".

### **®** RESOURCES

• Learner's Book: pp. 146–152



### **Optional extra materials:**

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

### **KEY WORDS**

- ★ Permission
- ⋆ Demander
- ⋆ Donner
- ★ Refuser
- ★ Pouvoir
- **★** Vouloir
- ★ Excuse-moi/ Excusez-moi
- ★ S'il te/ vous plaît

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

- ★ Est-ce que je peux …?
- ★ Je peux ...?/ Puis-je ...?
- ★ Je pourrais ...?
- ★ C'est possible de/ d' ...?
- ★ Est-ce qu'il est possible de/ d' ...?
- ★ Je veux ...
- ★ J'aimerais .../ Je voudrais ...
- ★ C'est permis de/ d' ...?
- ★ Je demande la permission de/ d' ...
- ★ Oui, tu peux/ vous pouvez .../ Non, tu ne peux/ vous ne pouvez pas ...
- ★ Oui, ça c'est possible./ Non, ce n'est pas possible.
- \* Oui, il est possible de faire ça./ Non, il n'est pas possible de faire ça.
- ★ Oui, il est possible de/ d'.../ Non, il n'est pas possible de/ d' ...
- ★ Oui, ça c'est permis./ Non, ça c'est interdit.
- ★ Oui, il est permis de/ d' .../ Non, il est interdit de/ d' ...
- ★ D'accord, il n'y a pas de problème.
- ★ D'accord, tu es/ vous êtes autorisé(e)s à .../
  Non, tu n'es pas/ vous n'êtes pas autorisé(e)s à ...

### **GUIDELINES AND SUGGESTIONS**

 Give learners a couple of minutes to engage and familiarise themselves with the top section of page 146 of the Learner's Book, especially with the Objectives box where learners will find what they can expect to achieve by the end of the unit.

- Tell your learners that this is a very practical unit and that they are already familiar with some of the key vocabulary, as they use and hear it often in the classroom.
- Draw learners' attention to the Bell box on the page and then ask them to turn immediately to page viii of the Learner's Book. Read each of the listed expressions. Learners to repeat after you. Check for good understanding, intonation and pronunciation. By now, your class should be ready and excited to learn more on the topic.
- Encourage your learners to keep practising the topic of this unit as much as possible, both inside and outside the classroom – by recording themselves and playing it back, by preparing extra role plays with their classmates and friends, by practising in front of a mirror, etc.

### COMMENÇONS!

- 1. Prompt your learners to turn back to page 146 of the Learner's Book. Ask the questions (a–d) to four different learners.
  - Your learners' answers may vary slightly.
     Accept any appropriate answers. Guide, assist and correct learners as necessary.
     Some possible answers are provided below.

### Answers

- a) Excusez-moi, est-ce que je peux aller au tableau, s'il vous plaît?
- **b**) Excusez-moi, est-ce que je peux aller aux toilettes, s'il vous plaît?
- c) Excusez-moi, est-ce que je peux entrer dans la salle de classe, s'il vous plaît?

d) Excusez-moi, est-ce que je peux sortir de la salle de classe, s'il vous plaît?

**Note:** You may wish to add some extra questions and use this activity for a quick diagnostic assessment.

### Indicator:

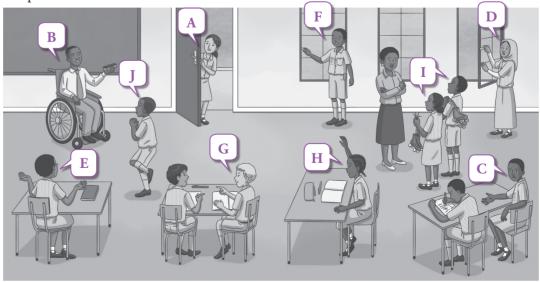
 B7.9.2.1.1: Écouter, comprendre et réagir à une conversation, une présentation dans laquelle l'on demande ou l'on donne la permission

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

- 1. Let your learners read the instruction to the exercise (on page 146 of the Learner's Book), as well as the ten speech bubbles (A–J), quickly to themselves. Then, prompt learners to close their Learner's Books.
  - Read the speech bubbles to your class.
     Learners should listen attentively and pay attention to the vocabulary.
- 2. Ask learners to open their Learner's Books on page 147 and to study the illustration in detail.
  - Re-read the speech bubbles (A–J) on page 146 to your class. As learners listen, ask them to associate each speech bubble with the correct person in the illustration.
  - Correct the activity, check that learners understand well and clarify any queries that may arise.



2.



- Ask learners to turn their attention back to page 146 of the Learner's Book – specifically to speech bubbles D and H. Read these two speech bubbles aloud, stressing the words "pourrais" and "voudrais" and then immediately draw learners' attention to the first Bell box on page 147. Guide your learners and clarify any queries, as necessary.
- Decide when it would be most appropriate to revise the conjugation (in the present tense) of the verbs "demander", "donner", "refuser", "pouvoir" and "vouloir" with your class. These are key verbs in this unit and it is important to go through them with your learners. Prompt them to look at the relevant pages of the "Tableaux de référence" section of the Learner's Book either now or just before they start the "Parler" activities of this unit.

### Observer et apprendre

### How to ask for permission in French

- Point out the "Observer et apprendre" box at the bottom of page 147 of the Learner's Book. The aim here is to consolidate key expressions that learners can use to ask for permission in French. Also draw learners' attention to the Bell box within the "Observer et apprendre" box.
- Go through both feature boxes with your class, providing as many examples as you may find necessary.

**Note:** Learners are not yet expected to know all of these expressions by heart. However, they should understand them clearly and know how to use them appropriately in a French dialogue.

### Observer et apprendre

### How to grant or refuse permission in French

- Point out the "Observer et apprendre" box at the top of page 148 of the Learner's Book. The aim in this case is to revise and introduce key expressions that can be used to grant or refuse permission in French.
- Go through the content of this box with your learners, providing as many examples as you may find necessary. Check learners' understanding and clarify any queries that they might have.

 Depending on the academic level of your class, you may wish to add a few extra options to the list provided, as follows:

### To grant permission

- Oui, je te/ vous permets de/ d' ...
- Bien sûr que oui.
- Pas de soucis.
- Tu as/ Vous avez la permission de/ d' ...
- Oui, avec plaisir!/ Oui, avec joie!
- Sans problème!/ Pas de problème!

### To refuse permission

- Non, je ne te/ vous permets pas de/ d' ...
- Bien sûr que non.
- Tu n'as/ Vous n'avez pas la permission de/ d' ...
- Non, pas question!
- Non, tu n'as pas/ vous n'avez pas le droit de/ d' ...

**Note:** Feel free to add as many more expressions as you may find necessary and appropriate.

**3.** For this activity, learners listen to six French dialogues. The aim is for them to identify whether permission is granted or refused in each one.

### Listening activity script

### Dialogue A

**Élève 1:** Excusez-moi, est-ce que je peux fermer

la fenêtre? Il fait du froid!

Professeur: Oui, tu peux fermer la fenêtre.

### Dialogue B

Élève 2: C'est possible de monter sur la table, s'il

vous plaît? Je voudrais m'amuser bien

dans la salle de classe!

Professeur: Non, ça c'est interdit. Assois-toi et fais

attention à la leçon!

### Dialogue C

**Élève 1:** Est-ce que je peux emprunter ton taille-

crayon, s'il te plaît?

**Élève 2:** D'accord. Il n'y a pas de problème.

### ① Listening activity script (continued)

### Dialogue D

**Élève 1:** Puis-je aller aux toilettes, s'il vous plaît?

J'ai la diarrhée!

Professeur: D'accord. Tu es autorisé à aller aux

toilettes. Vite! Vite!

### Dialogue E

Élève 1: Excuse-moi, je veux dessiner sur ton

cahier d'exercices.

**Élève 2:** Non, il n'est pas possible de faire ça.

J'écris maintenant sur mon cahier d'exercices. Alors, ne m'empêche pas

de travailler, s'il te plaît.

### Dialogue F

Élève 2: Je pourrais bavarder en classe, s'il

vous plaît?

Professeur: Non, il est interdit de bavarder

en classe.

 Write the table below onto the writing board and ask learners to copy it into their exercise books.

		1	Dial	ogu	e	
	A	В	С	D	E	F
Permission donnée						
Permission refusée						

• As they listen again to the dialogues (A–F) above, learners are to tick the correct block to indicate whether permission was granted or refused in each dialogue.

### Answers

3.

		I	Dial	ogu	e	
	A	В	С	D	E	F
Permission donnée	1		✓	✓		
Permission refusée		1			✓	✓

### Indicator:

• B7.9.2.1.2: Demander ou donner/ refuser la permission

### PARLER – Production orale/ Interaction orale

- 1. a)—c) Working in pairs and using the speech bubbles (A—J) on page 146 of the Learner's Book, learners role-play 10 short dialogues in which they ask for and grant, or refuse, permission in French. They should use different expressions to ensure variety and for practice.
  - Walk around the classroom, listening to their dialogues. Ensure that learners are roleplaying the dialogues as expected.
  - Check for both variety in their answers and good understanding, intonation and pronunciation.
  - Guide and correct learners as necessary.
  - Invite a few pairs of learners to present their dialogues in front of the class.
- 2. a)—b) Building on the previous activity, and working in different pairs, learners should now use their own imagination to create dialogues in which they ask for and give/ refuse permission in French.
  - Walk around the classroom, listening to their dialogues. Ensure that learners are roleplaying the dialogues as expected.
  - Check for both variety in their answers and good understanding, intonation and pronunciation.
  - Guide and correct learners as necessary.
  - Invite a few pairs of learners to present their dialogues in front of the class.
  - Point out the Bell box, on page 148 of the Learner's Book, to your learners and ask them to do the suggested activity for homework.

### Indicator:

 B7.9.2.1.3: Lire, comprendre et réagir à un texte dans lequel l'on demande et donne ou l'on refuse la permission à quelqu'un

### LIRE – Réception écrite/ Compréhension des écrits

- 1. Allow enough time for learners to read both the instruction for the activity and the dialogue on pages 149 and 150 of the Learner's Book.
  - Ask your learners whether they can tell you what "BD" (which stands for "bande dessinée", in French) means in English. (Answer: It means "comic strip".)

- Ask for two volunteers to role-play the dialogue in front of the class. The rest of the class should follow attentively.
- Check learners' pronunciation and correct them as necessary.
- 2. From the dialogue on pages 149 and 150, learners identify the expressions used to ask for permission, to give permission or to refuse permission in French. Learners should then complete the table provided by placing each expression in the appropriate column.



### **Answers**

2.

	Expressions du texte	
Demander la permission	Donner la permission	Refuser la permission
Je pourrais lire ce très beau poème à haute voix? Je voudrais le partager avec tous.		Pardon, il est interdit de faire ça dans notre bibliothèque.
C'est possible de prendre mon déjeuner ici, s'il vous plaît?		Non, pardon, il n'est pas possible de manger ou de boire dans notre bibliothèque.
Je veux chanter une chanson sur le sujet du poème		Non, malheureusement, il est interdit de chanter ici.
C'est permis de prendre des photos? () Je veux envoyer quelques photos à mon correspondant français.		Pardon, non, tu n'es pas autorisé à prendre des photos dans notre bibliothèque.
Est-ce que je peux fermer la fenêtre?	Oui, tu peux s'il te plaît!	
Puis-je vous aider?	D'accord. Il n'y a pas de problème.	
Je demande la permission de sortir, s'il vous plaît!	Oui, tu peux sortir.	

### **Indicator:**

• B7.9.2.1.4: Écrire pour demander/ donner/ refuser la permission à quelqu'un

### ÉCRIRE – Production écrite/ Interaction écrite

1. a)-d) Give learners enough time to engage with both the activity instructions and the illustrations on page 151 of the Learner's Book.

- Learners should be familiar with all the vocabulary needed for the activity. Guide them with any particular words that you may find really necessary.
- Ensure that learners have a clear understanding of what is expected from this activity, by directing their attention to page 152 of the Learner's Book and clarifying that:

- on the left-hand side of the image (on the pink background), they should write appropriate sentences to ask for permission to do each one of the activities (A–L) illustrated on page 151. Remind learners to conjugate the verbs for "nous" (or, alternatively, for "on") whenever necessary in their sentences.
- on the right-hand side of the image (on the purple background), they should write appropriate sentences (from the national park officer/ tour guide) to grant or refuse permission for each activity (A–L).
- Encourage learners to use as many expressions as possible (from the ones that they have been practising throughout the unit).
- Correct the activity, by inviting a few learners to write their sentence options on the writing board. Your learners' sentences will vary.

  Accept any correct ones. Some examples of possible answers are provided below.

### Answers

1. b)-c

- Est-ce que nous pouvons C'est possible de prendre Oui, ça c'est possible. Non, il est interdit de camper/ faire du camper/ faire du des photos? camping, s'il vous plaît? camping ici.  $(\mathbf{D})$ Est-ce qu'il est possible Nous voulons nager, s'il Pardon, malheureusement, Non, ça c'est interdit. de marcher sur la vous plaît. vous ne pouvez pas nager pelouse? dans ce parc national. E C'est permis d'utiliser les Non, ce n'est pas téléphones portables? possible. Non, vous n'êtes pas F Nous voulons faire du autorisés à faire du vélo vélo, s'il vous plaît. dans ce parc national. Oui, vous pouvez Est-ce qu'on peut jouer jouer aux cartes. aux cartes? Oui, ça c'est permis sur l'aire de pique-nique de notre (H)C'est permis de manger Note: You may choose to teach the new word "l'aire de et de boire dans ce parc pique-nique" (picnic area) to your learners and prompt them to add it to their "Dictionnaire personnel". national? Nous demandons la Nous pouvons faire un Pardon, il n'est pas Non, vous ne pouvez permission de patiner, feu de camp, s'il vous pas faire des feux de possible de faire ça. s'il vous plaît. plaît? camp ici. Bien sûr! C'est permis de pêcher Excusez-nous, est-ce Non, ça c'est dans le parc national? qu'on peut vous poser totalement interdit des questions? dans le parc national.
  - **2.** This is a great activity for learners to develop their language skills further, in context.
    - Ensure that learners have a good understanding of what is required for the activity. Learners should complete the dialogues (a–f) with appropriate questions or answers.
- Learners' sentences may vary slightly. Accept any correct ones when you check the activity. You will find some examples of possible answers on the next page.
- Allow your learners to rewrite their sentences correctly in response to your feedback.

### **Answers**

- **2.** a) Excusez-moi, est-ce que je peux utiliser mon téléphone portable dans notre salle de classe?
  - b) Oui, tu peux ouvrir la fenêtre.
  - c) Maman, puis-je aller chez la grand-mère aujourd'hui après-midi, s'il vous plaît?
  - d) D'accord. Tu es/ Vous êtes autorisé(e) à aller aux toilettes.
  - e) Est-ce que je peux/ que nous pouvons/ qu'on peut camper ici, s'il vous plaît?
  - f) Non, malheureusement, tu ne peux/ vous ne pouvez pas aller à la plage ce week-end.

### C'est l'heure de la dictée!

• For this unit, we suggest that you dictate the following dialogue (or any other relevant dialogue of your choice) to your learners.

Ama: Madame, est-ce que je peux

sortir de la salle de classe, s'il

vous plaît?

Professeure: Non, tu n'es pas autorisée à

sortir de la salle de classe, Ama. Assois-toi et fais attention à la

leçon, s'il te plaît!

**Kofi:** Madame, est-ce que je peux

poser une question, s'il vous

plaît?

Professeure: Oui, Kofi, tu peux poser une

question. Dis-moi, quelle est ta

question?

**Kofi:** Merci, Madame. C'est permis

de patiner dans notre salle de

classe?

Professeure: Non, ça c'est interdit dans notre

salle de classe.

**Grace:** Madame, je voudrais prendre

mon petit déjeuner ici, s'il vous

plaît.

**Professeure:** Non, tu ne peux pas manger

dans notre salle de classe, Grace.

Blaise: Madame, est-ce que je peux

aller au tableau pour écrire les règlements et les interdictions de

notre salle de classe?

Professeure: Oui, Blaise, bien sûr! Il est

possible de faire ça. Merci

beaucoup.

### PRATIQUER, PRATIQUER!

- 1. Learners look at the pictures (A–D), on page 153 of the Learner's Book, and add an appropriate instruction/ order to match each one.
  - Invite four learners (one per image) to share their answers in class. Your learners' sentences may vary. Accept any correct answers. Below are some examples of possible instructions.



- A Sortez (de la salle de classe)!
- B Va au tableau (noir)!
- C Donne-moi le/ ton stylo, s'il te plaît!
- D Écrivez dans les/ vos cahiers (d'exercices)!/ Faites les activités dans les/ vos cahiers d'exercices!

- 2. a)-b) Learners look at the images (A–D) and write an appropriate prohibition, in French, to match each one.
  - Encourage your learners to use a dictionary, if necessary.
  - Tell learners to use a different French expression (to express prohibition) for each image.
  - Invite four learners (one per image) to write down their answers on the writing board.
  - Guide and correct learners as necessary.
  - Learners' answers may vary. Accept any correct and appropriate statements. Some examples are provided on the next page.



- 2. A C'est interdit de faire du camping!/
  Ne campez pas!
  - **B** Interdiction de feux de camp!/
    Les feux de camp sont interdits!
  - C Il ne faut pas pêcher ici!/
    Il est interdit de pêcher!
  - D Il est défendu de nager!/ Ne pas nager!
- 3. Learners write a short dialogue in which one person asks for permission to do different activities at their school/ in their classroom and another person grants or refuses him/ her permission.
  - Encourage your learners to use as much French vocabulary and as many French expressions as possible (from what they have learnt throughout this theme).
  - Allow learners to rewrite their dialogues
     (and to role-play them with a partner in
     front of the class) once you have checked and
     corrected their work.

## **SECTION C: EXTRA RESOURCES**

# SUGGESTIONS: Extra projects/ activities for learners (by Learner's Book theme)

The suggested projects/ activities presented below aim to give learners further opportunity to practise, consolidate and self-assess their knowledge. All these projects/ activities can be also used for diagnostic assessment and/ or regular reviews of the required core competencies, while allowing for community engagement and the use of local materials.

)			
Project/ Activity	Theme Materials needed	What to do	Notes for the teacher
JE FAIS UNE DESCRIPTION!	different people from old/ local magazines or the internet A 3 cardboard Glue Colouring pens	<ul> <li>Learners bring the collected pictures to class, fold the pictures individually and put them in a bag or a hat.</li> <li>Learners to be organised into groups of four.</li> <li>Each group member takes a picture from the bag/ hat, unfolds it and places it in front of himself/ herself.</li> <li>Everyone in the group should be able to see the picture clearly.</li> <li>Taking turns, each group member describes his/ her picture in French, in as much detail as possible.</li> <li>After all members have described their pictures orally, ask the group to now prepare a poster.</li> <li>This time, learners should write a description of each person below the relevant picture. Learners should describe the physical characteristics of each person and also imagine their respective moral character (personality/ behaviour).</li> <li>Each group presents their poster to the rest of the class.</li> </ul>	<ul> <li>✓ This is a great activity to be done at the end of Theme 1, Unit 4.</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>✓ Correct the learners' work (vocabulary, language use and pronunciation) wherever needed.</li> <li>✓ Posters to be displayed in the classroom.</li> <li>✓ This is to be done in class, in groups of four.</li> <li>✓ As an extra activity, and for homework, we suggest that you ask learners to collect or draw a picture of any well-known local family (or, alternatively, of a fictional family, such as the Simpsons, for example). Learners should then describe, in French, the physical characteristics (and, wherever possible, the personality/ behaviour patterns too) of each person in the picture.</li> </ul>
ANNONCES DE VENTE DES MAISONS	<ul> <li>2 Pictures of a variety of houses from old/ local magazines or the internet</li> <li>A3 cardboard</li> <li>Glue</li> <li>Colouring pens</li> </ul>	<ul> <li>Learners each to bring four or more pictures of a variety of houses to class and share them with a partner.</li> <li>Pairs select six different pictures from their combined collection.</li> <li>Pairs pretend that they work at a real estate agency which will need to advertise the sale of the six houses that they have selected.</li> <li>Learners stick the six pictures on the cardboard and prepare an advertisement page for a magazine, writing a sales advert for each house presented.</li> </ul>	<ul> <li>✓ This is a great activity to be done at the end of Theme 2, Unit 1.</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>✓ Ask learners to look up in a dictionary any new vocabulary that they might need for the activity.</li> <li>✓ Ensure that the pictures selected by your learners show different house types and features in order for their work to be as rich in vocabulary as possible.</li> <li>✓ Correct the learners' work (vocabulary and spelling) wherever needed.</li> <li>✓ This activity is to be done in class as a pair activity.</li> </ul>

Project/ Activity	Theme	Materials needed	What to do		Notes for the teacher
LIVRE DE RECETTES	n	A simple A5 notebook Four rings for binding A ruler Colouring pens	Learners to do research and find a m French recipes (from France or any c country).  Learners should record these recipes into their own "French recipe book" each page of the learners' recipe boo the following sections:  "Ustensiles"  "Ingrédients"  "Préparation"	Learners to do research and find a minimum of six French recipes (from France or any other francophone country).  Learners should record these recipes by writing them into their own "French recipe book".  Each page of the learners' recipe books should include the following sections:  "Ustensiles"  "Thréparation"	Theme 3, Unit 1.  Theme 3, Unit 1.  Theme 3, Unit 1.  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.  Encourage learners to personalise the covers of their French recipe books, by decorating them with local materials, such as, for example, small shells, a colourful fabric, dry leaves and flowers, beads, etc.  Tell learners to use the infinitive verb forms (in the "Préparation" section of each recipe page), when indicating the steps to follow in the recipes.  This is to be done as individual homework activity.  Prompt a class discussion during which learners can ask and answer questions about one another's collected recipes (for example, about the ingredients and kitchen utensils needed, the preparation time, the recipe steps, etc.).
MON AGENDA	4	A simple calendar of the year (just for reference on the respective days of the week for that particular year) Four rings for binding A ruler Colouring pens	- Following the template creates a similar table for the current month untitle current month untitle "Mon agenda" Learners to prepare a si write "Mon agenda" Once they have prepare learners use the four ring MOIS:  - A SEMAINE - 3 - 4 - 4 - 5 - 6 - 6 - 6 - 7 - 7 - 8 - 8 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9	Following the template provided below, each learner creates a similar table for each month of the year (from the current month until the end of the school year).  Learners to prepare a simple cover on which they should write "Mon agenda".  Once they have prepared their monthly pages and cover, learners use the four rings to bind them together.  OIS:  Activité:  Activité:  Activité:  3  4  6  5  6	This is a great activity to be done at the end of  Theme 4, Unit 4.  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.  Promote learners' creativity and autonomy, by encouraging them to use their own planner, every day, to confirm and plan their activities.  Encourage learners to personalise the covers of their French diaries, using local materials, such as, for example, small shells, a colourful fabric, dry leaves and flowers, beads, etc.  Make sure that learners allow enough space in their tables to note down their planned activities for each day (and the respective expected times).  This is to be done as an individual homework activity.

What to do— Learners to be organised into groups of four.— Each group member prepares their own game board (based on the template provided below). This will allow learners to continue to play the game, in their own time, after class.— For this activity, learners should use the board game of one of the group members and place it in front of them.12345612111098760-537+260+1030×223-260-15131415161718
×2 20+5 23 +2 26+3
25   26   27   28   29   30   17 + 2   29 - 5   5 × 7   40 + 4   13 + 3   80 - 15   33   34   32   31   34   32   31   34   32   31   34   32   31   34   32   31   34   32   31   34   34   34   34   34   34   34
indicate the total.  Players who answer correctly can roll the dice again on their next turn. Otherwise they will miss a turn.  The first player to arrive to the block "Arrivée" wins the game.

Project/ Activity 7	Пете	Theme Materials needed	What to do	Notes for the teacher
ATTENTION AUX INTERDICTIONS:	9	A3 cardboard     Colouring pens     A pair of scissors	<ul> <li>Learners – organised into groups of four – to think creatively and prepare different prohibition signs (with a simple drawing and an appropriate caption) to be displayed in their school. Some example ideas are provided below.</li> <li>▼ For the school library: <ul> <li>"C'est interdit d'utiliser les téléphones portables!"</li> <li>"Ne pas manger dans la bibliothèque!"</li> <li>"Ne pas jeter des ordures!"</li> <li>"Ne pas jeter des ordures!"</li> <li>"Défense d'interrompre les autres!"</li> <li>▼ For the canteen: <ul> <li>"Défense d'interrompre les autres!"</li> </ul> </li> <li>*Ne montez pas sur les tables ou sur les chaises!"</li> <li>"Ne montez pas sur les tables ou sur les chaises!"</li> </ul> </li> <li>Allow each group of learners to present their signs in class.</li> <li>Learners can then put up their signs, at the appropriate school site, for everyone to see.</li> </ul>	This is a great activity to be done at the end of Theme 6, Unit 2.  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.  Ask learners to look up in a dictionary any new vocabulary that they might need for the activity.  Encourage the groups to use a variety of French expressions when indicating the different prohibitions.  Correct learners' work (vocabulary, language use and pronunciation) wherever needed.  This activity should be done in class, in groups of four.

### **TEMPLATE:** Monitoring learner progress

For the Basic 7 teacher

SCHOOL:								[]	Photo	of learner
DATE:										
FULL NAME OF LEARNER:										
TERM:	_									
STRAND (Theme in Learner's Book)										
SUB-STRAND (Unit in Learner's Bo										
CONTENT STANDARD:										
Monitoring progress:										
<b>Key:</b> **** Excellent / *** Very good /	*** G000	d/**	Suff	icient	:/★]	nsuff	icient			
_										
1. Achievement of the INDICATOR										
<ul><li>a) Réception orale/ Compréhension</li><li>b) Production orale/ Interaction orale/</li></ul>		l		***		**	***		**	*
c) Réception écrite/ Compréhensi		its		***		**	***		**	*
<b>d)</b> Production écrite/ Interaction é			**	***	**	**	***		**	*
2. Participation and success in IND	IVIDUAL	./ <b>PA</b> ]	IR/O	GRO	U <b>P V</b>	VOR	K:			
a) Individual work	****	1	**	**		*		*		
<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/ skills

For the Basic 7 teacher

SCHOOL:			[Photo o	of learner]
FULL NAME OF LEARNER:				
Does the learner have special r	needs?*	Yes	No	
	s when assessing learners with special needs a for visual and visually challenged learners nust be adopted.		_	
Core com	petencies/ skills	Term 1	Term 2	Term 3
	CC7: Listening			
1. Communication and Collaboration (CC)	CC8: Presenting			
Conaboration (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			
<b>5.</b> Creativity and Innovation	CI5: Knowledge, understanding, skills and strategies			
(CI)	CI6: Reflection and evaluation			
( D: : 11: (DI)	DL5: Photo-visual and information literacy			
<b>6.</b> Digital Literacy (DL)	DL6: Socio-emotional and reproduction literacy			
OBSERVATIONS/ COMMEN	ITS:	✓ achieved	× no	t achieved

### **TEMPLATE:** Monitoring own progress

For the individual Basic 7 learner

FULL NAME:	TERM:
SCHOOL:	DATE:

### **HOW WELL AM I DOING?**

### THEME 1: FAIRE CONNAISSANCE

Unit	Am I able to	YES	©	NO 😸 I will need to revise this content!
1	greet and say farewell in French?			
2	introduce myself to others and introduce one person to another in French?			
3	express likes/ dislikes and preferences in French?			
4	describe someone in French?			
5	talk about family and familial relationships in French?			

### THEME 2: L'ENVIRONNEMENT

Unit	Am I able to	YES	$\odot$	NO 🙁
				I will need to revise this content!
1	talk about a house and its surroundings in French?			
2	talk about the school and its surroundings in French?			

### THEME 3: L'ALIMENTATION ET LA SANTÉ

Unit	Am I able to	YES 😊	NO 😸
			to revise this content!
1	talk about food and drink in French?		
2	talk about hygiene and health in French?		

### THEME 4: LA LOCALISATION, LES HORAIRES ET LES DÉPLACEMENTS

Unit	Am I able to	YES (	9	NO (S)  I will need to revise this content!
1	talk about the position of objects, people and places in French?			
2	ask for and give directions in French?			
3	ask for and give the time in French?			
4	talk about a diary and schedules in French?			

### **THEME 5: LES ACHATS**

Unit	Am I able to	YES ③	NO 🛱 I will need to revise this content!
1	talk about numbers and do calculations in French?		

### THEME 6: LES SENTIMENTS ET LES OPINIONS

Unit	Am I able to	YES 😊	NO 😸  I will need to revise this content!
1	give and react to orders and prohibitions in French?		
2	ask for, give or decline permission in French?		

### **TEMPLATE:** Self-assessment of activity performance

For the individual Basic 7 learner

FULL NAME:		TERM:				
DATE:						
Activity: (indicate which theme, unit, section and page of the Learner's Book it relates to):						
Activity type:						
Individual	Pair	Group				
How well did I do?		What did I learn and achieve from this activity?				
©****	Excellent					
◎****	Very good					
⊕★★★	Good					
⊕ ★ ★	Sufficient					
⊗★	Insufficient					
OBSERVATIONS/ COMMENTS:						
Will I need to improve?						
No						
Yes						
Action plan I will be taking, from today, to improve my work next time on this type of activity:						

### French Basic 7

### 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 7 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 7 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!





