

ESSENTIAL French Primary 1



Facilitator's Guide



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Dodeye Yawo Wolasi



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NNF Esquire Limited
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024 4608 305, 026 2113 117

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Shaftesbury Road, Cambridge CB2 8EA, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467
Old Warehouse Building, Black River Park, 2 Fir Street Observatory, Cape Town, 7925, South Africa
Cambridge University Press & Assessment is part of the University of Cambridge.

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www.cambridge.org

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First published 2025

25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in

ISBN: 978-9988-9409-5-9 Paperback

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INTRODUCTION

Dear Teacher,

Welcome to our French series for Ghana. It was developed especially for you and for the lower primary (Basic 1 – Basic 3) learners.

This Basic 1 Teacher’s Guide **has been developed in conjunction with the French Learner’s Book** for Basic 1. We hope that you will find it an important and useful tool to assist and guide you as you introduce the French language to your young learners through a task-oriented, communicative approach.

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

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

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

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

This Teacher's Guide is divided into three sections:

**Section A: The new primary curriculum and the French syllabus
(Upper Primary adjusted to meet lower Primary standard
with reading approach)**

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

Section B: Teaching guidelines

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

Section C: Extra resources

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

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

With warm wishes,

SECTION A: THE NEW PRIMARY CURRICULUM AND THE FRENCH SYLLABUS (UPPER PRIMARY: ADJUSTED TO MEET LOWER PRIMARY STANDARD WITH READING APPROACH)

The Author

1. THE NEW PRIMARY CURRICULUM

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

1.1 Values

- This new curriculum places great importance on integrating the following set of values throughout the learning and teaching experience.
- Set of values:
 - Respect
 - Diversity
 - Equity
 - Commitment to achieving excellence
 - Teamwork and collaboration
 - Truth and integrity.

1.2 Core skills and competencies

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

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

1.3 Organisation

The new curriculum has a four-column structure:

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

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

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

2. THE NEW FRENCH SYLLABUS

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

2.1 General Scope and Sequence

STRANDS	SUB-STRANDS	CONTENT STANDARDS
1. L'identité	1. Saluer et prendre congé 2. Se présenter 3. Présenter quelqu'un 4. Décrire quelqu'un 5. Décrire la famille et les liens familiaux	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
6. Parler de son environnement	1. Parler de sa maison 2. Parler de son école	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime 2. Dire ce que l'on n'aime pas	Compréhension Orale Production Orale Compréhension Écrite Production Écrite

3. Les activités	<ol style="list-style-type: none"> 1. Compter et faire des calculs simples 2. Demander et donner l'heure 3. Parler des jours de la semaine 4. Situer les mois et les saisons dans le temps 5. Entrer en contact par téléphone 6. Inviter quelqu'un et accepter une invitation 7. Identifier les professions et les métiers 8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres 9. Donner et répondre à des ordres 	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
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2.2 Period allocation/Time on task for the French subject

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

2.3 Yearly Scheme of Learning by Term

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

3. HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM AND SYLLABUS FOR BASIC 4 – BASIC 6 ADJUSTED TO BASIC 1 COUPLED WITH READING APPROACH

BASIC 1					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
1. L'identité	1. Saluer et prendre congé Ama a-A	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	2–8	22–27
	2. Se présenter Ali i-I	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	9–14	28–32
	3. Présenter quelqu'un La moto o-O	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	15–21	34–38
	4. Décrire quelqu'un La tortue u-U	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	22–30	39–43
	5. Décrire la famille et les liens familiaux Le ballon i-L	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	31–37	44–48

BASIC 1					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
1. Parler de son environnement	1. Parler de sa maison Maman m-M	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	41–50	51–56
	2. Parler de son école René e-é E-É	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	51–58	57–62
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime La moto va vite t-T	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	63–71	63–67
	2. Décrire quelqu'un La tortue u-U	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	72–79	68–73
4. Les activités	1. Compter et faire des calculs simples La porte p-P	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	86–95	76–80

BASIC 1					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
	2. Demander et donner l'heure La tête de la chèvre è-ê	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	96–103	81–84
	3. Parler des jours de la semaine La voiture v-V	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	104–111	85–89
	4. Situer les mois et les saisons dans le temps Mouna joue ou	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	112–119	90–94
	5. Entrer en contact par téléphone Désiré d-D	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	120–130	95–99
	6. Inviter quelqu'un et accepter une invitation Le nuage noir n-N	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	131–137	101–104

BASIC 1					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
	<p>7. Identifier les professions et les métiers</p> <p>Le boubou b-B</p>	<p>LISTEN SPEAK READ WRITE</p>	<p>Compréhension Orale Production Orale Compréhension Écrite Production Écrite</p>	138–145	105–109
	<p>8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres</p> <p>Les garçons tombent on-on</p>	<p>LISTEN SPEAK READ WRITE</p>	<p>Compréhension Orale Production Orale Compréhension Écrite Production Écrite</p>	146–155	110–114
	<p>9. Donner et réagir à un ordre</p> <p>La lessive s-S</p>	<p>LISTEN SPEAK READ WRITE</p>	<p>Compréhension Orale Production Orale Compréhension Écrite Production Écrite</p>	156–163	115–118

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

4.1 Structure

- 4 Themes (following the four strands of the syllabus)
- 18 Units (following the 18 sub-strands of the syllabus)
- Coverage of the four content standards within each unit (Compréhension Orale / Production Orale / Compréhension Écrite / Production Écrite) in addition to reading approach

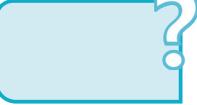
4.2 Special features

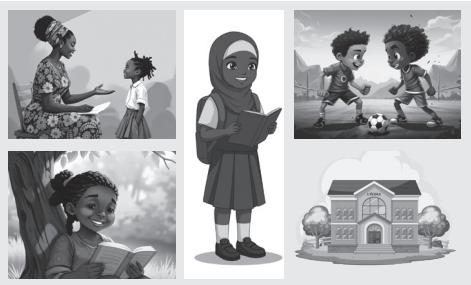
SPECIAL FEATURES in the Learner's Book

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

Aims and Objectives:

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

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

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

READING APPROACH

READING	SOUND
Ama	a-A
Ali	i-I
La moto	o-O
La tortue	u-U

REVISION I

Le ballon	l-L
Maman	m-M
René	e-é E-É
La moto va vite	t-T
Le repas	r-R

REVISION II

La porte	p-P
La tête de la chèvre	ê-E
La voiture	v-V
Manou joue	ou
Désiré	d-D

REVISION III

Le nuage noir	n-N
Le boubou	b-B
Les garçons tombent	on-on
La lessive	s-S

LANGUAGE

General approach

This language book intended for the first year aims to:

- present sufficiently precise instruction to help the facilitator who is sometimes unfamiliar with this teaching;
- offer the possibility for the more experienced facilitators to maintain a high degree of autonomy in relation to the proposed methodology.

To this end, we considered it useful to detail the indications and suggestions as much as possible in the first lesson. The approaches and the processes can be repeated subsequently, we have simplified the presentation by noting only the most important observation and placing particular emphasis on the objectives pursued.

All lessons are based on initial dialogue. It is actually in communication situation that we learn.

The lessons will all be structured on the following model:

1. Reading of pictures
2. Appropriation of the dialogue
3. Dramatization and use of variants
4. Re-use
5. From dialogue to free expression

1. Reading of pictures

With the help of a particular rule and silent reading, the facilitator indicates the essential points of reference for each situation. Subsequently, the learners express themselves freely without intervention from the facilitator or other learners. This approach will be in a given order:

Pictures

1. It can show situation in question.
2. It can present:
 - either more precise and detailed elements of the initial situation;
 - or a variant allowing the reinvestment of speech acts

2. Appropriation of the dialogue

1. Overall presentation of the dialogue in situation.
2. Explanation of the dialogue.
3. Memorization of the dialogue

4. Dramatization and use of variants

Session during which expressive variations of the concepts that have been presented can be absorbed.

5. Re-use

We will use the new acquisitions but also any other formal one. During the session, variations or lexical enrichment may be proposed.

N.B: The proposed systematization exercises are to be developed according to the level of the class.

6. From dialogue to free expression

At the end of the week, learners will be encouraged to express themselves freely on situations similar to those in the dialogues.

READING

General approach for year one

- Sequence 1: Free observation of image, overall apprehension of the situation : comprehension
- Sequence 2: Directed observation of the image : expression
- Sequence 3: Key sentence study.
- Sequence 4: The word – the syllable and the sound
- Sequence 5: Re-use
- Sequence 6: Auditory and visual discrimination
- Séquence 7: Reading – silent
 - – aloud
- Séquence 8: Written Production

- **Sequence 1:** Free observation of image, overall apprehension of the situation: comprehension

Each lesson is based on the free observation of an image that a language lesson should allow. Through one or two open questions, after observation, the learner will be asked to decode the different situation represented in the image. It is not only about naming objects, people, places but also establishing relationships between them by giving the essential idea conveyed by the image. Here the facilitator must let the learner express himself or herself freely.

- **Sequence 2:** Directed observation of the image: expression

The facilitator makes the learners observe the image and asks them closed questions to facilitate understanding.

During this series of precise questions, the facilitator will emphasize the words of the key sentence containing the sound to be studied.

The facilitator will thus gradually lead the learners to state the meaning of the key sentence.

- **Séquence 3:** Key sentence study

- The facilitator writes the key sentence on the board.
- The facilitator reads the sentence severally, emphasizing the sound containing the phoneme (sound) to be studied.

- **Sequence 4:** The word – the syllable and the sound

Through progressive questioning and phonetic cutting of the key sentence (on reading tape or using scissors or on the board), the facilitator will lead the learners to:

- identify the word of the key sentence containing the sound to be studied and extract it from the text
- identify the syllables containing the sound to be studied and extract the words
- isolate the sound to be studied

N.B. – It is appropriate here to rely on the words, which in the Learner’s Book appear on the key sentence in the left box.

Those on the right are acquisitions that will be made more or less globally through the play of visual memory essentially and which will be taken up and analyzed later.

Those words or expressions are essential tools so that, from the start of the learning, the learner can read sentences that have meaning.

The sound being isolated, the facilitator asks the learner to visualize it, read it and write it.

The sequence will end with the writing of the key sentence that the facilitator will have written on the board.

- **Sequence 5:** Re-use

With the words previously learned, a new sentence is composed. The objective of this sequence is then to show that words organized differently form a sentence and lead to variations in meaning. It is a preparation for the production of texts, an incentive to creativity.

- **Sequence 6:** Auditory and visual discrimination

1. The facilitator asks the learner to find other words containing the sound studied using material brought to class, or using drawings made by him or her.
2. Each word will be written on the board by the facilitator, a learner will be asked to circle (underline) the letter corresponding to the sound studied.

N.B: One of the difficulties of reading is that the consonants b – [bé]; c – [cé]...which is not the sound they represent in the words that contain them. We will therefore facilitate learning by pronouncing the letters as they are actually pronounced in words and not as they are pronounced when reciting the alphabet.

3. Oral re-use. The facilitator should try and use each word found by a learner in a simple sentence to guide the learners.

- **Sequence 7:** Reading

1. Silent reading: Learners should do silent reading after the facilitator has read it over and over for them and together, then the facilitator will ask one or two questions about their understanding.
2. Reading aloud
 - Masterful reading.
 - Individual reading by learners with the guide of the facilitator about the pronunciation, the articulation and intonation. Some sentences or even text lessons are specific to learners here, allowing them to reinvest the knowledge developed up to now. The facilitator will ensure that the text is linked and not “hashed”, haphazard.

N.B: The nursery rhyme was chosen for its sound, rhythm and fantasy; it certainly aims to entertain but also to exercise memory to perfect the elocution.

- **Sequence 8:** Assessment and exercises.

These exercises all have complementary purposes which are above all:

- to link spelling and pronunciation
- to promote functional reading
- to work on understanding
- to prepare spelling.

N.B: After some reading lessons, we present “Production Écrite” or “Prends ton crayon” whose objective is to consolidate the acquired knowledge and at the same time assess the learning. These lessons deserve very close attention from the facilitator.

SECTION B: TEACHING GUIDELINES

Thème 1 L'IDENTITÉ

UNITÉ 1 Salut!



Suggested teaching time:

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

Saluer et prendre congé



Introduction

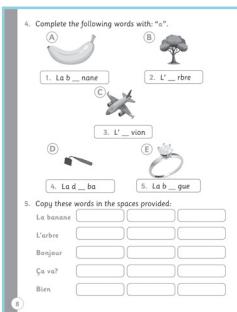
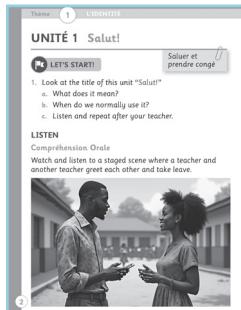
This is the very first unit of the Learner's Book and probably the first time that most of your learners will have contact with the French language. Learners will learn how to greet others in French, and know the different kinds of greetings. This unit will provide the learners with a good foundation for initial and very

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



RESOURCES

- Learner's book: pp.2-8



Optional extra materials:

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



KEYWORDS

★ Bonjour	★ Au revoir!
★ Bonsoir	★ Salut
★ Bonne nuit	

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

- Comment ça va?
- Ça va?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- This is a warm-up activity to introduce learners to the topic of greetings. It also

encourages learners to interact with each other at the start of the new school year.

- The learners should all stand up.
- Learners answer the questions their teacher asks to know the meaning of the title of the topic one after the other.
- As learners answer, it will also be the appropriate time to know the meaning of “**Salut!**”
- The teacher makes them listen and repeat the key title word “**Salut!**”

EXTRA ACTIVITY

1. Use your French-English dictionary to check the meaning of these words in English and write them on the board.

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

LISTEN – Compréhension Orale

The facilitator should stage a scene where a teacher and another teacher greet each other and take leave.

A. Observation de la scène

I. Observation libre

Prepare an audio of a staged scene with these words: “Salut! – Comment vas-tu? – Au revoir – À bientôt! – Comment ça va? – Je vais bien, merci. Et toi? – À demain – Ça va bien, merci. Bonjour!”, where a

teacher greets a colleague teacher, and take leave of each other.

II. Observation dirigée

Play the audio in class, encourage learners to listen attentively to the words in the dialogue.

Write the texts of the dialogue on the writing board for the learners.

Ask learners some precise questions so that they achieve an effective understanding of the dialogue.

- Ask the learners: “What do you think these people are saying to each other?” Learners will give possible answers in English, such as “Good morning! How are you?” and Goodbye!”
- Explain to the learners that the people are greeting each other in French using different words and sentences.
- Turn learners’ attention to the written dialogue on the board.
- You can now say to the learners: “Let’s learn now how we greet people in French.”
- Ask the learners to listen attentively as you read those words.
- Learners should follow along as you slowly read the words.
- Explain the dialogue speech, highlighting the key words and sentences.
- Learners repeat the words after you. Encourage a few repetitions to practise the pronunciation.
- Ensure that learners give the correct pronunciation.
- Ensure that learners are, by now, starting to feel familiar with the key words and sentences used in greetings in French. Clarify and explain further, as necessary.

SPEAK – Production Orale

Great and respond orally to greetings while respecting the code and social values.

A. Présentation globale du dialogue du livre de l'élève

1. The teacher will guide the learners through the reading of the dialogue. He will first read the dialogue to the learners.
 - a. Learners repeat after him or her.
 - b. He or she then makes learners to pay attention to the pronunciation.

B. Explication du dialogue et de la chanson

Approach the explanation of the words and expression based on the following division:

Bonjour! *Salut!*

Comment ça va? *Au revoir!*

Ça va bien. *Comment allez-vous?*

C. Mémorisation du dialogue

The facilitator must try as much as possible to help learners to memorize the dialogue at the start of the lesson as French is not the child's mother tongue.

D. Dramatisation

2. Allow time to the learners to re-listen to the dialogue once again.
 - a. Let learners work in pairs and take turns to read the dialogue they have listened to.
 - Explain that these greetings in the dialogue are normally used among family and friends.
 - Explain that "Salut!" means "Hi!" and that it is commonly used in informal dialogues.
 - Let the learners work in pairs to practise the greetings they have learnt, using the words and sentences in the dialogue.
 - The facilitator should check the learners' pronunciation.

3.

Play the video "French Greeting Song for Children" from YouTube:
<https://youtube/NXkJ88ygPY0>.

- Learners to listen twice.
- Then all sing together as a class.
- Check the learners' pronunciation.
- Explain to the learners that for now "**Comment allez-vous?**" is used when addressing many people.

PRACTICAL ACTIVITY

The use of variants

Bonjour! / *Salut!*

Comment ça va? / *Ça va ?*

Study case

Prof: *Bonjour!*

Élève: *Salut!*

Prof: *Comment ça va?*

Élève: *Ça va bien, merci. Et toi?*

Prof: *Je vais bien aussi, merci.*

Élève: *Au revoir.*

Prof: *Au revoir.*

READ – Compréhension Écrite

Read and understand a text, look at an image that describes a scene of people greeting each other.

1. Learners read the greetings to themselves.
2. Make sure that the learners understand the vocabulary.

Reading

Ama et sa famille

This first lesson is special.

The year one reading book is structured around the life and the activities of a family and two animals. Thus, we thought of remaining close to the interest of the learner, still attached to the family environment. To learn to read, you must love reading and affectivity plays an important role in motivating at this age in particular.

The characters are **dad**, **mom** and their **children**: **Ama** who is a school girl, **Fatou** and **Ali** who are smaller. The animals are the goat (**Fifine**), the porcupine (**Kipic**), the monkey (**Doudou**). These three animals allow you to introduce a touch of fantasy, and to be satisfied and reinforce the adventures of Fifine, Kipic and Doudou can compete there.

Objectives of this presentation of the lesson

1. It is necessary that the characters be recognized (face and names) automatically. This will make work easier, especially during lessons.
2. It is appropriate that, during these lessons, the knowledge of the names of the characters should also be done in writing.
3. It is also necessary that the first (tool words), without which we could not construct the slightest sentence, also be recognized.

Lesson progress

• 1st sequence: **Image playback**

- We will begin with a silent character observation.
- We will then invite the learners to state the result of this observation. For instance: There is a girl going to school. She has a bag on her back, other, there is a teacher on the compound with some learners receiving instructions from him or her. Etc...
- We will observe and identify the most features of the characters.

• 2nd sequence: **The words**

- We will observe the words.
- We will start from "**Ama**".
- Same for "**papa**" and "**maman**", then for the other words.

• Next sequences

The same work will continue with a particular time for the word (**et**), a tool word that must be recognized very quickly.

We will also have to present (**c'est**) and (**voilà**), of equally frequent use.

Examples: papa et maman

Fatou et Ali C'est papa,
Voilà Ama Voilà maman

N.B.: It is appropriate to emphasize the importance of this preliminary lesson which deserves the greatest care. The words presented will be recognized globally as well as a certain number of other words subsequently. These are essential tool words for constructing key sentences, which serve as support for learning. We want learners to be able from the start of this learning to acquire the habit of reading to extract the meaning and not just to decipher.

Listen to the pronunciation of "**a**" in French.

The sound "**a**": **Ama**

Study of "**a**" – [a] (the phoneme)

Key sentence: **Voilà Ama**: elle va à l'école.

Key words: **Ama** – **va** – **voilà**

Global acquisitions: **elle** – **l'école**

1. Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, **Ama**, le sac au dos, en tenue scolaire, part à l'école.
- Au fond, on voit l'école en arrière-plan.
- Dans l'école, on voit l'arrangement de la cour avec des arbres sur la cour, des salles de classe, des enfants et un professeur.

2. Sequence 1: **Free observation of the image, overall apprehension of the situation: understanding.**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

3. Sequence 2: Directed observation of the image: expression.

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer.

M: What do you see in the picture?

E: A little girl on the way to school.

A little girl in school uniform.

Ama.

M: Can you see the face of the little girl?

E: Yes (Oui)

I can see her school bag. (Je vois son cartable)

Her face is towards us.

(Elle nous regarde.)

M: What is she wearing?

E: She is in a school uniform. (Elle est en tenue scolaire.)

M: Where is she?

E: She is in school (Elle est à l'école.)

M: Why?

E: Because we can see school buildings (Parce qu'on peut voir les bâtiments de classe.)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**.

Ama va à l'école.

• Sequence 3: Study of the key sentence

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Ama; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

• Sequence 4: The word – the syllable and the sound

Discovery of the letter and the sound “a”.

Identification of words containing this letter “a” in the words of the key sentence.

Voilà Ama va à

Identify the part of the word in which we hear “a”

là – Ama – va – a

Have all learners discover and observe the letter “a”... and write it on the board.

• Sequence 5: Re-using the word studied in a new sentence.

Voilà Ama: elle va à l'école

We will show that with the already known words, we can make new sentences.

Voilà maman: elle va à l'école.

Papa va à l'école

Ali va à l'école.

• Sequence 6: Auditory and visual discrimination

1. Read again the key sentence, emphasizing the word containing the sound (a).

2. Show on the pictures, objects containing the sound studied.

Examples: **le chat – la case – la balle – l'arbre.**

3. In the list of spoken words, learners must locate the words containing (a).

Instruction: raise your hand when you hear (a) (**Jeu de pigeon vole (Phonème)**).

4. On the book, **exercise 1**, have learners observe the drawings and name them. If necessary, the facilitator will reproduce his or her drawings on the board. Pay particular attention to pronunciation.
5. Listen to the sound “a” as your teacher reads these words in French.

Use the drawings in the book; exercise 1. Pronounce each word slowly and proceed orally to find the location of “a”.

Do you hear (a) at the beginning of the word, in the middle or at the end of the word?

- Write the words on the board and ask the learners if they are:
- at the beginning of the word?
- in the middle of the word?
- at the end of the word?

6. From words found, the learners will be led to orally produce sentences.

- **Sequence 7: Reading**

(Exercise 2: “I can read” p.6)

- Silent reading of the sentences.
- Reading aloud.
- Best reading competition.
- Reading of the comptine as a class then individually.

- **Sequence 8: Written Production**

WRITE – Production Écrite

Work out exercises proposed in the book.

The facilitator can invent others based on those proposed to him.

- Learners look at the pictures and missing words to complete the questions, using the appropriate vocabulary.
- 1. Learners should find out words in French that contain the letter “a”.
- 2. Learners circle pictures where they hear the sound “a”.
- 3. Learners complete the dialogue with the correct words from the brackets.
- 4. Learners complete the following words with: **o – a – u**
- 5. Learners are supposed to copy the words correctly in their books.



Answers

Possible answers are provided below.

1. Ama – Fatou – Ali – va

2. **(A)** **(D)** **(E)** **(F)**

L'ananas L'arbre Le chat La balle

3. Bonjour

ça

bien

aussi

revoir

4. **a.** La banane **b.** L'arbre
c. L'avion **d.** La bâche

UNITÉ 2 Comment t'appelles-tu?



Suggested teaching time:

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

Se présenter



Introduction

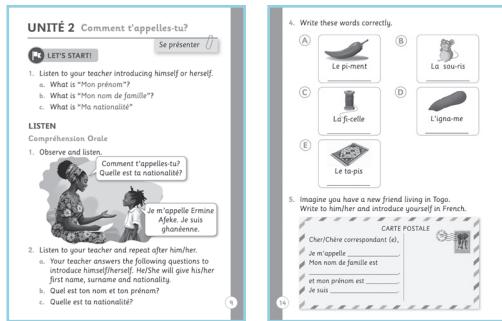
In this unit, the focus is on letting learners introduce themselves in French. Learners build

their vocabulary and are introduced to the term “Je m’appelle”, “Je suis” and “nationalité”



RESOURCES

- Learner’s book: pp.9–14



Optional extra materials:

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



KEY WORDS

- ★ Je m’appelle...
- ★ Mon nom est...
- ★ Mon prénom est...
- ★ Je suis...

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

- ★ Comment tu t’appelles?

- ★ Quel est ton nom ?
- ★ Quel est ton prénom ?
- ★ Tu es (nationality)?
- ★ Quelle est ta nationalité ?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

1. Introduce yourself to the class by saying: “Bonjour! Je m’appelle [your first name + surname], Je suis [your nationality]”. or “Bonjour! Mon nom est... Mon prénom est... Je suis de nationalité...”
 - Learners to listen attentively.
 - Repeat twice.
 - Translate to English for reference, highlighting the meaning of the new sentence: “Je m’appelle ...” or “Mon nom est... Mon prénom est... Je suis de nationalité...”

LISTEN – Compréhension Orale

Listen and understand a dialogue in which people introduce themselves.

A. Observation des images

I. Observation libre

Ask learners to listen as you read the dialogue between the lady and the little girl.

II. Observation dirigée

1. Ask learners some precise questions so that they achieve an effective understanding of the dialogue.
- Turn learners' attention to the picture on page 8. Point out the text:
"Comment t'appelles-tu?" and "Quelle est ta nationalité?"
- Read it to them four times.
- Ask the learners: "What do you think these people are asking for?". Learners will give possible answers in English, such as "What is your name" and "What is your nationality?"
- Explain to the learners that the little girl is introducing herself in French by answering the lady's questions.
- You can now say to the learners: "Let's learn now how we introduce ourselves to people in French." By putting on board the terms used in the dialogue.
- Ask the learners to listen attentively as you read those words.
- Learners should follow along as you slowly read the words.
- Explain the dialogue speech, highlighting the key words and sentences.
- Learners repeat the words after you. Encourage a few repetitions to practise the pronunciation.
Ensure that learners give the correct pronunciation.
- Ensure that learners are, by now, starting to feel familiar with the key words and sentences used in French introduction of oneself. Clarify and explain further, as necessary.

2. Your learners listen and repeat after you while you introduce yourself to them.

- You should answer the questions with:
Je m'appelle + [first name and surname]. Mon nom est + [surname] et mon prénom est + [first name].
Je suis + [nationality]

SPEAK – PRODUCTION ORALE

Ask and answer questions about first name, last name and nationality.

A. Présentation globale du dialogue en situation

1. The facilitator guides learners through the reading of the dialogue with another learner.

They pay attention to the pronunciation.

B. Explication du dialogue

What is the meaning of these words and expressions?

Comment t'appelles-tu? - Je m'appelle. -
Tu es ghanéenne? - Je suis ghanéenne.

C. Mémorisation du dialogue

We should train learners to read more the dialogue so that they can use the terms freely.

D. Dramatisation

2. Learners work in pairs to role-play the dialogue with their partner.

Read the dialogue to your learners again.

- Ask learners the following questions:
 - Who is introducing himself/herself in this dialogue?
 - Can you give the first name and surname of the person?
- Guide learners as they correct one another's answers.

PRACTICAL ACTIVITY

The use of variants

- Comment tu t'appelles? / Comment t'appelles-tu ?
- Quel est ton nom et ton prénom ?
- Tu es ghanéenne? / Quelle est ta nationalité ?

Facilitator brings a learner next to him then they try to reproduce a conversation orally.

Study case

Prof: Comment tu t'appelles?

Élève: Je m'appelle ...

Prof: Quel est ton nom et ton prénom?

Élève: Mon nom est + [surname] et mon prénom est [first name].

Prof: Quelle est ta nationalité?

Élève: Je suis + [nationality].

READ – Compréhension Écrite

Read and understand a simple text in which someone introduces himself or herself.

1. Learners read the text to themselves.

Refer learners to the box on the page. They will then know how to answer “Yes” and “No” to the questions that follow.

- Ask questions a), b) and c) to some learners.
- Guide learners as they correct one another's answers.



Answers

2. a. Oui
b. Oui
3. Je m'appelle Adwoa Boamah. Mon nom de famille est Boamah et mon prénom est Adwoa.

Listen to the pronunciation of “**i**” in French.

The sound “**i**”: Ali

The study of **i** – (**i**) (The phoneme)

Key sentence: Ali joue avec Fifine – **il rit**

Key words: Ali – Fifine – **il rit**

Global acquisitions: il – joue – avec

• Help with the reading of the image

The image is relatively simple to read. We will take advantage of this to train the learners in orderly reading:

- Au premier plan, Ali caresse la bouche d'une chèvre. La chèvre s'appelle Fifine.
- Ama est à côté d'Ali devant une case.
- Autour de la case, il y a des herbes.

• Sequence 1: Free observation of the image, overall apprehension of the situation: understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

What do you see in this picture?

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A little boy with a goat and a girl (un petit garçon avec une chèvre et une fille)

Ali

Houses (Maisons)

A girl in front of a hut (Une fille devant une case).

M: Can you see the face of the boy?

E: Yes (Oui).

I can see his face (**Je peux voir son visage**).

He is smiling (**Il sourit**).

M: What is he doing?

E: He is playing with a goat. (**Il joue avec une chèvre.**)

M: Where is he?

E: He is home. (**Il est à la maison.**)

M: Why?

E: Because there is a house around. (**Parce qu'il y a une maison autour.**)

M: What is the name of the animal?

E: It is Fifine. (**C'est Fifine.**)

At the end of the sequence, learners should be able to guess the meaning of **the key sentence**:

Ali joue avec Fifine – il rit

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Ama, it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing on each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**i**”.

Identification of words containing this letter “**i**” in the words of the key sentence.

Ali joue, il rit, il joue avec Fifine

Identify the part of the word in which we hear “**i**”

Ali – il – rit - Fifine

Have all learners discover and observe the letter “**i**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Ali joue avec Fifine

We will show that with the already known words we can make new sentences.

Ali joue avec Kipic

Fifine joue avec Kipic

- **Sequence 6: Auditory and visual discrimination**

1. Read again the key sentence, emphasizing on the word containing the sound [i].

2. Show on the pictures, objects containing the sound studied: Fifine – Kipic – Le pilon.

3. In the list of spoken words, learners must locate the words containing [i].
Instruction: raise your hand when you hear [i] (**Jeu de pigeon vole (Phonème)**)).

4. On the book, **exercise 1**, have learners observe the drawings and name them. If necessary, the facilitator will reproduce his or her drawings on the board. Pay particular attention to pronunciation.

5. Listen to the sound “**i**” as your teacher reads these words in French.
Use the drawings in the book;

Exercise 1: Pronounce each word slowly and proceed orally to find the location of “**i**” :

Do you hear [i] at the beginning of the word, in the middle or at the end of the word?

Write the words on the board and ask the learners if they are:

- at the beginning of the word?
- in the middle of the word?
- at the end of the word?

From words found, the learners will be led to orally produce sentences.

• Sequence 7: Reading

(Exercise 2: “I can read”p.12)

- Silent reading of the sentences.
- Reading aloud.
- Best reading competition.
- Allow time for learners to read the comptine in groups of four.

• Sequence 8: Written Production

WRITE – Production Écrite

Work out exercises proposed in the book.

The facilitator can invent others based on those proposed to him.

1. Learners are supposed to find out in the pictures words with the sound “**i**”
2. Learners should complete the passage with information about themselves.
3. Learners are to match these sentences to their meaning in English.
4. Learners are supposed to write the words correctly.
5. Learners write an informal letter to a Togolese pen-friend by filling in the template provided.

- Explain “Cher/Chère” to the learners because of the level of the learners. Let them know that the expression ‘Cher/Chère’ is use at the beginning of a letter in French.
- Correct all the letters and ask the learners to correct any spelling mistakes that they might have made.
- Encourage learners to keep reading and writing in French as they gradually progress in this course.

Answers

1. **A**



Pipe

B



Lit

C



Souris

2. Individual Response

3. Je m'appelle Ama. - My name is Ama.
Je suis ghanéenne. - I am a Ghanaian.
Comment tu t'appelles? - What is your name?

4. a. Le piment b. La souris
c. La ficelle d. L'igname
e. Le tapis

5. Individual Response

Notes:

UNITÉ 3 C'est mon ami(e).



Suggested teaching time:

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

Présenter quelqu'un



Introduction

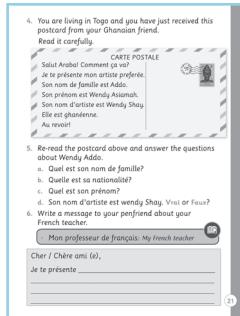
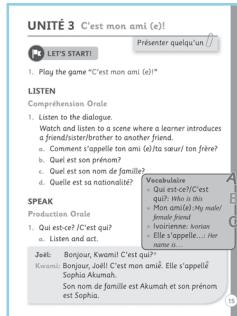
Following what they have already learnt in this theme, learners will more often use “il” and “elle”, being able to introduce people to one another. Learners will keep building on

their French vocabulary. It is very important to keep checking their understanding of any new words/sentences as well as ensuring that their “**Notebook**” are kept up-to-date.



RESOURCES

- Learner's Book: pp.15–21



Optional extra materials:

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



KEY WORDS

- ★ C'est
- ★ Voici
- ★ Son nom est
- ★ Son prénom est
- ★ Il s'appelle
- ★ Elle s'appelle
- ★ Son nom de famille est

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

- ★ Qui-est-ce?
- ★ C'est qui?
- ★ Quelle est sa nationalité?
- ★ Est-elle (nationality)?
- ★ Est-il (nationality)?
- ★ N.B: you may also use:
- ★ Comment il s'appelle?
- ★ Comment elle s'appelle?
- ★ Comment s'appelle-t-il?
- ★ Comment s'appelle-t-elle?
- ★ Quel est son nom?

GUIDELINES AND SUGGESTIONS



LET'S START!

- This is a warm-up activity to introduce learners to the topic of introducing someone. It also provides an opportunity for learners to interact as a class.
 - How to play the game: “C'est mon ami(e)!”

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

LISTEN – Compréhension Orale

Watch and listen to a scene where a learner introduces a friend/sister/brother to another friend.

A. Observation de la scène

I. Observation libre

Ask learners to listen an audio of a staged scene with these words: “Elle /Il s’appelle – C’est mon/ma (ami(e)/frère/ sœur) – Il/Elle est + (nationality)” that you have recorded. A learner introduces a friend, a sister or a brother to another friend. Encourage them to listen and pay attention to the scene.

II. Observation dirigée

Put the dialogue on the writing board for your learners.

Ask learners some questions so that they achieve an effective understanding of the dialogue.

- Turn learners’ attention to the text on the writing board.
Read it to them five times.

- Ask the learners: “What do you think these people are saying?”. Learners will give possible answers in English, such as people’s names and their nationality.
- Explain to the learners that the title of the unit refers to how to introduce someone in French.
- You can now say to the learners: “Let’s now learn how to introduce people in French”, by putting these terms on the board.
 - a.** Comment s’appelle ton ami (e)/ta sœur/ ton frère?
 - b.** Quel est son prénom?
 - c.** Quel est son nom de famille?
 - d.** Quelle est sa nationalité?

Ask the learners to listen attentively as you read those words.

- Learners should follow along as you slowly read the words.
- Explain the key words.
- Learners repeat the words after you. Encourage a few repetitions to practise the pronunciation. Ensure that learners give the correct pronunciation.
- Clarify and explain further, as necessary.
- Your learners listen and repeat after you how to introduce someone.
- You should answer the questions with: Il/Elle s’appelle +[first name and surname]. Son nom est + [surname] et son prénom est + [first name]. / Il/Elle est + [nationality].

SPEAK – Production Orale

Introduce someone by giving his or her first name, last name and nationality.

A. Présentation globale du dialogue en situation

- a.** Learners listen to their teacher and act accordingly.
 - Check their pronunciation.

Nationality

- Bring learners' attention to the Question box at the bottom of page 16. This is an opportunity for learners to know a bit about some nationalities and their vocabulary in French.
- Guide learners through the table.

B. Mémorisation du dialogue

C. Dramatisation

- In pairs, learners find the answers to the questions orally.
 - Select one pair at a time to share their answers aloud with the class.
 - The other pairs check and compare with their own answers. Guide learners to the correct answers.



Answers

- Il s'appelle + [first name and surname]. Son nom est [surname]. Son prénom est [first name]. Il est [nationality]
Elle s'appelle + [first name and surname]. Son nom est [surname]. Son prénom est [first name]. Elle est [nationality].
- In pairs, learners introduce themselves to each other, as they did in the previous unit.
 - Learners then introduce their partners to the rest of the class.
 - Ensure that learners say their partners' first name, surname and nationality.

- Ask learners to follow the structure of dialogues on pages 15-16 when introducing their partners to the rest of the class.

PRACTICAL ACTIVITY

The use of variants

C'est qui? - C'est mon amie

Elle/Il s'appelle... - Son nom est...

et son prénom est...

- In pairs, learners introduce a friend/sister/brother to another friend partners.

- Ensure that learners say their first name, surname and nationality.

- Ask learners to follow the structure below when introducing their partners.
- Learners listen to them.
- Then all try to do same with one another with the help of the facilitator.
- Check the learners' pronunciation.

Study case 1

Prof: Bonjour! C'est qui?

Élève X: Bonjour! C'est mon amie.

Elle s'appelle...

Son nom est... et son prénom est...

Elle est + [nationality].

Prof: Ok! Merci.

Study case 2

Élève 1: Comment s'appelle ton frère/ta sœur?

Élève 2: Il/Elle s'appelle + [first name and surname].

Élève 1: Quel est son prénom et son nom de famille?

Élève 2: Son prénom est... et son nom de famille est...

Élève 1: Quelle est sa nationalité?

Élève 2: Il /Elle est + [nationality].

READ – Compréhension Écrite

Read and understand a simple text in which someone is introduced.

1. Learners read the text about a well-known personality from Ghana.
 - Bring learners' attention to the Question box at the bottom. This is an opportunity for learners to share the first name, surname and nationality of their favourite personalities while practicing the vocabulary and sentences they have learnt.

2. Learners re-read the text from page 17 to themselves.

- Learners indicate if the sentences in the table are true or false and correct the false ones themselves.
- Select three learners to share one of the three answers with the class.
- Let the rest of the class compare the answers with their own answers and correct each other's work, if needed. Guide learners to the correct answers.



Answers

Etse	vrai	faux
Il est togolais		Non , il est ghanéen
Son prénom est Etse	Vrai	
Son nom de famille est Satekla.	Vrai	

Listen to the pronunciation of “**o**” in French.
The sound “**o**”: La moto
The study of **o** – [o] (The phoneme)
Key sentence: C'est papa : il est sur la **moto**
Key words: **moto**
Global acquisition: c'est – est – sur - la

- **Help with the reading of the image**

The image is relatively simple to read. We will take advantage of this to train the learners in orderly reading:

 - Au premier plan, on voit un homme et une femme sur une moto.
 - Derrière la moto, il y a un garçon qui joue avec une chèvre.
 - À l'arrière-plan, au fond, il y a un arbre et des montagnes.
- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.
- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence, for example: questions → possible answer.

M: What do you see in the picture?

E: A man and a woman on motorbike. (**Un homme et une femme sur une moto**).

M: Who is behind them?

E: A boy playing with a goat.

He is smiling (**Il sourit**.)

M: Where is he?

E: He is in the street. (**Il est dans la rue**)

M: Why?

E: Because a motorbike is passing by. (**Parce qu'une moto passe**.)

M: What do you see further?

E: A forest and a tree (**Une forêt et un arbre.**)

M: Which animal do you see?

E: A goat (**Une chèvre.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence:** C'est Papa. Il est sur la **moto**.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. The facilitator cuts it into pieces of small words for the lesson by showing them, and then he asks:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word papa, it will be named and shown on the board and on the tape. The facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**o**”.

Identification of words containing this letter “**o**” in the words of the key sentence.

C'est papa: Il est sur la **moto**

Identify the part of the word in which we hear “**o**”.

Moto

Have all learners discover and observe the letter “**o**” and write it on the board. .

- **Sequence 5: Re-using the word studied in a new sentence**

Papa est sur la **moto**

We will show that with the already known words we can make new sentences.

Ama joue avec la **moto**.

Kipic est sur la **moto** d'Ali.

- **Sequence 6: Auditory and visual discrimination**

1. Read again the key sentence, emphasizing on the words containing the sound [o].

2. Show on the pictures, objects containing the sound studied: **le soleil – la forêt**.

3. In the list of spoken words, learners must locate the words containing [o].

Instruction: Raise your hand when you hear [o] (**Jeu de pigeon vole (Phonème)**).

4. In the book, **exercise 1**, have learners observe the drawings and name them. If necessary, the facilitator will reproduce the drawings on the board. Pay particular attention to pronunciation.

5. Listen to the sound “**o**” as your teacher reads these words in French.

6. Use the drawings in the book; exercise 1. Pronounce each word slowly and proceed orally to find the location of “**o**”:

7. Do you hear [o] at the beginning of the word, in the middle or at the end of the word?

Write the words on the board and ask the learners if they are:

- at the beginning of the word?

- in the middle of the word?

- at the end of the word?

- From words found, the learners will be led to orally produce sentences.

- Sequence 7: Reading**

(Exercise 2: “I can read” p.22)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.
- Take learners through the reading of the “Comptine”

- Sequence 8: Written Production**

WRITE – Production Écrite

Work out exercises proposed in the book. The facilitator can invent others based on those proposed to him.

- Learners are supposed to find out in the pictures words containing the sound “o”.
- Learners complete the sentences with the correct words from the list provided.
- Learners complete the words with the letters provided.
- Learners read the postcard and then answer the questions orally to themselves.
 - Ask five learners to share one answer each.
 - Let the rest of the class compare the answers with their own answers and correct each other’s work, if needed.
 Guide learners to the correct answers.
- Learners re-read the postcard and answer the question about Wendy Addo.

- Learners should write a note to you indicating their French teacher’s first name, surname and nationality.

- Check their notes and correct them as necessary.
- Learners should then rewrite their notes correctly.

Answers



2. a. ami b. prénom c. quelle

3. a. L'ananas b. Le haricot

c. L'avocat d. Le piment
d. Le tapis

4. Individual Response

5. a. Son nom est Addo

b. Elle est ghanéenne.

c. Son prénom est Wendy.

d. (C'est) vrai, (son nom d’artiste est wendy Shay).

6. Individual Response

Notes:

UNITÉ 4 Mon frère est grand. Ma sœur est grande.



Suggested teaching time:

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

Décrire quelqu'un



Introduction

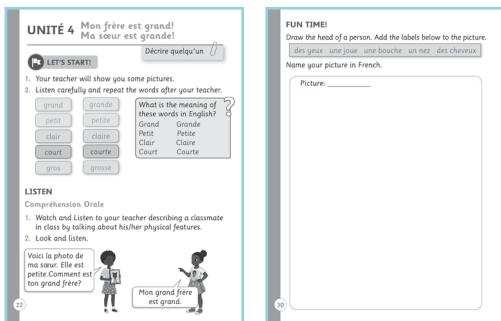
In this unit, learners are prompted to start describing people, using some specific and basic adjectives in French. Gradually, learners become familiar with the fact that adjectives in French will always need to agree in gender and in number with the nouns they qualify.

Learners will also learn about body parts in French and, as they progress, expand on their French writing skills. Learners will need to understand the importance of the verb “est/ sont” in French as they keep using it (this time, to describe someone: Il/Elle est...)



RESOURCES

- Learner's Book: pp. 22-29



Optional extra materials:

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



KEY WORDS

★ Grand	Grande
★ Petit	Petite
★ Clair	Claire
★ Court	Courte

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

- ★ Comment est-il?
- ★ Comment est-elle?
- ★ Comment sont...?

GUIDELINES AND SUGGESTIONS



LET'S START!

Point to the words “Grand”, “Grande”, “petit”, “petite”, “clair”, “clair”, “gros”, “grosse” and read the adjectives.

Learners should discuss and provide the English meanings of the words.

Explain further if needed.

LISTEN – Compréhension Orale

Listen or watch and understand a document in which we describe someone.

A. Observation de la scène

I. Observation libre

1. Ask learners to listen to you describing a classmate in these terms: "Voici mon ami Kofi! Il est petit et clair.", "C'est Ama. Elle est grande et claire". In describing the fellow, the teacher will bring out their physical features which include their height and seize.

II. Observation dirigée

Encourage learners to notice the use of some adjectives spoken about in the warm-up activity.

2. Turn learners' attention to the pictures on the page. Let learners know that the people, the two little girls are talking about are the ones in the picture and the dress.
 - Read the speech bubbles slowly, one at a time.
 - Learners should listen attentively and repeat each speech bubble after you.
 - Ask the learners: "What do you think these people are doing?". Learners will give possible answers in English, such as they are showing each other's brother and sister's pictures.
 - Explain to the learners that the title of the unit refers to how to describe someone physically in French.
 - You can now say to the learners: "Let's learn now how to describe our family members to people in French." Put some French adjectives to the board.

"Grand" "Grande"

"Petit" "Petite"

"Clair" "Claire"

"Court" "Courte"

Ask the learners to listen attentively as you read those words.

- Learners should follow along as you slowly read the words.
- Explain the adjectives.
- Learners repeat the words after you. Encourage a few repetitions to practise the pronunciation.

Ensure that learners give the correct pronunciation.

Clarify and explain further, as necessary.

SPEAK – Production Orale

Ask and answer the questions about a person's physical characteristics.

A. Présentation globale du dialogue et le poème

- The facilitator reads the dialogue to the learners. They read after him.
- Listen to the poem your teacher will read to you. Say along as a class.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *voilà - Il a un teint clair - court - Comment est- géant - cheveux courts.*

C. Mémorisation du dialogue

D. Dramatisation

1. Learners work in pairs. They take turns to read the dialogue.
Check their pronunciation.
2. Learners take turns to recite the poem in class.
Check their pronunciation.
3. Learners are to play the game in the Learner's Book in pairs. They take turns.
 - a. The teacher provides a variety of pictures of people. Learners choose

- one of the pictures provided and keep their choice to themselves.
- b. Their partners will prompt the game by asking “Comment est-il/elle?”
- Learners will show their partners the picture.
- Learners should use appropriate adjectives in French provided on page 23 to describe the person in the picture, using the correct masculine/feminine forms where appropriate.

PRACTICAL ACTIVITY

The use of variants

- Comment est-il?
- Comment est-elle?

In turns learners ask and answer questions about a person's physical characteristics.

Checks the learners' pronunciation.

Study case

Élève X: Comment est ton/ta + [frère/sœur/parent/ami(e)]?

Élève Z: Il/Elle est + [adjectives].

Élève X: Comment sont ses cheveux?

Élève Z: Ses cheveux sont + [adjective of seize]

READ – Compréhension Écrite

Read and understand simple texts that describe a person's physical characteristics

1. Learners read the short texts about Kobena and his sister Armelle and look at the photographs.
2. Learners read the labels of the body parts in French to themselves.
 - Read the labels to them slowly to assist with the correct pronunciation.
 - Learners should repeat each label after you.

Listen to the pronunciation of “u” in French.

The sound “u”: La tortue

Study of u – [y] (The phoneme)

Key sentence: Kipic est dans la rue: il a vu la tortue.

Key words: vu – rue – tortue

Globale acquisition: dans

• Help with the reading of the image

The image is relatively simple to read. We will take advantage of this to train the learners in orderly reading:

- Au premier plan, Kipic est dans la rue.
- Devant Kipic, il y a une moto qui passe. Il y a une tortue à l'autre bout de la rue et un enfant est sur la tortue.
- À l'arrière-plan, il y a des maisons et une autre moto qui arrive.
- On aperçoit une lampe accrochée à un poteau.

• Sequence 1: Free observation of the image, overall apprehension of the situation: understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A porcupine, a goat on a motorbike and a boy on a tortoise. (**le hérisson, une chèvre sur une moto et un garçon sur une tortue**)

M: Where are they?

E: They are in the street. (**Ils sont dans la rue**)

M: What else?

E: We can see houses around. (**On peut voir des maisons autour.**)

M: What do you see further?

E: A motorbike coming from far behind. (**Une moto vient de loin derrière**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: **Kipic est dans la rue: il a vu la tortue.**

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. The facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Kipic. It will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing on each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**u**”.

Identification of words containing this letter

“**u**” in the words of the key sentence.

Kipic est dans la rue: il a vu la tortue.

Identify the part of the word in which we hear “**u**”.

La rue – la tortue – vue

Have all learners discover and observe the letter “**u**” and write it on the board. .

- **Sequence 5: Re-using the word studied in a new sentence.**

Kipic a vu la tortue.

We will show that with the already known words we can make new sentences.

Kipic est dans la rue

C'est la tortue.

- **Sequence 6: Auditory and visual discrimination**

1. Read again the key sentence, emphasizing on the word containing the sound [**u**].

2. Show on the pictures, objects containing the sound studied: **la lune – la rue**.

3. In the list of spoken words, learners must locate the words containing [**u**].
Instruction: Raise your hand when you hear [**u**] (**Jeu de pigeon vole (Phonème)**).

4. In the book, **exercise 1**, have learners observe the drawings and name them. If necessary, the facilitator will reproduce his/her drawings on the board. Pay particular attention to pronunciation.

5. Listen to the sound “**u**” as your teacher reads these words in French.

Use the drawings in the book; **exercise 1**. Pronounce each word slowly and proceed orally to find the location of “**u**”:

Do you hear [**u**] at the beginning of the word, in the middle or at the end of the word?

Write the words on the board and ask the learners if they are:

- at the beginning of the word?
- in the middle of the word?
- at the end of the word?

6. From words found, the learners will be led to orally produce sentences.

● **Sequence 7: Reading**

(Exercise 2: “**I can read**”)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.
- Let your learners practise the “Comptine”

● **Sequence 8: Written Production**

WRITE – Production Écrite

Work out exercises proposed in the book. The facilitator can invent others based on those proposed to him.

1. Learners find one French word each with the listed words.
2. **Reading 1:** Learners do individual reading of the text. Then their teacher will check the pronunciation and correct them.

Reading 2: The teacher will read the text then guide the learners through it. They will read in turns.

3. Learners identify pictures with the sound “u” and circle them.
4. Learners complete the words with the following listed letters.
5. Learners complete the following sentence with the possible words.
6. Learners form a correct sentence in French.
7. Learners read the passage and answer the questions with “vrai”/”faux”.
8. Learners complete the label with the French words.

9. Learners complete the description with the words provided.

FUN TIME!

Picture: La tête

Learners draw a picture of a head of a person with the following then they name it in French.

Les yeux – The eyes
La joue – The cheek
La bouche – The mouth
Le nez – The nose
Les cheveux – The hairs

Answers

1. Examples: ananas – image – moto – lune



Jupe Fusil

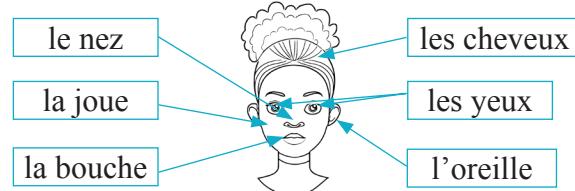
4. a. Le tapis b. La lune c. La moto
d. La rue e. Papa f. Kipic

5. a. avec b. à
c. sur d. dans

6. Kipic est dans la rue.

7. a. C'est faux b. C'est vrai
c. C'est faux d. C'est vrai

8. **Vocabulaire de la tête**



9. Cher ami,
Comment ça va?
Je suis petit/petite avec un teint noir.
Mes cheveux sont courts.
Et toi, comment es-tu?
À bientôt.

UNITÉ 5 Les membres de ma famille!



Suggested teaching time:

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

0
Décrire la famille et les liens familiaux

Introduction

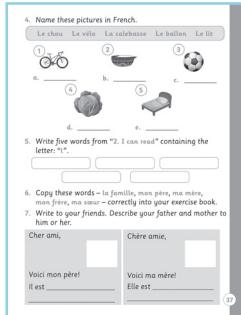
In this last unit of Strand 1 of the Learner's Book, the emphasis is on vocabulary related to the nuclear family. Learners will also keep

practising key concepts and vocabulary from the previous units.



RESOURCES

- Learner's Book: pp.31-37



Optional extra materials:

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



KEY WORDS

- petit(e)
- père, mère
- sœur /frère

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

- Comment est ta famille?
- Vous êtes combien?

- Il y a beaucoup de personnes?
- est – sommes – êtes - sont
- C'est qui ?

GUIDELINES AND SUGGESTIONS



LET'S START!

- Learners are introduced to the content of the unit by answering questions on the type of families they have.
- Learners say whether they have sisters or brothers.
- In groups, learners describe a member of their nuclear family to their partners.
 - At this stage, learners will introduce the family members by their names in French.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document that describes a family.

A. Observation de la scène

I. Observation libre

Learners will bring a nuclear family picture to class. They should work as a class to talk about the size of their

families and the relation they have with people in their families. Ex: Voici/C'est + (name). Il/Elle est + (relation). Nous sommes + (number) personnes dans la famille.

The teacher will guide them through an example by himself/herself.

B. Observation dirigée

Start from learners' description of family members to ask them precise questions so that they achieve an effective understanding. Encourage them to notice the use of "Voici mon/ma... Dans ma famille, nous sommes/ Il y a....personnes".

Turn learners' attention to the pictures on page 31. Let learners know that the people are talking about family members and the size of their family. And so far, we are dealing with only nuclear family.

- Read the speech bubbles slowly, one at a time.
- Learners should listen attentively and repeat each speech bubble after you.
- You can now say to the learners: "Let's learn now how to talk about our nuclear family members in French." By putting some French key words on the board.

SPEAK – Production Orale

Ask and answer questions about a nuclear family with a photo album.

A. Présentation globale du dialogue en situation

The teacher reads the dialogue to the learners.

They repeat after him.

Check their pronunciation.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *Comment est ta famille ? - petite/grande - Il y a combien de personnes... ? Mon père, ma mère, ma sœur et moi.*

C. Mémorisation du dialogue

D. Dramatisation

1. In pairs, learners role-play dialogue.
 - Each learner plays a character (one learner asks questions with two learners answering the questions). They can then take turns.
 - Check their pronunciation.
2. In groups of three, learners show their photos and say the names of their family members (nuclear family only), starting their sentences with "Ma mère/Mon père/ Mon frère ... s'appelle ..."
 - a. Ask learners to bring a family photo or drawing to the following lesson.
 - Select four learners to share their photos and present their family members to their classmates, indicating who they are and how they are related to them.

PRACTICAL ACTIVITY

The use of variants

- Comment est ta famille ?
- Il y a combien de personnes dans la famille?
- C'est qui ?
- Comment s'appelle ton père ?/ta mère ?/ton frère?/ta sœur ?

Facilitator brings a learner next to him or her. They try to reproduce oral conversation about a family.

- Learners listen to them.

- Then all try to do same with one another with the help of the facilitator.
- He checks the learners' pronunciation.

Study case

Élève X: Comment est ta famille ?

Prof: Ma famille est + [size].

Élève X: Il y a combien de personnes dans la famille?

Prof: Nous sommes + [number] personnes dans la famille.

Élève X: C'est qui ?

Prof: C'est mon/ma + [père/mère/frère/sœur].

Élève X: Comment s'appelle ton père ?/ ta mère?/ton frère ?/ta sœur ?

Prof: Il/Elle s'appelle + [name of the person].

READ – Compréhension Écrite

Read and understand a simple text about a nuclear family.

1. Learners read the text to themselves to consolidate their vocabulary.
2. Allow enough time for learners to look at the family tree on page 33 and to engage with it.
 - Let learners read all the text boxes.
 - They should be able to understand the respective family relationships described through the family tree and the text below.
 - Ask the class a few questions to check their understanding. For example:
 - Comment s'appelle la mère? (Answer: Elle s'appelle Rebecca.)
 - Qui est Reine? (Answer: Reine est la sœur de John.)
 - La famille s'appelle Darius? (Answer: Non, elle s'appelle Mensah.)

Listen to the pronunciation of “I” in French.

The sound “I”: Le ballon

Study of I – [I] (The phoneme)

Key sentence: Ali joue au ballon; Ama lit.

Key words: Ali – le ballon

Global acquisition: au

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, deux enfants jouent
- Une fille lit sous un arbre

• Sequence 1: Free observation of the image, overall apprehension of the situation : understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answers

M: What do you see in the picture?

E: Two boys. (**Deux garçons**)

M: What are they doing?

E: They are playing ball. (**Ils jouent au ballon.**)

M: What else?

E: We can see a girl reading her book. (**On peut voir une fille qui lit.**)

At the end of the sequence, learners should be able to guess the meaning of the

key sentence: Ali joue au ballon; Ama lit.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. The facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Ama; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing on each word. Each word of the sentence identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “I”.

Identification of words containing this letter “I” in the words of the key sentence.

Ali joue au ballon; Ama lit.

Identify the part of the word in which we hear “I”

Ali – ballon – lit

Have all learners discover and observe the letter “I” and write it on the board. .

- **Sequence 5: Re-using the word studied in a new sentence.**

Ali joue; Ama lit.

We will show that with the already known words we can make new sentences.

Ali lit un livre.

Ama joue au ballon.

- **Sequence 6: Auditory and visual discrimination**

- Observe the drawings in “I hear” section
- Discover the syllables **le – il – la – lo – lé** in the words that contain them.
- The facilitator writes a syllable on the board. The learners must show the drawing in the book which contains this syllable.
- Write these syllables on the board and have them repeated.
- Syllables dictation (**Le procédé La Martinière**).

The facilitator dictates some syllables like : **la – lu – lo – li – lu – lé**.

Learners should write in their exercise books.

The facilitator can add to this sequence all the exercises which can allow them to access the learners’ achievement.

- **On the auditory level**, the game: (**Le jeu de pigeon volé**) Raise your hand if you hear.

la le li

- On a visual level: he writes some of the words used in the previous exercise on the board, and asks a few learners:

M: Come and show us: **la le li**

When the learners’ knowledge allows it, he or she can also suggest the reading of new words, but of which the learners know all the elements.

- **Sequence 7: Reading**

- **Sequence 8: Written production**

Exercise 3: Write the sentence on the board and ask learners to come and circle the known words. Each time a word is discovered, rewrite it under the first

sentence, separating it correctly from the other words.

Same type of exercises with the following sentences:

- aliestsurlamoto
- amaestaulit
- elleestsurlevélo

WRITE – Production Écrite

1. Learners separate the words to get the right sentence in French.
2. Learners form the correct sentence in French out of these words.
3. Learners read the passage and answer the questions with: “Vrai” or “Faux”.
4. Learners name these pictures in French with the possible answer.
5. Learners read the passage 2 on page 35 of the Learner’s Book to find words with “letter” l”
6. Learners copy these words correctly in their exercise books.
7. Learners write a letter to their French pen-friend, similar to others they have done before, describing their nuclear family members.

Check and correct their letters. Give learners the opportunity to rewrite their letters correctly.

Answers

1. Ali est sur le vélo avec René.
2. René va à l’école.
3. a. Faux b. Vrai c. Faux
d. Faux e. Faux
4. a. Le vélo b. La calebasse
c. Le ballon d. Le chou e. Le lit
5. Ali Lit Voila
Mal Elle
6. La famille, Mon père, Ma mère, Mon frère, Ma sœur
7. Individual Responses

PROJECT TIME

LB p. 38

Mon arbre généalogique

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

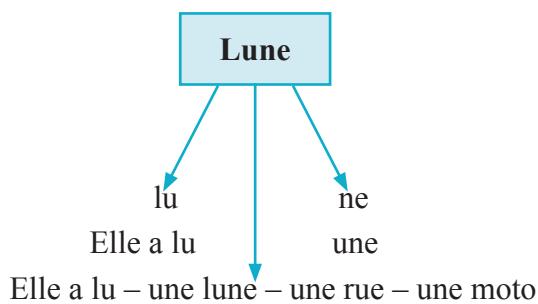
5. Encouraging of creative reading and writing

Read these words very fast

Voilà – à – avec – c'est – sur – au – dans – il – elle

6. Spelling preparation or understanding checking exercises.

Make new words with these:



Voilà

Voi
Il voit
Il voit – voilà – papa est là

là

il est là

7. Reading a short text (Story approach).

Read

Ama est à l'école avec Ali.

Fatou est dans la rue. Elle joue avec Kipic.

Papa est sur la moto.

Notes:

UNITÉ 1 Dans notre maison!



Suggested teaching time:

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

Parler de sa maison



Introduction

This is a short unit in which learners will start to learn the French vocabulary for rooms and objects in a house. Although it is a short unit, there is a lot of new vocabulary for learners.

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



RESOURCES

- Learner's book: pp.41-50

Optional extra materials:

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



KEY WORDS

- ★ Dans notre maison
- ★ La cuisine
- ★ Le salon
- ★ La chambre à coucher
- ★ La salle de bains
- ★ La salle à manger

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

- ★ Quelles sont les pièces de ta maison?
- ★ Quels sont les objets des pièces de ta maison?

GUIDELINES AND SUGGESTIONS

- Start teaching this unit by prompting learners to observe those key words. Do they know them in French? Can they guess what they will be learning about in this new Sub-strand?
- Keep the momentum and the conversation going by turning to page 41.



LET'S START!

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

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on rooms and object of a house.

A. Observation des images

I. Observation libre

Ask learners to provide the names of the various parts in the house in English.

Encourage them to try to do same with those words in French. Guide the learners on vocabulary that they should know at the end of this exercise.

Turn learners' full attention to the picture on page 42, read slowly and clearly, the speech bubbles to them.

II. Observation dirigée

1. Ask learners to provide the following names "the kitchen, the living room, the bedroom and the bathroom" in French.

Encourage them to use a dictionary for those words. Guide the learners through the vocabulary.

Read the words to your learners.

- La cuisine
- Le salon/La salle de séjour
- La chambre à coucher
- La salle de bains
- Learners repeat after you.

2. Prepare an audio and read the speech bubbles slowly and clearly the words. Play the audio for learners to listen.

Read personally the dialogue to your learners.

- Learners should listen attentively and repeat each speech bubble after you. Encourage them to notice the use of "casserole, une marmite" and "un fourneau" which are objects in a kitchen and "ma cuisine", in French refers to "my kitchen".

- Read the speech bubbles slowly and allow time to read in pairs.

SPEAK – Production Orale

You may ask someone to mention one object in his house.

A. Présentation globale du dialogue en situation

The facilitator reads the dialogue all alone to his or her learners.

They repeat after him or her.

He or she checks and corrects their pronunciation.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *Tu vas où? - Je vais à - la maison - Qu'est-ce que tu as à ... Quelles sont les pièces de ta maison?*

C. Mémorisation du dialogue

It is a new language to the learners, so continuous reading will enable kids keep it in mind and be free in using the terms in the dialogue.

D. Dramatisation

1. a. In turns, they read the dialogue with their teacher; one after the other for some time.
 - Pay attention to the pronunciation and correct them if necessary.
2. Read the poem to the learners, verse by verse. Ask them to repeat after you, verse by verse, to consolidate the vocabulary and pronunciation
 - Make sure they understand all the key vocabulary.
3. a. and b. Learners work in pairs and take turns to draw an object from their houses.

- Partners try to guess each object and will now start to refer, orally, to the names of places/ objects in a house.

4. a. – d. In pairs, learners read the questions and try to answer them orally, using full sentences.

Answers

4. a. **Oui, c'est** une brosse.
 b. **Non, c'est** une serviette.
 c. **Oui, c'est** une salle de bain.
 d. **Non, c'est** une cuisine.

5. Four objects in:

Bathroom in French are: le savon, la serviette, l'éponge et la douche.

Kitchen in French are: la casserole, la cuisinière, la louche et la poêle.

N.B: The answers may vary.

6. Learners work in group of seven to read the poem, slowly and verse by verse.

- Check their pronunciation and correct it once they have read the whole poem.

PRACTICAL ACTIVITY

The use of variants

- Comment est ta maison?
- Quelles sont les pièces de la maison?
- Quels sont les objets dans les pièces de ta maison?

In pairs, learners talk about the rooms and objects in the rooms of their house.

- Listen to them.
- Check their pronunciation and correct them as soon as possible.

Study case

Écolier: Comment est ta maison?

Écolière: Ma maison est + [petite/grande].

Écolier: Quelles sont les pièces de ta maison?

Écolière: Dans ma maison, il ya un salon, une

chambre à coucher, une salle de bain, une cuisine et une salle à manger.

Écolier: Quels sont les objets dans les pièces de ta maison ?

Écolière: Dans le salon, il y a le canapé, le fauteuil, la télévision, la table, le tapis et la chaise.

Dans la chambre à coucher, il y a le lit, le drap, les oreillers, la commode, le rideau et l'armoire.

Dans la cuisine, il y a la casserole, la louche, le seau et le réfrigérateur.

Dans la salle à manger, il y a une table à manger, des chaises, les cuillères, le couteau et la fourchette.

READ – Compréhension Écrite

Let us identify rooms and objects in a house.

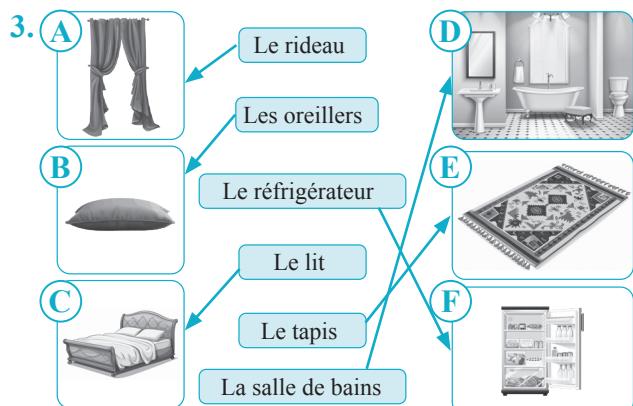
1. Let learners turn their full attention to the picture and labels on pages 44.

- Allow them enough time to engage with the illustration and labels.
- Read the picture vocabulary to the learners.
 - Start by reading, slowly and clearly, only the names of the different sections of the house: la salle de bain; la cuisine et le salon. Read these names once more.
 - Now read the names of the objects in the rooms. Also, repeat each of these once more.
- Make sure that the learners follow each word as you read it. We suggest that you say the word in English first, let the learners find that room or object in the illustration and read the names of the room or objects in French.
- Ensure that the learners understand all the new vocabulary, and ask them

if they have any questions about any particular key word.

2. Learners read again the poem to themselves.
3. Learners should complete the matching activity in their exercise books.

Answers



4. Before asking learners to get into their groups and do the exercise, refer them back to Learner's Book page 44; and the teacher can provide extra clues. Ask them to read all the words listed to themselves.

- Give the groups enough time to look at the pictures and do the exercise.
- Allow the groups to share their answers aloud.
- Write the names of the few objects found (as the groups share it in class) on the writing board.
- Ask learners to read it aloud, as a class.

Listen to the pronunciation of “m” in French.

The sound “m”: Maman

The study of **m** – [m] (The phoneme)

Key sentence: **Maman** est malade: je pile du **manioc**.

Key words: **maman** – **manioc**

Global acquisitions: **je** – **pile** – **malade**.

- **Help with the reading of the image**

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, un garçon pile et une fille est à côté de lui.
- A l'arrière-plan, on voit une femme au lit.
- Il y a aussi une moto contre la clôture.
- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A boy and a girl. (**Un garçon et une fille**)

M: What are they doing?

E: The boy is pounding cassava. (**le garçon pile du manioc.**)

M: What else?

E: A girl is standing by the boy. (**Une fille est debout à côté du garçon.**)

M: What do you see further?

E: There is a woman on a bed. (**Il y a une femme qui est au lit.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: **Maman** est malade: je pile du **manioc**.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word **maman**, it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**m**”.

Identification of words containing this letter “**m**” in the words of the key sentence.

Maman est malade: je pile du **manioc**.

Identify the part of the word in which we hear “**m**”.

Maman – manioc

Have all learners discover and observe the letter “**m**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Maman pile du manioc

We will show that with the already known words we can make new sentences.

Ama pile du manioc.

Ama est malade.

- **Sequence 6: Auditory and visual discrimination**

- Have learners watch the pictures at “I hear **m**” section.

- Have them observe the syllables: **ma** – **mo** – **mu** – **me** – **mi** and watch out for “**mar**” and “**man**” of “**marmite**” and “**mandarine**.”
- Write these syllables on the board and have learners repeat them.
- Do a syllable dictation as in the previous lesson. (Le procédé La Martinière).

- **Sequence 7: Reading.**

N.B: At the exercise 2, I can read, p.47.

This means that, initially, it must be recognized globally. Other examples of this type will appear later.

- **Sequence 8: Written Production**

Add the following exercise:

Separate these words to get the right sentence

1. **mamanestsurlamoto**
2. **amaestmalade**
3. **aliaunetomate**

N.B: During individual reading time, have learners pronounce directly:

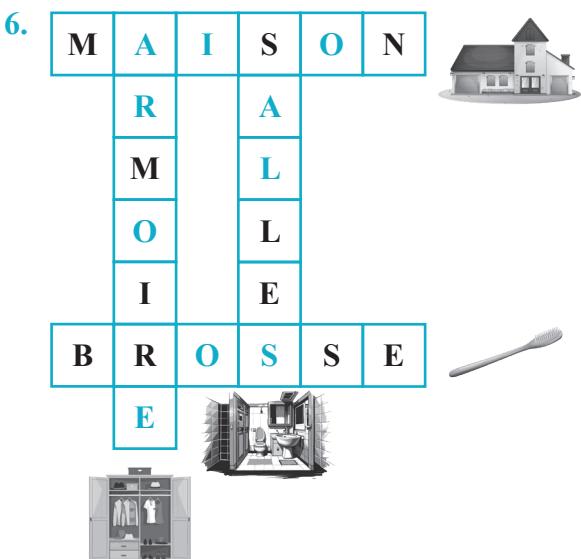
ma, mi, mo, etc.

WRITE – Production Écrite

1. Learners identify words with “**m**” in the following words.
2. Learners match the syllables to their words:
3. Learners form a correct sentence with the following words in French.
4. Learners read the passage and answer the questions with: “**vrai**” ou “**faux**”
5. Learners name the following pictures with the given words in French.
6. Learners complete the word puzzle to get the correct words in French.
7. Copy all the words in the puzzle into your exercise book and read them out in turns.

Answers

Notes:



7. MAISON – ARMOIRE – SALLES – BROSSE

UNITÉ 2 Mon école!



Suggested teaching time:

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

Parler de son école



Introduction

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

Like Unit 1, this is a short unit, but one with a lot of new words for learners to remember. It is best for this to be done in a meaningful way

and through a learner-centered approach. It is important to spend some time practicing the correct spelling and proper understanding of all the new words.



RESOURCES

- Learner's Book: pp.51-58

The image shows two pages from the Learner's Book. The left page is titled 'LET'S START!' and contains a 'Compréhension Orale' section with a listening activity. The right page is titled 'Parler de son école' and contains a 'LISTEN' section with a listening activity. Both pages include text and small illustrations related to school vocabulary.

Optional extra materials:

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



KEY WORDS

- ★ L'école
- ★ Les objets et les endroits
- ★ La bibliothèque
- ★ Une cantine
- ★ Un élève
- ★ Une salle de classe

★ Une cour etc.

★ Je balaie/J'apprends

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

★ Où est ton école?

★ Comment est ton école?

★ Qu'est-ce que tu fais avec...?

★ Qu'est-ce qu'il y a dans ton école?

★ Qu'est-ce qu'il y a dans ton cartable?

GUIDELINES AND SUGGESTIONS



LET'S START!

- This is another warm-up activity (and class discussion) that slowly introduces learners to the subject and to the type of vocabulary they will soon be learning in French.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on objects in a classroom.

A. Observation des images

I. Observation libre

1. Let learners turn their attention to the picture and labels on page 51.
- Allow learners enough time to engage with the illustration.
- Read the picture dictionary to the learners.

II. Observation dirigée

Starting from the spontaneous observations, ask them precise questions so that they achieve an effective understanding of the situation presented.

- Start by reading, slowly and clearly, only the names of the different school objects found in the classroom: *le livre, le taillecrayon, la craie, le tableau noir, la porte, la carte, l'école, la cloche, le cartable, la trousse, la colle, le stylo, le crayon, la règle, la gomme, le cahier*. Read these names once.

Read the labels again. Then read the labels “la directrice” and “la bibliothécaire”. Read these again and explain that, when referring to a male, we would say “le directeur” and “le bibliothécaire”, respectively.

- Make sure that the learners follow each word as you read it. We suggest that you say the word in English first, let the learners find the objects in the illustration and read the name of the object in French. Another option would be to ask the learners questions as you go along, before reading the French words. For example, you might say: “Can you see the teacher in the image? In French the word for teacher is “le professeur” (if it is a male teacher) or ‘la professeure’ (if it is a female teacher).”

- Ensure that learners understand all the new vocabulary by asking them if they have any questions about any particular key word.

SPEAK – Production Orale

Ask and answer questions on what we do with objects of the classroom.

1. Présentation globale du dialogue en situation.

The facilitator will guide learners through the reading of the dialogue.

- Allow them time to do individual reading.
- Check their pronunciation.

2. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *Où est ton école? -Comment est ton école? -Qu'est-ce que tu fais avec... ? -Qu'est-ce qu'il y a dans ton école ? -Qu'est-ce qu'il y a dans ton cartable? -Je lis -J'écris*

3. Mémorisation du dialogue

Since it is a new language to the learners, the continuous reading will enable kids keep it in mind and be free in using the terms in the dialogue

Dramatisation

1. Learners work in pairs to role-play the dialogue on page 52 of the Learner's Book.
 - Check their pronunciation.
 - a. Learners talk about objects that they have in their school bags.
 - b. Learners talk about what they do with objects found in their schoolbags.
2. a.-c. Learners will now start to refer, orally, to the names of places and objects in a school environment.



Answers

2. Answers to this activity will vary from school to school and from learner to learner. Possible answers are:

- Dans mon école, il y a des salles de classe, une cour de récréation, un terrain de sport, une cantine, une bibliothèque, une salle des professeurs, un bureau de la directrice.
- Dans ma trousse, il y a une colle, une gomme, des crayons de couleur, une règle, des stylos, un crayon.
- Dans mon cartable, il y a des cahiers, des livres, une trousse.

FUN TIME!

- Learners break into group of four. The main aim of these activities is for learners to think and answer orally in French, based on the vocabulary that they have just learnt.
- Ensure that, in each group, all three learners have the chance to say the names of the objects aloud.
- Ensure that learners master the use of “Qu'est-ce que c'est?” and are quick in responding with “C'est...”

The use of variants

- Qu'est-ce qu'il y a dans ton école?
- Qu'est-ce qu'il y a dans ta trousse?
- Qu'est-ce qu'il y a dans ton cartable?
- Qu'est-ce que tu fais avec les articles de l'école?

The teacher brings before the class these questions in a dialogue form.

- The rest of the class listen to them.
- Then all try to do same in pairs with their partner.
- Checks the learners' pronunciation.

Study case

Prof: Qu'est-ce qu'il y a dans ton école?

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

Prof: Qu'est-ce qu'il y a dans ta trousse?

Élève X: Dans ma trousse, il y a une colle, une gomme, des crayons de couleur, une règle, des stylos, un crayon.

Prof: Qu'est-ce qu'il y a dans ton cartable?

Élève X: Dans mon cartable, il y a des cahiers, des livres, une trousse...

Prof: Qu'est-ce que tu fais avec les articles de l'école?

Élève X: J'écris avec un stylo.

Je lis un livre.

J'efface avec une gomme.

READ – Compréhension Écrite

Read and understand simple texts and the pictures of the objects of the school.

- Allow learners enough time to read the poem: “Dans mon sac à dos” to themselves.
 - Guide them.
 - Check their pronunciation.
- Learners will now read the names of objects in their schoolbag. The teacher will guide them and correct their pronunciations.

Listen to the pronunciation of “e, é” in French.

The sound “e, é”: René

The study of e – [ə] (The phoneme)

Key sentence: Ama joue avec le petit cheval;
René joue avec un dé.

Key words: René – petit – cheval – dé

Globale acquisitions: un – une

- **Help with the reading of the image**

The image is relatively simple to read. We will take advantage of this to train the learners in orderly reading:

- Au premier plan, Deux enfants jouent.
- Une fille joue avec un cheval à bois et le garçon joue avec un dé.
- A l'arrière-plan, il y a un grand ballon et une jolie maison.
- Les enfants sont peut-être à l'école.

- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: Two kids. (**Deux enfants**)

M: What are they doing?

E: They are playing ball. (**Ils jouent au ballon.**)

M: Where are they?

E: They are on the school compound. (**Ils sont dans la cour de l'école.**)

M: What do you see further?

E: We can see a ball and part of a building. (**Nous voyons un ballon et une partie d'un bâtiment.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: Ama joue avec le petit cheval ;

René joue avec un dé.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Ama, it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**e - é**”.

Identification of words containing this letter “**e - é**” in the words of the key sentence.

Ama joue avec le petit cheval; René joue avec un dé.

Identify the part of the word in which we hear “**e - é**”

Le - petit - cheval - René - dé

Have all learners discover and observe the letter “**e - é**” and write it on the board.

In the case of **é**, ensure the correct direction of the accent (go downwards and to the left)

- **Sequence 5: Re-using the word studied in a new sentence.**

René a un cheval.

Ama joue avec un petit dé.

We will show that with the already known words we can make new sentences.

Le petit cheval joue.

Le dé est petit.

- **Sequence 6: Auditory and visual discrimination**

- Observe the drawings in “**I hear**” section.
- Discover the syllables **le** – **mé** – **do** – **me** – **télé** in the words that contain them.
- The facilitator writes a syllable on the board. The learners must show the drawing in the book, which contains this syllable.
- Write these syllables on the board and have them repeated.
- Syllables dictation (**Le procédé La Martinière**).

The facilitator dictates some syllables like:
lé – **le** – **me** – **mé**.

Learners should write in their exercise books.

The facilitator can add to this sequence all the exercises which can allow them to assess the learners’ achievement.

- On the auditory level, the game: (**Le jeu de pigeon vole**). Raise your hand if you hear.

**me le mé lé mi la mu li ma lo
me lu**

Combine “**e**” and “**é**” with the consonant studied: **le** – **me** – **de**; **lé** – **mé** – **dé**.

Subsequently and when the learners’ knowledge allows it, he or she can also suggest the reading of new words, but of which the learners know all the elements.

- **Sequence 7: Reading**
- **Sequence 8: Written Production**

WRITE – Production Écrite

1. Learners complete the words with: these letters “**e**” or “**é**” in French.
2. Learners form a sentence with these words in French.
3. Learners copy only the words with the letter “**é**”
4. Learners read the passage and answer the question with: “**Vrai**” or “**Faux**”
5. Learners complete these words with the letters “**e**” or “**é**” in French.
6. Learners fill in the missing letters.
7. **a.–b.** Learners answer this question by saying things they can find in school environment starting with “**Dans mon école, il y a**”. They then pick one out of the lot and draw it.
 - They should label it in French.
8. Learners pick and copy the words that are related to school.

Answers

1. **a.** Une école **b.** Le biberon
c. Le vélo **d.** Le café
e. Le bébé **f.** La chemise
2. René joue avec le vélo.
3. Vélo Fumée
4. **a.** Faux **b.** Faux **c.** Faux
d. Vrai **e.** Vrai
5. **a.** La chemise **b.** La fumée
c. L’école **d.** Le biberon
6. **a.** **MARQUEUR** **b.** **CAHIER**
c. **PROFESSEUR** **d.** **STYLO**

7. a.–c. Individual Responses

8. Le cahier
- La chaise
- La gomme
- Le stylo
- L'élève
- Le sac à dos

PROJECT TIME

LB p.59

1. At Basic 1 level, most of the new vocabulary is supported by visual representations and “picture dictionaries” (like the one in the Learner’s Book).

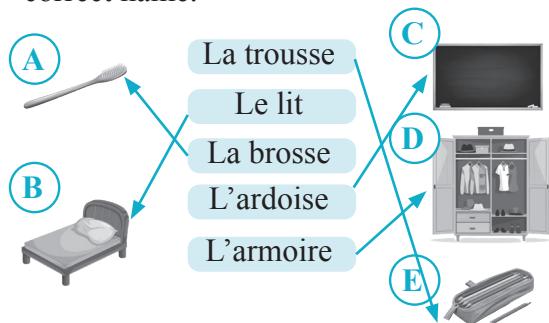
- a. Encourage to draw and label six school items or places.
- b. Encourage to draw and label six objects or rooms of a house.

2. Throughout all the topic at this level learners learnt letters with some words so it is time now for them to display some of those words they have with those letters.

PRACTISE, PRACTISE, PRACTISE!

LB p. 61

1. Learners match each picture to the correct name.



2. Learners complete the sentences with the following words.

- a. chiffon.
- b. crayon.
- c. J'écris
- d. l'école.
- e. lis

3. Learners should list the name of four objects that are likely to be found inside their school bag.

Possible answers are:

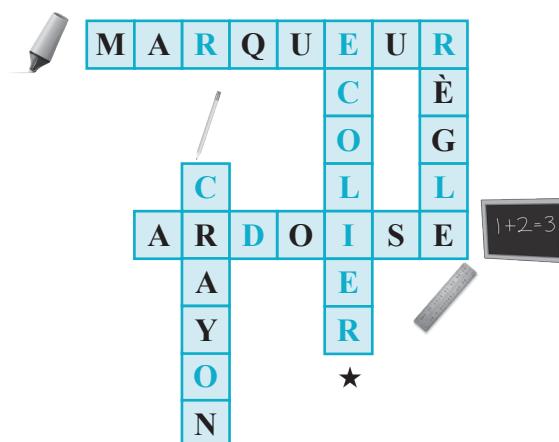
- Dans mon sac à dos, il y a des cahiers, des livres, une trousse, une règle, etc.

- Allow learners access to a dictionary to look up any unfamiliar words.

They should add any new words to their “Notebook”.

4. Copy the house and school words puzzle into your exercise book.

- a. Complete the words. What word is hidden below the star in the table?



- b. The hidden word is: **ÉCOLIER**

UNITÉ 1 Mon goût!



Suggested teaching time:

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

Dire ce que l'on aime



Introduction

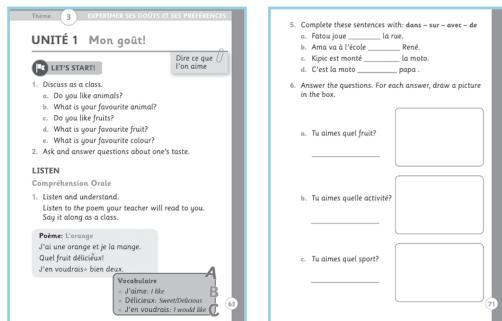
In this short unit, learners will learn how to express both their own likes and the likes of others. Learners will be introduced to French statement

("J'aime/Il aime/Elle aime/ Tu aimes" – "I like/ You like /He likes/She likes").



RESOURCES

- Learner's Book: pp. 63-71



Optional extra materials:

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



KEY WORDS

- ★ J'aime/Il aime/Elle aime/Tu aimes..
- ★ Les fruits
- ★ Les animaux (L'animal)
- ★ Les couleurs
- ★ Les sports
- ★ Les activités
- ★ Les matières

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

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

GUIDELINES AND SUGGESTIONS

- Start teaching this Strand by prompting the learners to study the flashcards or posters.
- Ask them questions about the pictures. For example:
 - What do you see on the flashcards or posters? Let them think about it.
- Explain that, in this new Strand, learners will learn how to express their likes as well as the likes of others.



LET'S START!

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

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

2. Allow learners time to answer questions about their taste and that of others in English. Then guide them to do same in French.

LISTEN – Compréhension Orale

Listen or watch an audio-visual and understand documents on someone’s tastes on fruits, animals, colours and answer questions.

A. Observation des images

I. Observation libre

Learners should listen to the teacher as he or she reads the poem to them.

The teacher will play an audio of a staged scene of the dialogue in the Learner’s Book.

Learners look and listen attentively.

II. Observation dirigée

1. Let learners turn their full attention to the poem.

- Put the poem in context for the learners after reading it to them.
- Read the poem verse by verse to the learners. Then re-read it.
- Now let them repeat the poem verse by verse after you.
- Let them read in groups of four as you did earlier.

2. Turn learners’ full attention to the pictures on page 64.

- Now read each of the two speech bubbles to the learners. Then re-read them.
- Now draw learners’ attention to what the boy is holding.
- Learners should repeat the speech bubble and recognize the name and

the fruit. Let them also notice the use of “J’aime”. Tell them that it is used while expressing one’s like.

3. Let learners turn their full attention to the flashcards and the labels.

- Allow learners enough time to silently engage with the flashcards.
- Read the labels to the learners.
- Start by reading, slowly and clearly the names of the fruits, animals and food on page 64. Read these names once more.
- Make sure that the learners follow each word as you read it.
- Now let the learners read them by adding the statement “J’aime...” to each words to form a complete sentence in French.
- Ensure that learners understand all the new vocabulary. Ask them if they have any questions about any particular key word to understand the content of each flashcards.

SPEAK – Production Orale

Ask and answer questions about tastes.

A. Présentation globale du dialogue en situation

- The facilitator reads the speech bubbles to the learners.
- Learners repeat after him or her.
- He or she pays attention to their pronunciation.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: Qu’est-ce que tu aimes? - J’aime...

3. Mémorisation du dialogue

4. Dramatisation

1. Learners should role-play the speech bubbles and the short dialogue in pairs, taking turns to play each role. This will prepare them for the activity that follows.

2. Work in pairs.

a. **-c.** In their pairings, learners will take turns to role-play a dialogue to talk about fruits, animals, sports or activities you like. Let them start their answer with the term “J'aime...”

FUN TIME!

1. The teacher provides learners with flashcards of fruits, colours, animals and sporting activities with their names in French. Start by reading the instruction to the learners.

Read the key words for questions in this activity in French: Qu'est-ce que tu aimes?

Allow some time for the learners to look at the small flashcards that you provided and to familiarise themselves with them.

b. Let learners pick their flashcards randomly.
c. Ask them this question: “Qu'est-ce que tu aimes?”
d. Read the questions and let them show their flashcards and answer with “J'aime...”

PRACTICAL ACTIVITY

The use of variants

- Qu'est-ce que tu aimes?
- Quel animal tu aimes?
- Quel fruit tu aimes?
- Tu aimes quelles activités?

In pairs, learners practice a dialogue to talk about their tastes and preferences.

- Listen and guide them.
- Correct their pronunciation.

Study case

Écolier: Qu'est-ce que tu aimes?

Écolière: J'aime les fruits et les animaux.

Écolier: Quel animal tu aimes?

Écolière: J'aime le chat.

Écolier: Quel fruit tu aimes?

Écolière: J'aime l'orange.

READ – Compréhension Écrite

Read and understand simple texts about people's taste and preferences.

1. Learners should read the text and the likes in silence.
 - Allow them enough time to re-read the text to themselves.
2. Let learners read the speech bubbles to themselves.
3. Let them draw an object of their liking and name it in French.
4. Let them work in pairs in reading these questions. One reads the question and the other replies by looking at the answer in the book.

Listen to the pronunciation of “t” in French.

The sound “t”: La moto va vite

The study of t – [t] (The phoneme)

Key sentence: Kipic est monté sur la moto de papa.

Global acquisitions: regarde – de – vite

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, deux enfants sont sous un arbre devant une moto.
- La moto est garée contre le mur de la maison.
- Kipic est monté sur la moto.
- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.
- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: Two kids, a big tree and house. (**Deux enfants, un grand arbre et une maison.**)

M: Where are the kids?

E: They are standing under a large tree (**Ils sont debout sous un grand arbre.**)

M: What are they doing?

E: They are looking at the hedgehog. (**Ils regardent le hérisson.**)

At the end of the sequence learners should be able to guess the meaning of the **key sentence**: Kipic est monté sur la moto de papa.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he or she will ask:

M: Is there any word that you are familiar with from the sentence on the tape or board?

The learners only recognize the word Kipic; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing on each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**t**”.

Identification of words containing this letter “**t**” in the words of the key sentence.

Kipic est monté sur la moto de papa.

Identify the part of the word in which we hear “**t**”: monté – moto

Have all learners discover and observe the letter “**t**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Kipic est monté sur la moto de papa.

We will show that with the already known words we can make new sentences.

Papa a une moto

Fatou est montée sur le vélo.

- **Sequence 6: Auditory and visual discrimination**

As in the previous lessons, have learners read and identify the syllables.

ta – ti – te – to – tu

Syllables dictation.

• Sequence 7: Reading

In the reading text, you should notice the use of “son” and “ne.....pas”. Do not give any lesson on them. You just give their meaning.

Comptine

toc toc toc

petit pouce

es-tu là?

Chut, je dors

toc toc toc

petite pouce

es-tu là?

... je sors

The left point is closed,
the thumb is folded
into the other fingers.
We strike on the point
with the hand. And the
thumb bent, suddenly
freeing itself.

• Sequence 8: Written Production

Additional exercises

1. Find the framed word:

télé

route - tête - tulipe - télé - été - tomate

tortue

toute - moto - télé - natte - tape- tortue

vite

vole - vite - vol - vis - voiture

2. Separate these words to get the right sentence:

- ilvavite
- aliregardelatélé
- fatouaunemoto

WRITE – Production Écrite

Work out all these proposed exercises in the textbook

1. Learners complete the words with the following syllables in their textbook.

2. Learners are to match these following syllable to their words.

3. Learners identify the words with letter “t” and write them down.

4. Learners form a correct sentence in French out of these words.

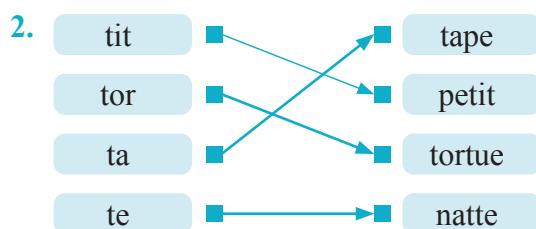
5. Learners complete the sentences with the preposition in their textbook.

6. With the help of the teacher, learners should answer the questions and draw a picture of the choice of their answer in the boxes.



Answers

1. a. Une natte b. Une table
c. La tomate d. Le tube
e. Une antilope f. La télé



3. La moto – monté – natte

4. Kipic est monté sur la moto.

5. a. dans b. avec c. surd d. de

6. Individual Response

UNITÉ 2 Quel dégoût!



Suggested teaching time:

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

Dire ce que l'on
n'aime pas



Introduction

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

sentences, they will now be constructing negative sentences in French, using only “Je/Il/Elle n'aime pas /Tu n'aimes pas” at this stage.



RESOURCES

- Learner's Book: pp.72-80

UNITÉ 2 Quel dégoût!

LET'S START

Dire ce que l'on n'aime pas

1. Name one fruit, one animal and one colour that you do not like.
Draw a picture of each of them.

2. What sporting activity don't you like?

3. Share your drawing with your teacher and classmates.

LISTEN

Comprehension Oral

1. Watch and listen to a scene when learners say one offer the other fruits, animals and colours, they don't like.

a. One asks
Qu'est-ce que tu n'aimes pas?
Quel fruit tu n'aimes pas?
Quelle couleur tu n'aimes pas?
b. The other replies, starting with
Qu'est-ce que tu n'aimes pas? What don't you like?
Quel fruit tu n'aimes pas? Which fruit don't you like?
Quelle couleur tu n'aimes pas? What colour don't you like?
Je n'aime pas ... I don't like ...

7. Study the table below and complete the sentences about each person's likes and dislikes.

	aime	n'aime pas
Ama	la pomme	l'orange
Kwami	le football	le tennis
Adwoa	la maroille	l'empê
Daniel	le français	l'anglais

8. Tell us, in writing, what you like or dislike in French.
Use: aime, n'aime pas

a. J' _____
b. Je _____

Optional extra materials:

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



KEY WORDS

- ★ Je n'aime pas
- ★ Il n'aime pas
- ★ Elle n'aime pas
- ★ Tu n'aimes pas

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

- ★ Emploi de : ne.....pas
- ★ Qu'est-ce que tu détestes ...?
- ★ Pourquoi tu n'aimes pas... ?

GUIDELINES AND SUGGESTIONS

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

- Learners will be introduced to “n'aime pas or n'aimes pas”.

LET'S START!

- 2. and 3.** This is a quick warm-up activity to signal the topic change from likes to dislikes.
 - Learners should name and draw their dislikes (in the categories of fruit, animals, colours and sport) as indicated in the instructions.
 - Learners in roll call will answer few questions about their dislike using “Je n'aime pas”
 - The teacher will proceed with them showing their slate to him or her when he or she calls for it. Each learner should answer the question “Qu'est-ce que tu n'aimes pas”

By pointing at the drawing he says :
“Monsieur, je n'aime pas + (name of what they don't like)”

- Remind learners to keep their drawings for an activity later in the unit.

LISTEN – Compréhension Orale

Listen or watch and understand in an audio-visual on someone's taste, on fruits, animals and colours.

A. Observation des images

Ask learners to listen to a pre-recorded audio where people are talking about their dislikes.

B. Observation dirigée

1. Play the audio to your learners.

In this audio learners to talk about colours, fruits, animals that they don't like in pairs such as: “la pomme, la poire, l'ananas, l'orange, la banane, la mangue, la fraise..”, “la vache, le mouton, la chèvre, le chat, le chien, l'éléphant, la poule, l'âne, la girafe, le cochon, le cheval..” and “le noir, le rouge, le vert, le bleu, le blanc, le rose, l'orange, le marron, le jaune..” to stage a scene where one asks the questions “Quel animal tu n'aimes pas?/Quel fruit tu n'aimes pas?/Quelle couleur tu n'aimes pas? and the other replies using the expression “Je n'aime pas”.

Guide and correct them if necessary

- Make sure that you write down the words in the dialogue on the board for them to read after you. Guide learners through series of questions and answers.

2. Let learners draw either fruits, colour, food, animal or sporting activities on a slate. They should now take turns

pointing at each drawing to express their dislikes by asking and answering the question: *Qu'est-ce que tu n'aimes pas?* Let learners answer your question to say what they do not like while following the pattern indicated in their book.

SPEAK – Production Orale

Ask and answer questions about taste.

A. Présentation globale du dialogue en situation

Let learners turn their full attention to the picture of the two learners on page 73.

- Read each of the two speech bubbles to the learners. Then re-read them.
- Now draw learners' attention to the fruits they are holding.
- Read the names of the fruits, one by one.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *Quel fruit tu n'aimes pas* – *Quel animal tu n'aimes pas* – *Quelle couleur tu n'aimes pas* - *Qu'est-ce que tu n'aimes pas?* - *Je n'aime pas....*

3. Mémorisation du dialogue

4. Dramatisation

1. In pairs, learners role-play the dialogue. Let them take turns to play each role.
2. **a. and b.** In pairs, learners revise the different flashcards that their teacher will provide.
 - They should now take turns to express their dislikes by asking and answering the question: *Qu'est-ce que tu n'aimes pas?*

PRACTICAL ACTIVITY

The use of variants

- Qu'est-ce que tu n'aimes pas?
- Quel fruit tu n'aimes pas?
- Quelle couleur tu n'aimes pas?
- Quelle activité sportive tu n'aimes pas?
- Quel animal tu n'aimes pas?

In pairs, learners stage a scene to talk about their taste in class.

- Learners pay attention.
- Check the learners' pronunciation.

Study case

Écolier: Qu'est-ce que tu n'aimes pas?

Écolière: Je n'aime pas les fruits, certaines couleurs et le sport.

Écolier: Quel fruit tu n'aimes pas?

Écolière: Je n'aime pas l'ananas.

Écolier: Quel couleur tu n'aimes pas?

Écolière: Je n'aime pas le noir.

Écolier: Quel sport tu n'aimes pas?

Écolière: Je n'aime pas la course.

READ – Compréhension Écrite

Read and understand a simple text about people's tastes and preferences.

1. Learners should read the dislikes of the people to themselves.
2. This activity checks each learner's comprehension of what they will read.
 - You may like to ask eight learners to share an answer each.
 - Let the rest of the class listen carefully and compare the answers with their own. They should then correct each other's work, if necessary. Guide learners to the correct answers.

Answers

Lariba

1. Lariba n'aime pas le saut.
2. Lariba n'aime pas la course.
3. Lariba n'aime pas le jaune.
4. Lariba n'aime pas le ver de terre.
5. Lariba n'aime pas le canard.

Elikplim

1. Elikplim n'aime pas la fraise.
2. Elikplim n'aime pas les sciences.
3. Elikplim n'aime pas la lecture.
4. Elikplim n'aime pas la friandise.
5. Elikplim n'aime pas le bleu.

Listen to the pronunciation of “r” in French.

The sound “r”: Le repas

The study of r – [R] (The phoneme)

Key phrase: René mange du poulet rôti et du riz

Key words: René – rôti – riz

Global acquisitions: mange – du poulet – repas

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, il y a une famille à table.
- La mère est assise à droite de son enfant. Elle mange du riz au gras en famille.
- Le garçon mange du riz au gras.
- Le père aussi mange du riz au gras
- Il y a des verres d'eau sur la table.

• Sequence 1: Free observation of the image, overall apprehension of the situation: understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A family at the table. (**Une famille à table.**)

M: Where are they?

E: They are in the dining room (**Ils sont dans la salle à manger.**)

M: What are they doing?

E: They are eating. (**Ils mangent.**)

M: What are they eating?

E: They are eating rice. (**Ils mangent du riz**)

At the end of the sequence learners should be able to guess the meaning of the **key sentence**:

René mange du poulet rôti et du riz.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word René; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**r**”.

Identification of words containing this letter “**r**” in the words of the key sentence.

René mange du poulet rôti et du riz

Identify the part of the word in which we hear “**r**”: René – roti – riz

Have all learners discover and observe the letter “**r**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

René mange du poisson rôti et du riz

We will show that with the already known words we can make new sentences.

René mange du poulet rôti.

Maman mange du riz.

Papa mange du poulet rôti et du riz.

- **Sequence 6: Auditory and visual discrimination**

In this sequence, we will emphasize on the reverse syllables ar – ir – or – ur as in: mur – car – tir – porte

Syllables dictation: the facilitator gives a list of words containing ar – ir – or – ur and the learners write

finir → ir un mur → ur

bâtir → ir le car → ar

un cor → or il dort → or

- **Sequence 7: Reading**

● Sequence 8 : Assessment and exercises

Additional exercise

1. Find what is highlighted and circle it.

ra	ir	or	ur
par	ri	por	dru
car	tir	gro	dur
dra	pri	lor	sur
gra	dir	tro	ru

WRITE – Production Écrite

Work out all the suggested exercise in the textbook

1. Learners complete the words with the following syllables.
2. Learners match these syllables to their words.
3. Learners complete the sentences with the possible words.
4. Learners form a correct sentence in French out of these words.
5. Learners name the following pictures in French.
6. Learners read the passage of the textbook to themselves and answer the questions below
7. Learners base on the table of their textbook to form six sentences about Ama, Kwami, Adwoa and Daniel's likes and dislikes.
8. Learners tell us in writing what they like or dislike in French. They should use "n'aime pas" and "aime".



Answers

1. a. Le navire b. Un car
 c. Une porte d. Le mur

2. ra	la rue
ru	la mare
re	le rôti
ro	la rame

or	finir
ur	un car
ir	dur
ar	une tortue

3. a. mange

b. mange

c. regarde

d. regarde

4. René est à table avec papa.

5. a. Le rat b. La mare c. Le riz

6. a. Faux b. Faux c. Vrai

d. Vrai e. Vrai

7. a. aime b. aime c. le tennis

d. aime e. déteste f. l'ampé

(The teacher explains that instead of "n'aime pas" you can as well say "déteste")

8. a. J'aime... (fruits/animals/colour/sports/ activity)

b. Je n'aime pas... (fruits/animals/colour/sports/activity)

PROJECT TIME

LB p. 81

LES COULEURS

1. Learners will build their own board game following the instruction given in the Learner's Book.

- This is an activity to be done individually as homework. The idea is for learners to each have their own board to play with friends at school, in their communities or even at home with their families.
- Let learners study the game template and notice all the colour names that they have already learnt.
- Turn learners' attention to the new word "gris" ("grey").

- Ask learners to write the wording in pencil first before colouring it, so that you can check their work and they can make any corrections, if necessary, before finalizing it.

- Once they have made their boards, learners will need only two dice and two pawns to play the game.

- Organise the learners into groups of two and allow them to play one round of the game in the classroom.
- Check that they are playing as expected. Monitor and correct them according to the rules.

PRACTISE, PRACTISE, PRACTISE!

LB p. 61

- Learners are to match the sentences to their pictures.

- D** Kofi aime la marelle
- C** J'aime la pomme
- A** J'aime le cheval
- B** Elle aime la danse
- E** Amina aime le rose
- F** J'aime la natation.

- Learners identify the colours in French and complete the sentences.

- a. J'aime le rouge. b. C'est le noir.
- c. J'aime le vert. d. C'est le jaune.
- e. J'aime le bleu. f. C'est le rose.

- Learners complete the words search puzzle to find the name of three animals and three colours in it.

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

N.B: The coffee colour stands for animals and green colour stands for colours.

Notes:

1. The words of this exercise were used to discover the grapheme – phoneme studied. These are reference words intended to fix the learners' memory. They serve as a benchmark. The "m" of maman, the "l" of ballon etc.

We will be able to:

- Read the words very quickly in order.
- Write them on the board, have them read in any order.
- Find others containing the letter studied.

Read and copy

Le ballon	maman	René
Vite	la moto	le repas

2. Instruction "a" and "b" above can be given regarding the words in this exercise. We can also write short sentences formed using only these words on the board and have them read, or ask the learners to compose two short sentences themselves in their exercise books using words from this exercise.

You also know how to read these:

Le maïs	du poulet	je pile
La lune	malade	il est monté
L'école	petit	il mange
Le lit	le cheval	je mange
Du riz	la poupée	elle mange

3. Write the syllables on the board and have them read in order and then in any order. Show a syllable and ask for a word containing it.

Example: the syllable **lo**, learners can suggest **vélo**.

li – ma – té – re – lo – mu – ré – te – tu – mo – ta – ra - lu – mi – ru - la

4. The work of composing new syllables will be carried out first on the board by the facilitator.

For each syllable found, he will be able to suggest a reference word.

Example: mar → mardi, marché
tor → tortue, etc.

Be careful! Do you also know how to read these syllables?

mal – mil – mar – mur – mor – tar – tir – tor – tal - til

5. Fast reading of these known syllables. You can associate them with a word, if possible.

Examples: /fi/ → Fifine
/che/ → cheval, etc.

You can still read

Va – vu – voi – fi- né – pé – che – pe – man

6. Composing exercises that the facilitator will first present on the board to show the learners the sequence of syllables.

Form new words with these syllables

va	che	→ Une vache
pe	tor	re
ti	te	voi
por	tue	che
mar	mis	val
		val
		mi

7. The facilitator will first ask the learners to do silent reading on the board.

Read these sentences

Je mange une tomate.

Ama a un ami: c'est René.

Ali est monté sur le petit cheval.

La voiture de papa est dans la rue.

Maman a mis le tamis sur le mur.

8. Silent reading and then question to find out if learners understand.

Reading aloud (one sentence per learner to involve as many children as possible).

Can you read this story?

Ama va à l'école dans la voiture de papa.

Fatou est dans la rue: elle joue avec le petit cheval d'Ama.

Fifine est montée sur le mur, elle mange une tomate.

Maman a mis du riz dans la marmite.

9. Quickly read these words on the board.

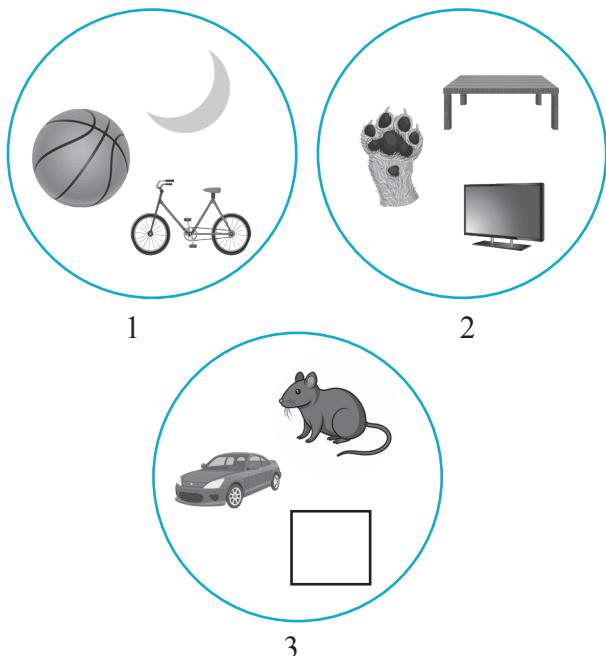
First in order, then in any order. We can ask learners to use them orally in sentences.

Read and copy these tool words

Je – il – elle – un – du – de – son –
avec – dans

10. We will get:

The pictures in 1, 2, and 3 have a letter in common in their names, which one?



Answers

- ballon, lune, vélo → I
- patte, télé, table → t
- car, souris, carré → r.

11. You can still try this with the learners on the board.

Lagune	ar	al	Petit
Fil	ra	ta	Vélo
Carte	il	or	Calcul
Râteau	ur	ti	Porte
Sur	la	lo	Patate

12. Use: **de – du – de la**.

Ali mange _____ rôti.

C'est le cheval _____ René.

Fatou mange _____ tomate et _____ riz

(We can also, orally, find other sentences.)

13. This exercise can be done orally

Note: La phrase 1 est vraie

Can you read this story?

Ama va à l'école dans la voiture de papa.

Fatou est dans la rue: elle joue avec le petit cheval d'Ama.

Fifine est montée sur le mur, elle mange une tomate.

Maman a mis du riz dans la marmite.

Reply with: Vrai or Faux

- Ama va à l'école dans la voiture de papa.
- Fatou est dans la rue : elle joue avec la poupée.
- Kipic est monté sur le mur.
- Maman a mis du maïs dans la marmite.

N.B.: You should not forget the revision in writing. Before any assignment, the facilitator should take time to go over each exercise with the learners thoroughly. If possible give them the answers in class and then given as homework.

UNITÉ 1 Je compte de un à vingt!



Suggested teaching time:

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

Compter et faire
des calculs simples

Introduction

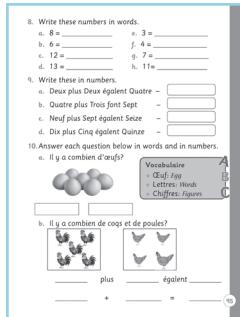
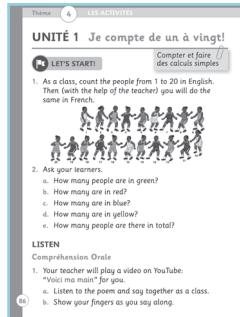
In this unit, learners will learn how to count from 1 to 20 in French and, from there, will be able to start doing some very basic calculations

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



RESOURCES

- Learner’s Book: pp. 86-95



Optional extra materials:

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



KEY WORDS

- Je peux compter
- Écrire en lettres
- Écrire en chiffre
- Égalent
- Plus

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

- Il y a combien de/d’.... ?

GUIDELINES AND SUGGESTIONS

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

Les activités – The activities.



LET'S START!

- This is a warm-up activity that will gradually introduce the learners to the numbers from 1 to 20 in French while they count the people in English
 - With the help of their teacher, they repeat in a fun way the numbers in French, pointing at the numbers under the people.
 - Repeat twice more in French.
- Ask learners these questions in English to ease the activities that will follow.
 - There are seven people in green.
 - There are three people in red.
 - There are six people in blue.
 - There are four people in yellow.
 - There are 20 people in total.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document about numbers in French.

A. Observation des images

I. Observation libre

Play the poem to the learners to watch. Encourage them to listen to the words in the poem.

II. Observation dirigée

1. a.–b.

Play the poem “Voici ma main” on YouTube: https://youtu.be/kVs6pZI_EVg for learners.



Put the words in the poem on the writing board.

Learners repeat the words after you.

- The poem will introduce learners, in a fun way, to the names/words and pronunciation of the numbers from 1 to 5 in French.
- Play the poem for the learners once more.

If possible, let learners say the poem along since it is simple and easy.

Pay attention to the pronunciation and correct them if necessary.

SPEAK – Production Orale

Count out loud objects and persons in your environment.

A. Présentation globale du poème en situation

1. Learners work as a class. They will take turns to say the poem on page 87 of the Learner’s Book.

B. Explication du poème

The facilitator should explain the entire poem to the class with all the key words in it.

C. Mémorisation du dialogue

The learners must memorize the poem.

D. Dramatisation

2. As class, learners count the numbers from 1 to 20 in French with their teacher.
 - To contextualise the activity before they start, tell learners that they will be counting the people in the picture on page 86.
 - Learners read the questions that they will need to answer.
 - Before they begin the exercise, let them read again the poem, ask learners if they can work out the meaning of “combien de/ combien d’ ”.
 - Learners should then reread the questions and do the activity with their partners.

Answers

3. a. Elle montre une main.
- b. Il y a cinq doigts sur la main.
- c. Il y a un livre dans sa main.
4. Work as a class, then shows the picture on page 88 to the learners.
5. a.–b. In turns, learners ask and answer questions about the number of objects and people in the classroom.
 - Kindly, highlight the use of “un” and “une” for the number 1 wherever relevant and appropriate in their answers.
 - Monitor and correct the learners as they speak.

PRACTICAL ACTIVITY

The use of variants

- Il y a combien de/ d’ ...
- Il y a ...

In pairs learners ask and answer questions about the numbers, objects or persons around.
Élève A: Il y a combien de personnes dans ta famille?

Élève B: Il y a dix personnes dans ma famille.

SPEAK – Compréhension Écrite

Read aloud objects and people in the environment.

1. Learners observe then you read the addition to them.
 - Let them repeat after you.
2. **a.-b.** In pairs, learners take turns to read the calculation in the Learner's Book aloud to each other.
 - Learners check each other's pronunciation.
 - Guide and correct them as necessary.
3. Reading slowly and pronouncing each word carefully, read the numbers from 1 to 20 in French to the learners.

FUN TIME!

Let learners work as a class to say the numbers in French so that they can consolidate their counting in French. They will use some flashcards with the numbers written on them in numerals and in words from “un” to “dix”. You repeat 6 or 8 times on different flash cards the numbers. Randomly, let your learners pick a numbers and line up as quickly as possible in the correct order of the numbers. By so doing, they should at any moment announce the numbers that they have picked.

Listen to the pronunciation of “p” in French.
The sound “p”: La porte
Study of p – [p] (The phoneme)
Key sentence: C'est le soir, **papa** se repose devant la **porte**.

Key words: **papa** – repose – **porte**
Global acquisitions: le soir – devant

• Help with the reading of the image

The image is relatively simple to read. We will take advantage of this to train the learners in orderly reading:

- Au premier plan, un homme est assis devant la porte.
- Il y a aussi un garçon qui joue avec une petite voiture.
- À côté de l'homme, une femme parle à sa fille.

• Sequence 1: Free observation of the image, overall apprehension of the situation : understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A man sitting in front of a door, a boy playing with a toy car and a woman with a girl. (**Un homme assis devant une porte, un petit garçon joue avec un jouet de voiture et une femme qui est avec une petite fille.**)

M: Where are they?

E: They are home. (**Ils sont à la maison.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: C'est le soir, **papa** se repose devant la **porte**.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word *papa*; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “p”.

Identification of words containing this letter “p” in the words of the key sentence.

C'est le soir, **papa** se repose devant la **porte**.

Identify the part of the word in which we hear “p”: **papa** – repos – porte

Have all learners discover and observe the letter “p” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

C'est le soir, **papa** se repose devant la **porte**.

We will show that with the already known words we can make new sentences.

Papa se repose

Kipic est devant la porte

Papa est devant la porte

- **Sequence 6: Auditory and visual discrimination**

Exercise: You have to emphasize the syllables.

- **Sequence 7: Reading**

Exercise 2: Use in sentences

- **Sequence 8: Written Production**

Exercise 4, p. 68: The facilitator will accept all the possible combinations.

Examples: Le poulet est devant la porte; sur le mur.

WRITE – Production Écrite

Work out all the suggested exercise in the Learner's Book

1. Learners match these words to have a correct sentence in French.
2. Learners match the syllables to their words.
3. Learners separate the words to get a correct sentence in French.
4. Learners form a correct sentence with the words in French.
5. Learners complete the words with the correct article in French.
6. Learners read the text and answer the questions.
7. Learners write the following calculations in words in French.
8. Learners write the numerals in words.
9. Learners write words in numerals.
- 10.a. Learners answer each question below in words and in numbers.
- b. Learners do the calculation and write the answers in numerals and words.



Answers

1.

Papa est	avec Ama
Le poulet est	devant la porte
Ali joue	sur le mur
Maman parle	avec une petite voiture

2.

Il tape	pe	Tapi
La poche	pa	Rapide
Pile	po	Purée
	pu	Patate
	pi	

3. Papa est devant la porte avec maman.

4. Ali joue avec une petite voiture.

5. a. La patte b. Le pot c. Le tapis
d. Le soir e. La pipe f. La porte

6. a. Faux b. Vrai c. Faux
d. Vrai e. Vrai

7. Dix plus deux égalent douze.

Treize plus trois égalent seize.

Deux plus huit égalent dix.

Quinze plus cinq égalent vingt.

9. a. $2 + 2 = 4$
b. $4 + 3 = 7$
c. $9 + 7 = 16$
d. $10 + 5 = 15$

10.a. Sept 7

b. Cinq coqs plus Quatre poules égalent Neuf

5	+	4	=	9
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Notes:

UNITÉ 2 Quelle heure est-il?



Suggested teaching time:

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

Demander et
donner l'heure



Introduction

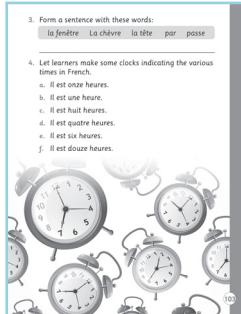
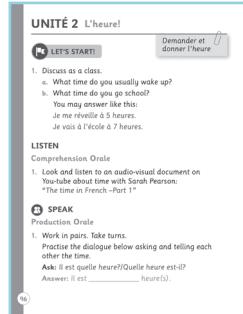
The focus of this unit is on asking for and telling

the time in French.



RESOURCES

- Learner's Book: pp.96-103



Optional extra materials:

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



KEY WORDS

- Il est ...
- heure
- Une horloge
- Je me réveille
- Je me lève
- Je vais à l'école/ à la maison
- Je me couche
- La cloche sonne

In addition to the key words, this unit also introduces (and gives learners the chance to

revise) key sentences for a basic dialogue in French, such as:

- ★ Quelle heure est-il?
- ★ À quelle heure...?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will learn how to tell and ask for the time in French. But this with the use of digital watch.



LET'S START!

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

LISTEN – Compréhension Orale

Watch or listen and understand an audio-visual document on schedules and answer questions.

A. Observation des images

I. Observation libre

Play the video on YouTube for learners. Encourage them to watch and listen to the words in the video.

II. Observation dirigée

Play the video “The time in French –Part 1” on YouTube: https://youtu.be/CXEvg_aGT0o



- Give learners some time to listen, and familiarise themselves with the clocks in the video.
 - Write the words for each clock and read the captions on the writing board.
 - Read the captions again slowly.
 - Explain that to give the time in French, we say: “Il est” + number + the word “heure” (hour) or “heures” (hours), depending on whether it is one hour or more than one.
 - Point out that the word “heure” (“hour”) in French is feminine, which is why we use “une” (“one”, feminine) in “Il est une heure” (“It’s one o’clock.”).
 - Guide learners and introduce the terms “Quelle heure est-il?”

SPEAK – Production Orale

Using a clock, ask and answer questions about what time it is. Learners say the time with digital watch.

A. Présentation globale du dialogue en situation

- The teacher should draw some clocks on the writing board for learners to practise the time so that they will be able to say the time terms in French easily.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: Quelle heure est-il? - Il est....heure(s).

C. Mémorisation du dialogue

The learners must memorise these two expressions: Quelle heure est-il ? - Il est ...

D. Dramatisation

- a. Learners work in pairs and practise asking and giving the time in French.
- Learners role-play the dialogue in the Learner’s Book on page 97.
 - Guide them.
 - Check the pronunciation.

FUN TIME!

- In an oral conversation with the learners, the teacher uses an analogue clock on which he will set different times for learners to answer.
 - At each time the teacher should ask: “Quelle heure est-il?”
 - The learners will take turns to answer with: “Il est...”
 - Guide them through the steps.
 - Encourage the learners to use their clocks to keep practising reading the time with their friends and family.

PRACTICAL ACTIVITY

The use of variants

Quelle heure est-il? Il est....

In pairs, learners ask and answer questions about time in French.

- Listen to them.

Study case

Élève X: Quelle heure est-il?

Élève Y: Il est douze heures

READ – Compréhension Écrite

Read and understand the time that it is.

- Learners observe and read the different times at which people do different activities in the course of the day.
- Learners observe the time and read them in French.

Listen to the pronunciation of “è”/ “ê” in French.
The sound “è – ê”: La tête de la chèvre
The study of è – ê – [ɛ] (phoneme)
Key sentence: La chèvre passe la tête par la fenêtre
Key words: chèvre – tête – fenêtre
Global acquisitions: passe – par

- **Help with the reading of the image**

The image is relatively simple to read.
We will take advantage of this to train the learners in orderly reading:

- Au premier plan, on voit deux enfants ; une fille et un garçon et Kipic sur une table dans une chambre. La fille montre au garçon la tête de la chèvre Fifine par la fenêtre.
- Au fond un homme passe dans la rue.

- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A girl, a boy and the head of the goat (Fifine). (**Une fille, un garçon et la tête de la chèvre.**)

M: What are they doing?

E: A girl showing the head of a goat to the brother in front of a window. (**Une fille montre la tête d'une chèvre à son frère devant une fenêtre.**)

M: Where are they?

E: They are in a house. (**Ils sont dans une maison.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**:

La chèvre passe la tête par la fenêtre

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word tête; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “è - ê”.

Identification of words containing this letter “è - ê” in the words of the key sentence.

La chèvre passe la tête par la fenêtre

Identify the part of the word in which we hear “è - ê”

La chèvre – la tête – la fenêtre

Have all learners discover and observe the letter “è - ê” and write it on the board.

In the case of **é**, ensure the correct direction of the accent (go downwards and to the right for “**é**”)

- **Sequence 5: Re-using the word studied in a new sentence.**

La chèvre passe par la fenêtre avec sa tête

We will show that with the already known words we can make new sentences.

La petite chèvre passe par la fenêtre.

La tête passe par la fenêtre.

- **Sequence 6: Auditory and visual discrimination**

- Observe the drawings in “I hear” section
- Discover the syllables rè – tê – tè – pê in the words that contain them.
- The facilitator writes a syllable on the board. The learners must show the drawing on the book, which contains this syllable.
- Write these syllables on the board and have them repeated.
- Syllables dictation (Le procédé La Martinière).
- The facilitator dictates some syllables like: lè – lê – mè – mê.
- Learners should write in their exercise books.
- The facilitator can add to this sequence all the exercises, which can allow them to assess the learners’ achievement.
- On the auditory level, the game: (Le jeu de pigeon vole) Raise your hand if you hear.
mê lê pê lè mè pê

Difference between **é** [e] et **è** or **ê** [ɛ]: pé – pè – lé – lè – ré – rè

Dictation: State a list of words where we hear [e] or [ɛ] and ask learners to write down the sound heard: père – arrête –

préparé – mèche – arrivée – fermée – frère
– école – forêt

WRITE – Production Écrite

Work out all the exercises suggested in the textbook

1. Learners complete the words in French with the following syllables.
2. Learners complete the table below with the following words in French. The three letters represent a particular sound in French.
3. Learners form a correct sentence in French out of these words.
4. This exercise should serve as an assignment to be done at home. Let learners draw some clocks at home to indicate the various time in French in their textbook.

 **Answers**

Avec “è”	Avec “é”	Avec “ê”
Le père	Le pré	La fête
La mère	Le vélo	La fenêtre
La règle	Le bébé	La tête

3. La chèvre passe la tête par la fenêtre.
4. Individual Response

UNITÉ 3 Les jours!



Suggested teaching time:

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

Parler des jours
de la semaine



Introduction

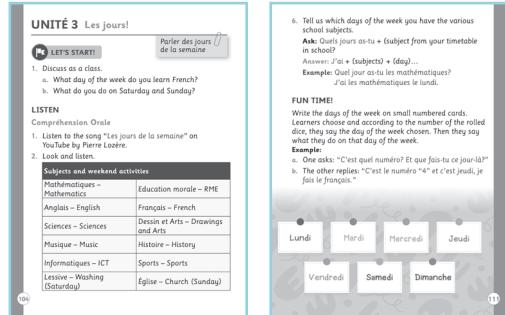
The focus of this unit is on the days of the week. Learners will learn how to say the seven days of the week in French. They will use these

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



RESOURCES

- Learner's Book: pp.104-111



Optional extra materials:

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



KEY WORDS

★ Jour	★ Semaine
★ Lundi	★ Mardi
★ Mercredi	★ Jeudi
★ Vendredi	★ Samedi
★ Dimanche	★ Avec
★ Avant	★ Après
★ Mathématiques	★ Anglais
★ Education morale	★ Français

- ★ Sciences
- ★ Dessin et Arts
- ★ Musique
- ★ Histoire
- ★ Informatiques
- ★ Sports
- ★ Quel jour vient avant/après...?
- ★ L'emploi du temps

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

- ★ Il y a combien de jours dans la semaine?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- To introduce the content of this unit, prompt a quick class discussion on the opening questions.

Ask the learners: “What are the days of the week in English?” (They should answer: “Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday”.)

Tell them “Fantastic! Now, let's learn how to say all of that ... in French!” This will lead into the “Listen” section of this unit. In the course of the warm-up exercise try to let them know about some school subjects in French. This will help them deal with issue of timetable in French.

LISTEN – Compréhension Orale

Watch or listen and understand an audio-visual document on the days of the week and answer questions.

A. Observation des images

I. Observation libre

Ask learners to silently watch a video on YouTube, and then encourage them to pay attention to some new words in it.

II. Observation dirigée

Play the following video:

“Les jours de la semaine” by Pierre Lozère on YouTube: <https://youtu.be/BiHYehk0tYo?t=13>.



- The song will introduce learners, in a fun way, to the names/words and pronunciation of the days of the week in French.
- Play the song for the learners once more.
- Write the key words in the song on the writing board.
- Read slowly and pronouncing each word carefully, read the days from first to last in French to the learners.
- Let learners repeat the words after you.
- Check the pronunciation.

3. Turn learners' attention to school subject in French.

- Read slowly and pronouncing each school subject word carefully, read the school subject words from the table of Learner's Book.
- Let learners repeat the words after you.
- Check the pronunciation.
- Then, ask the class the following

questions and invite learners to raise their hands if they know the answers:

- What days of the week do you normally attend school? Say the names of those days in French.
- What days of the week do you normally have a French class? Say the names of those days in French.
- Which day is the first day in the week in French?
- Which day is the last day of the week in French?

SPEAK – Production Orale

Ask and answer questions on the days of the week.

A. Présentation globale du dialogue en situation

Read to the learners, once more, the names of the days of the week in French through the rhyme.

- Learners to repeat after you.

B. Explication du poème

The facilitator should take time to explain the rhyme.

C. Mémorisation du dialogue

D. Dramatisation

1. Learners work as a class to recite the poem.
2. In pairs, learners discuss the questions provided in the activity.
 - Clarify the meaning of the words “jour” (“day”), “avant” (“before”) and “après” (“after”) again.
 - Ask the learners of each pairs – to share one answer each with their classmates.
 - Ask some other similar French questions to consolidate the content.

PRACTICAL ACTIVITY

The use of variants

- Il y a combien de jours dans la semaine?
- Quel jour vient avant lundi?
- Quel est le premier jour de la semaine?
- Quel jour vient après mercredi?
- Quel jour de la semaine as-tu le français?

In pairs, learners to talk about the days and activities in a day.

- Listens to them.
- Check the learners' pronunciation.

Écolière: Il y a combien de jours dans la semaine?

Écolier: Il y a sept jours dans la semaine.

Écolière: Quel jour vient avant lundi?

Écolier: Dimanche vient avant lundi.

Écolière: Quel est le premier jour de la semaine?

Écolier: Le premier jour de la semaine est lundi.

Écolière: Quel jour vient après mercredi?

Écolier: Jeudi vient après mercredi.

Écolière: Quel jour de la semaine as-tu le français?

Écolier: J'ai le français chaque mardi de la semaine.

READ – Compréhension Écrite

Read and understand a simple text about a person's activities.

1. Learners are to read short sentences about people's daily activities.
2. Allow learners enough time to engage with the new sentences: "C'est samedi, je vais au marché." C'est dimanche, je vais à l'église.", "C'est, mardi, je vais au bureau" ...
3. Do the reading of the days of the week in the table and say their meaning to your learners.

Listen to the pronunciation of "v" in French.

The sound "v": La voiture

The study of v – [v] (The phoneme)

Key sentence: La voiture va au village: elle va vite.

Key words: voiture – va – village

Global acquisitions: va

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, il y a deux voitures qui roulent sur la route. Elles font de la fumée.
- Au fond, nous voyons des maisons en paille, un bœuf et des montagnes avec une grande forêt.

• Sequence 1: Free observation of the image, overall apprehension of the situation: understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: Two cars, some coming and others going. (**Deux voitures, allée et retour.**)

M: Where are the cars?

E: They are on the road. (**Elles sont sur la route.**)

M: Where are they going to?

E: They are going to the village or town. (**Elles vont au village ou en ville**)

At the end of the sequence, learners should

be able to guess the meaning of the **key sentence**:

La voiture va au village: elle va vite.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word village; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing on each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**v**”.

Identification of words containing this letter “**v**” in the words of the key sentence.

La voiture va au village: elle va vite.

Identify the part of the word in which we hear “**v**”: voiture – va – vite

Have all learners discover and observe the letter “**v**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

La voiture va vite au village:

We will show that with the already known words we can make new sentences.

La voiture va vite

La voiture va au village

- **Sequence 6: Auditory and visual discrimination**

In this sequence, we will emphasize on the reverse syllables **va – vi – vo – vu – vê – vé** as in **vélo – vite – avocat** etc.

- **Sequence 7: Reading**

(Exercise 2: “I can read” p.75)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.

- **Sequence 8: Written Production**

WRITE – Production Écrite

Work out all the exercises suggested in the textbook.

1. Learners complete the words with the following syllables in French.
2. Learners match the words to their syllables.
3. Learners form a correct sentence out of these words in French.
4. Learners complete the sentences with the following prepositions in French.
5. Learners find the days of the week in French in the table.
6. Learners will talk about the days of the week they have some school subjects. In turns, they will ask and answer questions in French.

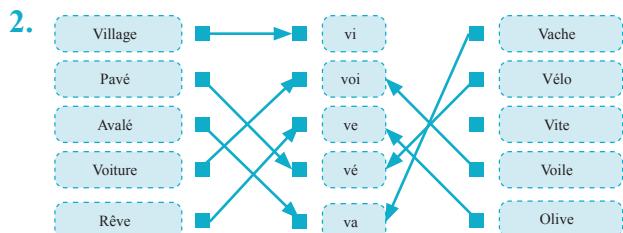
N.B: The teacher will write the school subjects on the board as a guide.



Answers

1. a. Maman lave
c. Le vélo
e. Un avocat

b. La valise
d. Elle va vite
f. La vache



3. Aba voit une petite chèvre.

4. a. avec
b. près
c. dans
d. très

5.

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

FUN TIME!

Write the days of the week on small numbered cards. Then learners choose and according to the number of the dice cast, they Say the day of the week chosen. Then they say what they do on that day of the week.

Example:

Teacher asks “C'est quel numéro et jour? Et que fais-tu ce jour-là?”

C'est le numéro “6”.

C'est mercredi, je fais du sport.

UNITÉ 4 Les mois de l'année!



Suggested teaching time:

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

Situer les mois et les saisons dans le temps



Introduction

In this unit, learners will learn how to say the months of the year in French. They will also talk about national celebrations that are associated with specific months. We suggest a few individual research projects in this unit.

These will help learners to develop a better understanding of not only national celebrations but also special days and events in other countries. Learners will also learn how to give their date of birth in French.



RESOURCES

- Learner's Book: pp.112-119

UNITÉ 4 Les mois de l'année!
Situer les mois et les saisons dans le temps

LET'S START!

1. We celebrate many events in different months in the year:
a. What are some of those events?
b. In which months do you celebrate each of them?
2. Which month do you like the most in the year? Why?

LISTEN

Comprehension Oral

1. Watch and listen to an audio-visual document on YouTube about the months: Version-Janvier Février-Trois-Réflets

2. Look and listen.

Le calendrier de l'année.

2025

112

6. In which month do we celebrate these events in Ghana?
a. Do some research and find out!
b. Write a sentence for each celebration.
Example: AsogbinDan est célébré en août.

Hogbedetso

Foo

Domba

Homowo

Adar Kese

113

Optional extra materials:

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



KEY WORDS

★ Mois	★ Jour
★ Les mois de l'année	★ Janvier
★ Février	★ Mars
★ Avril	★ Mai
★ Juin	★ Juillet
★ Août	★ Septembre

- ★ Octobre
- ★ Novembre
- ★ Décembre
- ★ L'événement important
- ★ Je suis/tu es/il/elle est né(e) ...

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

- ★ En quel mois est... ?
- ★ Dans quel mois célèbre-t-on ... ?
- ★ En quel mois tu es/il/elle est né(e)?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

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

LISTEN – Compréhension Orale

A. Observation des images

I. Observation libre

Ask learners to watch a video on YouTube that you will play for them, then encourage them to pay attention to some new words in it.

II. Observation dirigée

1.



Play the following video: “Version Janvier Février YourKidTv. on YouTube for learners.

The video will introduce learners, in a fun way, to the names/words and pronunciation of the months of the year in French.

- Play the video for the learners once more.
- Write the key words in the video on the writing board.
- Read slowly and pronouncing each word carefully from first to last in French to the learners.
- Let learners repeat the words after you.
- Check the pronunciation.

2. Explain to the learners that they are learning about the 12 months of the year in French.

- Let learners look at the calendar (provided on that same page of the Learner’s Book) which shows the French names of the 12 months of the year.
- Read the calendar to your learners while they listen attentively.
- Let learners know that the months are always written in lowercase in French.

- Then, ask the class the following questions and invite learners to raise their hands if they know the answers:
 - Which months are first and last in a year in French?
 - In which month do you celebrate your birthday?

SPEAK – Production Orale

Ask and answer questions about the months of the year.

A. Présentation globale du dialogue en situation

Read to the learners, once more, the names of the months of the year in French.

- Learners to repeat after you.

B. Explication des mois de l’année

Give equivalent translation of the months in French to English.

C. Mémorisation du dialogue

Let the learners learn the months while saying them repeatedly

D. Dramatisation

1. Learners take turns and in pairs, they read the dialogue in French.
 - They talk about the Independence Day and their date of birth.
 - There could be an alternative way to talk about some event in the year in French.
2. Learners recite the months once again in French.
3. **a.–b.** Learners should answer the questions in French.



Answers

3. a. Le premier mois de l'année est janvier.
Le dernier mois de l'année est décembre.
b. Le mois avant mars est février.
Le mois après juin est juillet.

The use of variants

- Nous sommes en quel mois?
- Il y a combien de mois dans l'année?
- En quel mois tu es/il/elle est né(e)?
- Dans quel mois on célèbre la Fête de l'Indépendance du Ghana?

In pairs, learners role-play a dialogue in French to talk about months, date of birth and events in

Study case

Élève X: Nous sommes en quel mois?

Élève Y: Nous sommes en décembre.

Élève X: Il y a combien de mois dans l'année?

Élève Y: Il y a douze mois dans l'année.

Élève X: En quel mois tu es né (e)?

Élève Y: Je suis né (e) en juin.

Élève X: Dans quel mois on célèbre la Fête de l'Indépendance du Ghana?

Élève Y: On célèbre l'Indépendance du Ghana en mars.

- Check the learners' pronunciation.

READ – Compréhension Écrite

Read and give dates of birth, of national, traditional holidays of important events in Ghana.

1. Learners read about the various events and how people say them in French.
 - Highlight the fact that sentences mentions special events that take place in Ghana every year. Ask the learners whether they know about all of the events mentioned in the sentences.

Listen to the pronunciation of “ou” in French.

The sound “ou”: **Mouna joue**

The study of **ou** – [u] (The phoneme)

Key sentence: **Mouna joue** avec Ali - Kipic regarde **Doudou**.

Key words: **Mouna** – **joue** – **Doudou**

Global acquisition: **nous**

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, deux enfants jouent au ballon sous un grand arbre et un singe dans l'arbre.
- Il y a un hérisson dans l'herbe.
- À l'arrière-plan, on voit une jolie maison clôturée.

• Sequence 1: Free observation of the image, overall apprehension of the situation: understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: Two kids. A monkey and a porcupine. (**Deux enfants, un singe et un hérisson**)

M: What are they doing?

E: They are playing ball. (**Ils jouent au ballon.**)

M: Where are they?

E: They are under a big tree. (**Ils sont sous un grand arbre.**)

M: What do you see further?

E: We can see a nice house. (**Nous voyons une jolie maison.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**:

Mouna joue avec Ali - Kipic regarde Doudou.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Ali; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**ou**”.

Identification of words containing this letter “**ou**” in the words of the key sentence.

Mouna joue avec Ali - Kipic regarde Doudou.

Identify the part of the word in which we hear “**ou**”

Mouna – joue – Doudou

Have all learners discover and observe the letter “**ou**” and write it on the board.

In the case of ou, ensure the correct pronunciation and the difference in sound with **u**; children in English speaking country mispronounce the **u** at the place **ou**.

- **Sequence 5: Re-using the word studied in a new sentence.**

Mouna et Ali jouent avec Doudou.

We will show that with the already known words we can make new sentences.

Mouna joue avec Doudou.

Ali joue avec Mouna.

Doudou joue avec Kipic

- **Sequence 6: Auditory and visual discrimination**

- Observe the drawings in “I hear” section
- Discover the syllables **cou – mou – trou – ouvr** in the words that contain them.
- The facilitator writes a syllable on the board. Learners must show the drawing on the book, which contains this syllable.
- Write these syllables on the board and have them repeated.
- Syllables dictation (Le procédé La Martinière).
- The facilitator dictates some syllables like: **lou – mou – tou - vou**
Learners should write in their exercise books.

The facilitator can add to this sequence all the exercises, which can allow them to access the learners’ achievement.

- **On the auditory level**, the game: (**Le jeu de pigeon vole**) Raise your hand if you hear.

mou lu mu lou tou tu dou du

Combine “ou” and “u” with the consonant studied: mou; lu; mu; lou; tou; tu; dou; du.

When the learners ‘knowledge allows it, facilitator can also suggest the reading of new words, but of which the learners know all the elements.

● Sequence 7: Reading

(Exercise 2: “I can read”p.81)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition

N.B.: The word “arbre” arises naturally from the observation of the picture and occasionally allows a more complete exploitation of the situation evoked.

● Sequence 8: Written Production

WRITE – Production Écrite

Work out all the suggested exercises in the textbook.

1. Learners complete the table with the words containing those sound letters.
2. Learners complete the words with the following syllables.
3. Learners form a correct sentence in French out of those words.
4. Learners read the text in their textbook and answer the questions that follow.
5. Learners draw “Un poisson”: - A fish
6. Learners do some research on the months of these events in Ghana.

They will start their answers like this:
Asafotufiam est célébré en août.



Answers

1.	You hear/ see “o”	I hear/see “u”	You hear/ see “ou”
	Le pot	La lune	La poule
	Un mot	La rue	La route

2. a. La route b. Une poule
c. Elle ouvre d. Une mouche
e. Fatou

3. La balle roule sur la route.

4. a. Faux b. Faux
c. Faux d. Vrai

5. Individual Responses

6. Le mois de la célébration de **Hogbetsotso**.
= Hogbetsotso est célébré en novembre.

Le mois de la célébration de **Foo**. – Foo est célébré en janvier.

Le mois de la célébration de **Damba**. – Damba est célébré au 3e mois du calendrier lunaire.

Le mois de la célébration de **Homowo**. – Homowo est célébré en août.

Le mois de la célébration d’**Adae Kese**
– Adae Kese est célébré entre juillet et octobre.

UNITÉ 5 Le téléphone sonne!



Suggested teaching time:

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

Entrer en contact
par téléphone



Introduction

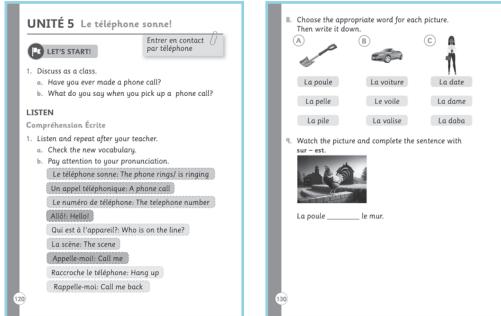
This unit reinforces the importance of oral communication as one of the key skills when learning a foreign language. Learners will learn

key vocabulary to use when communicating over the phone.



RESOURCES

- Learner's Book: pp.120-130



Optional extra materials:

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



KEY WORDS

- Allô!
- C'est moi/Je te le/la passe
- L'appareil
- Malade
- Je voudrais/Ne raccroche pas

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

- Qui est à l'appareil?
- Qu'est-ce qu'il y a?

GUIDELINES AND SUGGESTIONS

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

LET'S START!

- a. and b. Hold a class discussion, as a warm-up exercise, to introduce the content of this unit to the learners.

LISTEN – Compréhension Orale

Listen and understand a conversation or watch and understand a clip on two people who communicate by phone.

A. Observation des images

I. Observation libre

Ask learners to look at the title of the unit and then, read it to them.

II. Observation dirigée

- a.-b. When do you say these in French to people?

- “Qui est à l'appareil”
- “Allô!”

Read the following expressions in French to your learners. They should repeat after you.

Let your learners know that those words are used while making phone calls in French.

Read again the following vocabulary words on page 120 of the Learner's Book.

- Pay attention to the pronunciation and correct them if necessary.
- Let them check the new vocabulary.

SPEAK – Production Orale

Simulate a phone call.

A. Présentation globale du dialogue en situation

1. Learners can imagine the conversation through some clue that the teacher will provide.

The teacher will play or read the dialogue on page 121 once more. This time, the learners should repeat after you and he will explain some key words like: “*Qu'est-ce qu'il y a?*” / “*maman*” and “*malade*”.

B. Explication de la chanson

Approach the explanation of the words and expression based on the following division of the dialogue: *Qui est à l'appareil?* – *Allô! C'est moi – Qu'est-ce qu'il y a?*

C. Mémorisation du dialogue

Since the vocabulary is new, the continuous reading will enable kids keep some of the terms in the dialogue

4. Dramatisation

2. In pairs, the teacher engages learners in reading the telephone call dialogue in turns. This activity gives learners a good opportunity for creative thinking while practicing the new vocabulary.

- This can also be done together with their partner to feel at ease

based on the level and age. This activity allows learners to further practise their creativity and the new vocabulary that they have learnt in this unit.

- They should then also make an effort to check and correct their own pronunciation with the help of the class teacher.
- Assist and guide them as necessary.

3. Learners fill the speech bubbles with the speech of the various people in the conversation.
 - a. A parent seeking enrolment for a child in a school.

(A) Allô! Qui est à l'appareil?

C'est moi, monsieur Douglas. Je cherche de place pour ma fille.

- b. Calling to order food from a restaurant.

(C) Allô! Qui est à l'appareil?

C'est moi Elise, je voudrais commander un plat de riz.

PRACTICAL ACTIVITY

The use of variants

- Allô ! Qui est à l'appareil ?

- Je voudrais

- Ne raccroche pas. Je te le/la passe.

In pairs, learners simulate a dialogue to talk to their friends

- Listen to them.

Study case

Maman: Allô! Qui est à l'appareil ?

Écolière: Bonjour, + (relative/friend/ name etc.). C'est moi (name). Je voudrais parler à + (name). Elle/Il est là ?

Maman: Bonjour, + (name). Oui, ne raccroche pas. Je te le/ la passe.

Écolière: Merci.

- Check learners' pronunciation.

READ – Compréhension Écrite

Read and understand a short dialogue from a telephone conversation

1. Learners read the dialogue where the mother is having a conversation with her son.
2. They read the mixed-up dialogue below of the Learner's Book.

- Allow learners enough time to engage with the text and to think about the correct order.
- Learners put the dialogue in the correct order.
- Once they have completed the task, ask a learner to share their answers with the class.
- Let the rest of the class listen carefully and compare the answers with their own. They should then correct each other's work, if necessary. Guide learners to the correct answers.

Learners re-arrange the speeches correctly in the table to have a good dialogue.

Papa	Allo! Qui est à l'appareil?
Abena	Allo! C'est moi: Abena.
Papa	Qu'est-ce qu'il y a?
Abena	C'est maman, elle est malade.
Papa	Ok, je viens. Au revoir
Abena	Merci, papa. Au revoir.

Listen to the pronunciation of “d” in French.

The sound “d”: **Désiré**

The study of **d**

Key sentence: Ama regarde Ali sur le vélo **de Désiré**.

Key words: **regarde** – **de** – **Désiré**

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, une fille regarde sa maman verser de l'eau dans la mare.
- Au fond, un garçon est sur un vélo avec son frère.
- On voit un singe dans l'arbre.

• Sequence 1: Free observation of the image, overall apprehension of the situation : understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A girl in front of a door looking at her mother. (**Une fille devant la porte regarde sa mère.**)

M: Where are the boys going?

E: The boys are going home. (**Les garçons vont à la maison.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: Ama regarde Ali sur le vélo **de Désiré**.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word Ama, it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “d”.

Identification of words containing this letter “d” in the words of the key sentence.

Ama regarde Ali sur le vélo de Désiré.

Identify the part of the word in which we hear “d”: regarde – de – Désiré

Have all learners discover and observe the letter “d” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Ama regarde Désiré.

We will show that with the already known words we can make new sentences.

Désiré est sur le vélo.

Ama regarde Désiré

Ali regarde le vélo de Désiré.

- **Sequence 6: Auditory and visual discrimination**

- Syllables dictation: dé – de – da – dou – di – du – do – dor – dur – dra – dre
- Find words that have these syllables
- Words to read ,to introduce into small sentences or to dictate: malade – remède – midi – le dos – il est rapide – dans

Clearly mark the difference in pronunciation by repeating opposite words.

Doigt / toit; douche / touche; dé / thé;

Tordue / tortue; dette / tête;

Pédale / pétales; etc.

WRITE – Production Écrite

Work out all the exercises suggested in the textbook

1. Learners complete the words/names with the following syllables.
2. Learners form a correct sentence out of these words in French.
3. Learners complete these pictures with their correct sentence or word.
4. Learners complete the sentences with the following prepositions.
5. Learners watch the pictures and complete the sentences with the words.
6. The answers to these questions are the title of some topics in the reading. Learners should look at the pictures to answer the questions
7. Learners circle words with the letter “p” in the name.
8. Learners find the appropriate word for each picture.
9. Learners complete sentence with the following words.



Answers

1. a. Il est midi. b. Il est rapide.
c. Désiré d. Une dame
e. Il est tordu
2. Fifine dort devant la porte.
3. a. Le dos b. Il dort. c. Le drapeau
4. a. Fifine passe la tête par la fenêtre
b. Manou passe dans la rue.
c. Papa va à la pêche avec René.
5. a. dans b. sur c. devant
6. a. C'est Ama.
b. C'est Kipic.
c. C'est papa.
7.   
8. La pelle La voiture Une dame
9. La poule est sur le mur.

Révision

3

Reading, writing and pronunciation

Until now, only letters and words that are relatively simple to read, write and pronounce have been addressed. We can consider that the learners, by impregnation, know the sound the form and the pronunciation of several other words and letters (the **f** of Fifine, the **r** of René, the **d** of Désiré, etc. the **b**, the **c**, the **j**...)

It may be the purpose of this revision lesson to have them reproduce these different letters. (There should be a dictation of these letters to know if learners can differentiate between English and French sound in term of alphabet or letters.)

Writing and reading exercises now strive to present simpler, more elaborate sentences that are more meaningful and which will enable correct pronunciation of the words and spelling.

Exercises

1. This exercise includes the key words that learners use to memorize a sound. They must be read without hesitation.

The facilitator will have them read on the board or in the exercise book

- In the order they are written
- In mess

Read and copy

La pipe – une tête – la chèvre – la voiture – Fatou - Désiré

Learners can also be asked to find other words: with the p of porte; with the ou of Fatou, etc.

2. You may read:

- Silently then aloud;
- In any order;
- Read a word and form a sentence containing it (orally)

La chèvre La fenêtre Il se repose

La vache Le village Elle passe

Le cheval Doudou Il regarde le vélo

La porte Un trou Je joue avec
la balle

Une pédale L'arbre Il a vu la chèvre

3. These more complex syllables will be the subject of a systematic study on the board and then will be read from the book.

Pro – pri – prou – par – por – pour – pli –
pla – plu – pal – pul – pil

Do not hesitate to make connections with known words.

**Examples: pro like in propre
por like in porte.**

4. These are the tool words that facilitate the articulation of sentences.

- Read them in order then out of order.

Do not forget these tool words and copy them.

je – tu – il – elle – nous – vous – sur –
devant – par – près – pour - au

- The facilitator writes a short sentence on the board without putting the articulation word, the learners must complete the sentence.

Example: *Kipic est monté _____ le mur.*

5. These globally acquired words can be used like those in exercise 2.

Il part	le poulet	dans
Une carotte	devant	le repas
Elle dit	petit	le dos
Un mot	le lit	elle dort

6. Learners can discover these words using the combinatorial rules already used (exercise 6 – Revision II).

di	man	che	→ dimanche	
dou	tor	pou	let	che
mou	mi	che	di	

It is likely learners may find other combinations.

7. They can read the passage silently and then the learners answer the questions asked by the facilitator. (Comprehension check).

Read the passage and answer the questions

La chèvre Fifine a un ami: c'est Kipic.

Fifine joue avec Kipic et Doudou devant la fenêtre. Le père de René passe dans la rue: il va à la pêche. Ama dit “c'est dimanche, je regarde la télé”.

Questions

1. Qui est l'ami de Fifine?
2. Avec qui joue Kipic?
3. Où va le père de René?
4. C'est dimanche, que fait Ama?

UNITÉ 6 Tu viens chez moi demain?



Suggested teaching time:

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

Inviter quelqu'un et
accepter une invitation



Introduction

In this unit, with the aid of a number of visuals, learners will practise both extending

an invitation and accepting or declining an invitation in French.



RESOURCES

- Learner's Book: pp.131-137

The image shows two pages from the Learner's Book. The left page features a template for an invitation card with fields for 'De la part de', 'Pour', 'Le 2 septembre 2025', 'Adresse', 'P.O. Box AN8444, Accra North Accra Post (DPS: GB-044)', 'Mon téléphone: 0578823590', and 'Réponse avant fin août'. It also includes a 'Vocabulaire' section with words like 'Demain', 'Romance', 'Tu viens?', 'Avec plaisir', 'Hâte plaisir', and 'Commence'. The right page contains a matching activity where words like 'Un nid', 'Un domino', 'Un onanais', 'Une épine', 'sur', 'ne doit pas', 'Kipling', 'la natte', and 'Kwaku mange du poulet rôti.' are paired with corresponding images.

Optional extra materials:

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



KEY WORDS

- ★ Demain
- ★ Mon anniversaire
- ★ Avec plaisir
- ★ Commence

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

- ★ Je t'invite à...
- ★ J'ai le plaisir de t'inviter à

★ Veux-tu ...?

★ Est-ce que tu veux....?

GUIDELINES AND SUGGESTIONS

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

LET'S START!

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

Answer

- This is a birthday invitation card.

LISTEN – Compréhension Orale

Watch or listen to an audio-visual document on an invitation.

A. Observation des images

I. Observation libre

Ask your learners to listen to a pre-recorded audio on at least two staged scenes where a teacher invites a colleague teacher over a phone or through a conversation for a birthday party or celebration of Mother's Day.

II. Observation dirigée

Play the audio in class for the learners.

The words in the dialogue should be these through a conversation “-C'est une comédie ivoirienne! Mon amie, tu veux venir chez moi demain? - Avec plaisir!” or over a phone “Allô! Qui est à l'appareil? – Bonjour, Isabelle! C'est Mark. Je voudrais t'inviter à la célébration de la Fête des Mères, ce samedi. Est-ce que tu peux venir? –Non, je suis désolé (e). Je ne peux pas.”

Write the texts of the dialogues on the writing board for the learners. Then point out the key words and sentences in the dialogue.

From the observation of the learners, the teacher may ask learners some precise questions so that they achieve an effective understanding of the scenario.

Teach your learners some few words for invitation in French, such as: “Je t'invite à/ Tu viens à? Veux-tu venir à ...? / Est-ce que tu veux venir à.../J'ai le plaisir de...

SPEAK – Production Orale

Accept or decline an invitation

A. Présentation globale du dialogue en situation

1. a.–b. Read dialogue to the learners.

You may wish either to pre-record the dialogue before class (and then play the recording back to the learners) or to read the dialogue in class from the textbook itself.

- Re-read the dialogue again slowly (or replay the recording). Learners should repeat after you.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *demain - anniversaire - tu viens? - Avec plaisir! – commence – je suis contente de te voir*

C. Mémorisation du dialogue

Practice so that learners can memorise some terms.

4. Dramatisation

- Learners should role-play the dialogue in pairs, taking turns to play each role.
- Draw learners' attention to the new vocabulary in the dialogue.
- You may wish to provide additional examples. For instance, to decline an invitation one might say: “Je suis malade.” (“I am sick.”), “J'ai un cours.” (“I have a class.”), “Je suis désolé (e)” (“I am sorry”)

PRACTICAL ACTIVITY

The use of variants.

- Tu viens? Tu veux ...?
- Veux-tu ...?
- Est-ce que tu veux/viens...?
- Je t'invite à...

Facilitator brings a learner close to him and they dramatize a conversation.

- Learners listens to them.

Study case

Élève: Allô ! Qui est à l'appareil ?

Prof: Bonjour + (Name)! C'est + (Another name)

Je t'invite à venir à la célébration des Fêtes des Mères.

Est-ce que tu viens chez moi demain dimanche?

Élève: Oui, merci, avec plaisir !

Prof: Super! À demain, + (Name).

Élève: À demain, + (Name).

- Check the learners' pronunciation

READ – Compréhension Écrite

Read and understand a letter or an invitation card.

1. Learners read the invitation letter in the Learner's book.
 - Allow learners access to a dictionary and enough time to look up the vocabulary. Guide and correct learners as necessary.
2. Learners practice building new sentences and matching captions to pictures.
 - Learners should follow the instructions and do this exercise individually.
 - You may wish to ask three learners to share one answer each with the class.
 - Let the rest of the class listen carefully and compare the answers with their own. Guide learners to the correct answers.



Answers

1. Learners match the questions to their pictures.

Tu veux aller à la plage avec moi?

Veux-tu venir au stade?

Tu vas au marché?



Listen to the pronunciation of “**n**” in French.

The sound “**n**”: Le nuage noir

The study of **n** – [n] (The phoneme

Key sentence: Un petit **nuage noir** passe devant la **lune**.

Key words: **nuage** – **noir** – **lune**

Global Acquisition: passe

- **Help with the reading of the image**

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, un garçon au lit.
- Il y a également une chaise sur laquelle on voit un pull-over.
- Au fond dehors dans le ciel, il y a un nuage qui couvre la lune dans le ciel.

- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A boy on the bed. (**Un garçon sur le lit.**)

M: What is he doing?

E: The boy is relaxing. (**Le garçon se détend.**)

M: What do you see further?

E: There is a cloud covering the moon in the sky. (**Il y a un nuage qui couvre la lune dans le ciel.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: Un petit **nuage noir** passe devant la **lune**.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word *petit*; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**n**”.

Identification of words containing this letter “**n**” in the words of the key sentence.

Un petit **nuage** **noir** passe devant la **lune**.

Identify the part of the word in which we hear “**n**”.

nuage – **noir** – **lune**

Have all learners discover and observe the letter “**n**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Un **nuage** passe devant la **lune**

We will show that with the already known words we can make new sentences.

Un petit **nuage** passe devant la **lune**

- **Sequence 6: Auditory and visual discrimination**

Let them quickly read syllables with **n** and syllables with **m**.

I hear **n**: in the illustration, learners can find the words :

lune – nuage – nuit – âne – panier – natte.

List of words that can be used for exercises: son – maman – une note – dimanche – une mine – la nuit – devant – monté – dans – tartine – mange

WRITE – Production Écrite

Work out all the exercises suggested in the textbook.

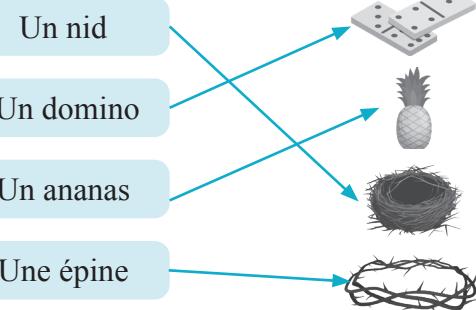
1. Learners write down in the following list the words containing the letter “**n**”.
2. Learners identify the words and write them in the table.
3. Learners match the words to their picture.
4. Learners form a correct sentence in French out of these words.
5. Learners identify the letter (A/B/C) that matches the sentence.

Answers

1. nuage – niche – canari – venir

n	<u>La lune / la fenêtre / un nid / René</u>
m	<u>La mère / La moto</u>

3.



4. Kipic ne dort pas sur la natte.

5. C

UNITÉ 7 La profession de papa et maman!



Suggested teaching time:

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

Identifier les professions
et les métiers



Introduction

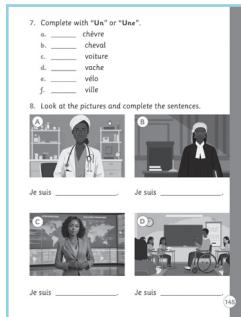
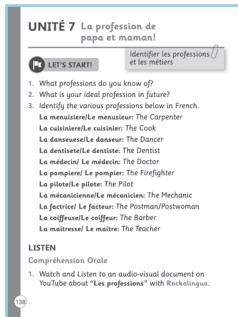
In this unit, learners will learn about jobs and occupations. They will learn to describe other people's jobs and correctly match the names of

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



RESOURCES

- Learner's Book: pp.138-145



Optional extra materials:

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



KEY WORDS

- ★ Métier
- ★ Dans l'avenir, je veux être...
- ★ Il/Elle est ...
- ★ Je veux devenir/être ... dans l'avenir.

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

- ★ Que fait maman?

★ Que fait papa?

★ Qu'est-ce que tu veux devenir?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

Tell learners that they will be learning about jobs in this unit. Encourage a class discussion by guiding learners through the questions in the Learner's Book.

- Learners should name as many jobs as they can in 1 minute.
- Learners should then talk about what work they would like to do in future.
- Learners should look at all the titles and say whether they would like to do any of the listed trades or professions one day.
 - They can also express themselves with the French words “*Dans l'avenir, je veux devenir...*” to say what they want to do in future.

LISTEN – Compréhension Orale

Watch or listen to an audio-visual document on professions and jobs.

A. Observation des images

II. Observation libre

Ask learners to silently watch and listen to the various professions and their jobs in the song in a video that the teacher will play.

3. Observation dirigée

Play the video “Les professions” on YouTube <https://youtu.be/OkA63EB6HOo?list=RDoK63EB6HOo> for your learners.

Write the texts of the song on the writing board for the learners. Then point out the words and sentences relating to professions and jobs in the song.

Read slowly the professions and jobs to your learners.

Let them repeat the words after you.

The teacher will ask learners some precise questions so that they achieve an effective understanding of each profession and its job.

SPEAK – Production Orale

Ask and answer questions about the jobs or professions of family members or other people.

1. Présentation globale du dialogue en situation

1. a.–b. The teacher reads the dialogue to the class first. Pay attention to the pronunciation.

- Invite the learners to practise the dialogue with you in turns.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *Il va au travail. – Où va ton père?*

C. Mémorisation du dialogue

Since it is a new topic to the learners, the continuous reading will enable them keep it in mind and be free in using the terms in a conversation.

4. Dramatisation

2. a. and b. In pairs, learners should take turns to ask and answer questions about their parents' jobs.

- Ensure that learners use the word correctly (where appropriate).
- Explain the new vocabulary:
 - Qu'est-ce que ton papa/ ta maman fait? (“What does your Dad/Mum do?”)
 - Il/Elle est ... (“He/ She is ...”)

3. a. and b. In pairs, learners take turns to ask and answer questions about what work they would like to do one day.

- Explain the new vocabulary:
 - Qu'est-ce que tu veux devenir/être dans l'avenir? (“What do you want to become/ be in the future?”)
 - Je veux devenir/être ... dans l'avenir. (“I want to become/ be ... in the future.”)

FUN TIME!

1. a. and b. Learners will play a guessing / miming game in groups of two. They should follow the instructions provided in the Learner's Book.

- Monitor the learners as they play and correct them as necessary.

PRACTICAL ACTIVITY

The use of variants

Que fait maman? /Qu'est-ce que maman fait?
Que fait papa? / Qu'est-ce que papa fait?
Qu'est-ce que tu veux devenir?

In pairs, learners take turns to talk about their parents' professions and what they will do in future.

- Learners listen to them.

Study case

Élève 1: Que fait maman?

Élève 2: Elle est + (profession).

Élève 1: Qu'est-ce que papa fait?

Élève 2: Il est + (profession).

Élève 1: Qu'est-ce que tu veux devenir?

Élève 2: Je veux devenir/être + (profession).

- Check the learners' pronunciation.

READ – Compréhension Écrite

Identify and associate the names of professions and jobs with their drawings.

1. Learners should look at the pictures and read the speech bubbles and the sentences.

- There are a number of new words in this activity.
- Encourage the learners to think about the sentences in context to try to work out what the unknown words mean.
- Give them access to a dictionary or allow them to do some extra research, if necessary.

This may then form part of their homework, for example, to allow them enough time to look up all the new professions in French.

Listen to the pronunciation of “**b**” in French.

The sound “**b**”: Le boubou

Study of **b** – [b] (The phoneme)

Key sentence: Maman achète une **belle robe** et un **boubou** au marché

Key words: **belle** – **robe** - **boubou**

Global acquisitions: achète – marché

- **Help with the reading of the image**

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

- Au premier plan, une femme est devant une boutique des habits avec une dame.
- Il y a des boubous rangés dans la boutique.

- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A woman, some dresses and a lady.
(Une femme, des habits et une dame)

M: What are they doing?

E: The woman is buying a dress.
(La femme achète un habit.)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**:

Maman achète une **belle robe** et un **boubou** au marché.

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word maman; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “b”.

Identification of words containing this letter “b” in the words of the key sentence.

Maman achète une belle robe et un boubou au marché.

Identify the part of the word in which we hear “b”.

belle – robe – boubou

Have all learners discover and observe the letter “b” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Ali joue au ballon; Ama lit.

We will show that with the already known words we can make new sentences.

Ama achète une robe

Papa a un joli boubou.

La belle robe d’Ama est petite

- **Sequence 6: Auditory and visual discrimination**

- Listen to the sound “b” as your teacher reads these words in French.
- Observe the drawings in “I hear” section
- Discover the syllables **be – bi – ba – bo – bé** in the words that contain them.
- The facilitator writes a syllable on the board. The learners must show the drawing on the book which contains this syllable.
- Write these syllables on the board and have them repeated.
- Syllables dictation (**Le procédé La Martinière**).

The facilitator dictates some syllables like: **ba – bu – bo – bi – bê – bé**.

Learners should write in their exercise books.

The facilitator can add to this sequence all the exercises, which can allow them to access the learners’ achievement.

- On the auditory level, the game: (Le jeu de pigeon vole) Raise your hand if you hear.
ba be bi bê bé
- On a visual level: he writes some of the words used in the previous exercise on the board, and asks a few learners:

M: Come and show us: **ba bê bi**

Subsequently, and when the learners’ knowledge allows it, he can also suggest the reading of new words, but of which the learners know all the elements.

- **Sequence 7: Reading**

(Exercise 2: “I can read”p.97)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition

- **Sequence 8: Written Production**

WRITE – Production Écrite

Work out all the exercises in the textbook.

1. Learners complete the following words with the syllables.
2. Learners copy only the words where they hear the sound “**b**”.
3. Learners find out the underlined words in the liste of words.
4. Learners correct sentence out of these words in French.
 (“Explain the sentence to the Learners in English before work starts”)
5. Learners identify the correct sentences in these.
6. Learners read and draw:
7. Learners complete the words with the following indefinite articles :“Un” or “Une”.

8. Learners read the picture and complete the sentences below each picture.



Answers

1. a. Une banane b. Une robe
c. Un bureau d. Une bobine
e. Un boubou
2. bonbon – daba – bébé – cabine – bol – boubou – table – abîmé
3. **Bouche:** boue – douche – **bouche** – doux – boude
Bon: pomme – don – ton – bonne – **bon**
Boire: poire – bois – **boire** – foire
4. Ama va au bal avec sa robe.
5. Ama a une petite bouche.
Le bébé est sur la table
6. Individual Response
7. a. Une chèvre b. Un cheval
c. Une voiture d. Une vache
e. Un vélo f. Une ville
8. a. médecin b. avocate.
c. journaliste. d. professeur.

Notes:

UNITÉ 8 Où se trouve le garçon?



Suggested teaching time:

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

Introduction

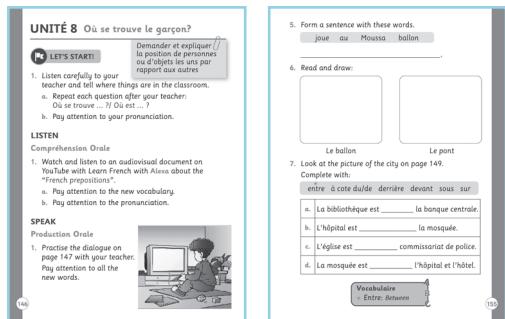
In this unit, learners will learn about French prepositions of place. Throughout the unit, these prepositions are associated with pictures to aid understanding. Learners will learn to use the prepositions to describe, both orally and in writing, the position of objects, people

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



RESOURCES

- Learner's Book: pp.146-155



Optional extra materials:

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



KEY WORDS

★ Sur	★ La banque centrale
★ Sous	★ Le musée d'arts
★ À côté	★ La mosquée
★ Devant	★ La bibliothèque
★ Derrière	★ L'hôtel
★ Entre	★ Le commissariat de police

and buildings.

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

- ★ Dans
- ★ Le marché
- ★ Église
- ★ L'école
- ★ Hôpital
- ★ La ville

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

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

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- Bring learners' attention to the title of this unit: "Où se trouve le garçon...?" ("Where is the boy?") and explain the meaning.
- Tell learners that the question can also be asked as "Où est ...?"

1. a.-b. Learners repeat each question after you in French and answer the questions in English. At this stage, the purpose of this exercise is for learners

to become familiar with the French questions “*Où se trouve ...?*” and “*Où est ...?*” and to associate them with the topic of locations.

Ask learners a few questions (alternating between “Où se trouve ...?” and “Où est ...?”) about the location of various objects and people in the classroom. (Use only vocabulary that is familiar to the learners.)

LISTEN – Compréhension Orale

Watch or listen to an audio-visual document and take note of the position of people and objects.

A. Observation des images

I. Observation libre

Ask learners to watch and listen to the various prepositions in French in a video.

2. Observation dirigée

Play the video: “French prepositions” on YouTube https://youtu.be/yI_iWNJ3kzQ for your learners.

Write the various French prepositions in the video on the writing board for the learners.

Read the prepositions slowly to your learners.

Let them repeat the French prepositions after you.

Tell your learners that those prepositions are used to locate the position of people and objects in an environment.

SPEAK – Production Orale

Ask and answer questions about the position of a person or object.

A. Présentation globale du dialogue en situation

1. In turns, practise the dialogue in pairs with your learners
 - Pay attention to the pronunciation.
 - Correct them if necessary.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue: *Où est? – Où se trouve?*
sur – sous – devant – derrière – à côté de – entre – dans

C. Mémorisation du dialogue

The preposition being new to the learners, constant practice will help them memorize them.

D. Dramatisation

2. In pairs, learners talk about the objects (and the people/ animals) in the picture.

- There are quite a number of objects in the picture. Allow learners enough time to do this activity.
- Monitor the learners as they speak and assist or correct them as required.
- There is a variety of different possible answers. A set of possible answers is provided below.
- Learners talk to their partner about the position the objects/ people/ animals in the pictures .



Answers

PRACTICAL ACTIVITY

The use of variants

Où se trouve...? Où est ...?

In pairs, learners talk about the position of objects, animals, and people in their environment.

Study case

Élève X: Où est le bureau du directeur?

Élèves Y: Le bureau du directeur se trouve à côté de la bibliothèque.

Élève X: Où est le stylo?

Élèves Y: Le stylo est dans le sac.

Élève X: Où se trouve le marché?

Élèves Y: Le marché se trouve derrière la mosquée.

- Checks the learners' pronunciation.

READ – Compréhension Écrite

Locate the position of public places on a map of the city

1. Learners will start learning about the names of public places in French and some prepositions of place with the location of buildings in a city; they do this engaging and fun activity to practise the location of objects and people in context.
 - Learners then read the sentences that follow. Allow them enough time to do this.

2. Ask three learners to share their answers on the following questions.

a. Où est le chien?

b. Où se trouve le bus?

c. Où est l'élève?

- Let your learners answer questions while reading the sentences in the Learner's Book on page 150.

Listen to the pronunciation of “on”/ “om” in French.

The sound “on – om”: Les garçons

The study of **on – om** – [ɔ̃] (The phoneme)

Key sentence: Qui joue au ballon avec les garçons?

Key words: ballon – garçon

Global acquisitions: les – qui

• Help with the reading of the image

The image is relatively simple to read.

We will take advantage of this to train the learners in orderly reading:

Au premier plan, des enfants s'amusent.

Au fond, des filles jouent à la ronde.

À l'arrière-plan, on voit une clôture et une grande forêt.

• Sequence 1: Free observation of the image, overall apprehension of the situation: understanding

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

• Sequence 2: Directed observation of the image: expression

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: Some children playing. (**Des enfants jouent.**)

M: What are the boys doing?

E: Four boys are playing ball. (**Quatre garçons jouent au ballon.**)

M: What do you see further?

E: We can see some girls playing in the round in the background.

(**Nous voyons des filles jouer à la ronde en arrière plan**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: Qui joue au ballon avec les garçons?

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into pieces of small words for the lesson by showing them, then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word ballon; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “on - om”.

Identification of words containing this letter “on - om” in the words of the key sentence.

Qui joue au ballon avec les garçons ?

Identify the part of the word in which we hear “on - om”.

ballon – garçons

Have all learners discover and observe the sound “on - om” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence**

Les garçons jouent au ballon.

We will show that with the already known words we can make new sentences.

Mouna joue avec les garçons.

Ali joue au ballon.

Doudou joue au ballon avec les garçons.

- **Sequence 6: Auditory and visual discrimination**

“on” is the second phoneme studied which requires the use of two graphemes. It must be visually distinguished from “ou” for example in: mouton – bouton.

“on” is written “om” in front of certain letters (before m, b, p). It is a graphic variant to which, we can accustom learners very early without going into explanations which would be premature. In the case of on and om, ensure the correct pronunciation

Other words that can be read by learners and introduced into sentences:

un melon – un rond – le talon – nous allons – il montre.

WRITE – Production Écrite

Work out all the exercise suggested in the textbook.

1. Learners complete these words by adding the following syllables to them.
2. Learners classify the words into the table based on sound.
3. Learners match these words to have a correct sentence in French.
4. Learners place the correct caption under each image.

5. Learners form a correct sentence out of these words in French.
6. Learners read and draw
7. Allow enough time for learners to look at the pictures.
 - Read each question to the learners.
 - Learners to answer orally in French using: devant – derrière – à cote du – entre – sous – sur.
 - Correct learners as necessary and ensure good understanding. It may be helpful to revise the prepositions in the previous exercise once more.

NB: This procedure is necessary because their choice of preposition could vary.

 Answers

1. a. Un bâton b. Un melon
c. Un bouton d. Le ballon
e. Un mouton f. Un bonbon

2. Ou	<u>Une boule</u> / <u>Une toupie</u> / <u>Une poule</u> / <u>mou</u> / <u>Un moule</u> / <u>Vous</u>
On	<u>Un ballon</u> / <u>Un pont</u> / <u>Son</u> / <u>Un rond</u> / <u>Non</u>

3.	Ils vont		un petit mouton.
	Ils ont		du village.
	Ils sont		au marché.

5. Moussa joue au ballon.

6. Individual Response

Notes:

UNITÉ 9 Lève-toi!



Suggested teaching time:

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

Donner et réagir à
un ordre



Introduction

This short unit is the final one in the Learner's Book.

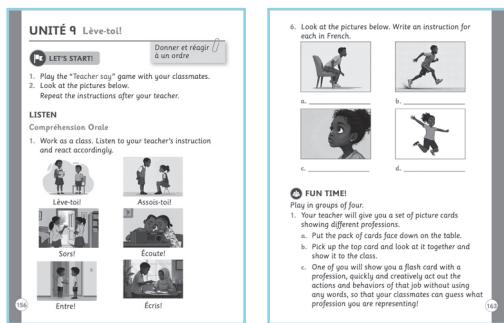
The focus in this unit is on giving and receiving instructions in French. Learners will use

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



RESOURCES

- Learner's Book: pp.156-178



Optional extra materials:

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



KEY WORDS

Singulier

★ Lève-toi!	★ Ouvrez la porte!
★ Viens ici!	★ Vas-y!
★ Prends ton stylo!	★ Mets-toi à genoux!
★ Regardez!	★ Cours!

Plural

★ Levez-vous!	★ Venez ici!
★ Regardez!	★ Ouvrez la porte
★ Prenez vos stylos!	★ Mettez-vous à genoux!
★ Courez!	★ Allez-y!

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- This is a quick activity to introduce learners to the topic of giving and receiving instructions.

Learners play the “*Teacher says*” game in English.

LISTEN – Compréhension Orale

Watch and listen to an audio-visual document where people are giving simple instructions.

A. Observation des images

I. Observation libre

Allow time for your learners to look at the pictures while you read the instructions to them.

II. Observation dirigée

1. Read each instruction slowly, one by one, allowing learners to repeat them after you and follow the instructions.
- Point out the verb in each instruction and give the meaning of each one: “se lever” (“to get up”), “s’asseoir” (“to sit” down), “entrer” (“to enter”), “sortir” (“to go out”), “écouter” (“to listen”), “écrire” (“to write”).

SPEAK – Production Orale

Give and follow instructions

A. Présentation globale de la situation

- Read the instructions from the Learner’s Book to your learners.

B. Explication Expressions

Explain each verb used and let learners know that they are dealing only with simple present tense and singular form in French at this stage.

C. Mémorisation du dialogue

Learners should learn the terms.

D. Dramatization

1. **a.–b.** Learners play the “Teacher says” game. In pairs, they take turns to give and follow the instructions provided. Remind them to act out each instruction they are given.

- Learners should repeat each instruction after you.
- Explain that the verbs in the instructions are conjugated in singular form.
- Give a variety of different instructions to the learners.
- Decide which instructions might be most appropriate, given the academic level of your learners and how quickly they have been

progressing and engaging with the topic. We suggest that you give instructions based on the vocabulary that they have already learnt.

- Learners should use the example instructions provided. Ask learners if they can work out the meanings. Clarify meanings, if necessary.

PRACTICAL ACTIVITY

The use of variants

In pairs, learners give and follow instructions in French using simple present tense in French in singular form.

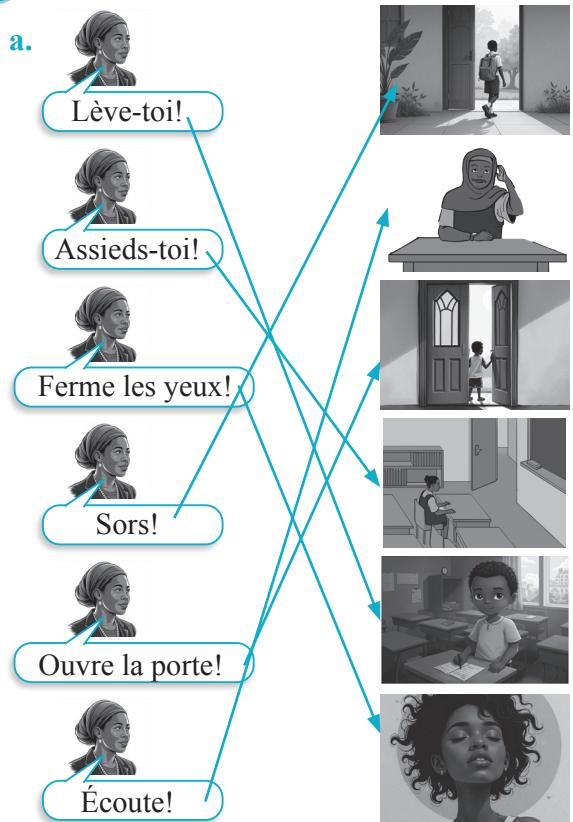
READ – Compréhension Écrite

Read and understand instructions

1. Learners read and understand in English the following instructions in French.
2. Learners match each instruction to the correct picture.

Answers

a.



Listen to the pronunciation of “**s**” in French.
The sound “**ss**” La lessive
The study of **s** -[s] (The phoneme)
Key sentence: C'est **samedi**, maman fait la lessive
Key words: **samedi** – **lessive**
Global acquisition: fait

- **Help with the reading of the image**

The image is relatively simple to read.
We will take advantage of this to train the learners in orderly reading:

- Au premier plan, on voit un vaste terrain avec des habits lavés, étalés sur des gazon.
- Derrière la femme, on voit des enfants jouer au ballon.
- Devant la femme, un enfant joue aux bulles et une chèvre à côté de l'enfant.
- Sous l'arbre, on voit un autre enfant assis tout seul.
- Il y a également des habits sales à côté de la femme.

- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**

For each reading lesson, refer to the image of the day in the reading book. Then ask one or two open-ended questions:

- Tell us what you can see in this picture.

- **Sequence 2: Directed observation of the image: expression**

Here, the facilitator asks specific questions. It will lead the learners to guess the possible meaning of the key sentence for example: questions → possible answer

M: What do you see in the picture?

E: A vast land with cloths, a goat, some children and a woman.
(Un vaste terrain avec des pagnes, une chèvre, des enfants et une femme.)

M: What are they doing?

E: The woman is washing and the children are playing football behind her. (**La femme fait la lessive et les enfants jouent au ballon derrière elle.**)

At the end of the sequence, learners should be able to guess the meaning of the **key sentence**: C'est **samedi**, maman fait la lessive

- **Sequence 3: Study of the key sentence**

The book closed, the facilitator writes the key sentence on the board.

The key sentence will be equally written on a tape. Then the facilitator will cut it into piece of small words for the lesson by showing them, and then he will ask:

M: Is there any word that you understand from the sentence on the tape or board?

The learners only recognize the word **maman**; it will be named and shown on the board and on the tape. Then the facilitator will read the sentence several times, showing and emphasizing each word. Each word of the sentence, identified by a learner will be cut out on the tape with scissors and underlined on the board.

The words of the key sentence being cut out and placed in disorder on the table in front of the class, the learners will be asked to reconstruct the key sentence based on the model on the board.

- **Sequence 4: The word – the syllable and the sound**

Discovery of the letter and the sound “**s** - **ss**”.

Identification of words containing this letter “**s** - **ss**” in the words of the key sentence.

C'est **samedi**, maman fait la **lessive**

Identify the part of the word in which we hear “**s - ss**”: **samedi** – **lessive**

Have all learners discover and observe the letter “**s - ss**” and write it on the board.

- **Sequence 5: Re-using the word studied in a new sentence.**

Maman fait la lessive le samedi.

We will show that with the already known words we can make new sentences.

René fait la lessive.

C'est samedi Fatou fait la lessive

- **Sequence 6: Auditory and visual discrimination**

Learners can also read:

sotte – sali – masse

So as **I** and **r**, we will simultaneously accustom the learners to the reading of inverted syllables: us - is – os –as

Dictation

- Le virus
- La souris
- Un os
- Le bras.

Then use these words in a sentence

WRITE – Production Écrite

Work out all the exercise suggested in the textbook.

1. Learners complete the words with following syllables.
2. Learners name the pictures with the following words in French.
3. Learners separate the words to get the right sentences.
4. Learners form a correct sentence out of these words in French.

5. Learners read and draw: “La tasse” = A tea cap
6. Learners look at the pictures below and write a corresponding instruction for each in French.



Answers

1. **a.** Samedi **b.** Le soleil
c. La salade **d.** La souris
e. Une tasse **f.** La soupe
2. **a.** La souris **b.** Le chou
c. La tasse
3. Kipic regarde une petite souris.
Ali est près de sa maman.
4. Kipic regarde une petite souris.
5. Individual Response
6. **a.** Lève-toi! **b.** Cours!
c. Regarde! **d.** Saute!

FUN TIME!

Learners will play in groups of four for this activity.

1. Give each group a set of 8 picture cards illustrating showing different professions with which they are all already familiar.
 - Learners then play the game as instructed in a) to c) in the Learner’s Book.

PROJECT TIME

LB.p. 164

Learners prepare an invitation card for a surprise party.

The content of the answer will depend on each learner.

De la part de _____ pour _____

Je t'invite à ma surprise fête

Le _____

De _____ à _____

Mon adresse: _____



Mon téléphone: _____

Réponse avant _____

PRACTISE, PRACTISE, PRACTISE!

LB p. 61

1. Learners look at the clock and tell the time.

Give correct time on each clock in French.

Start with the French statement of telling time.

Il est huit heures quatorze.

Il est trois heures trente minutes.

Il est douze heures vingt-cinq.

2. Learners write down the seven days of the week in French.

Lundi – Mardi – Mercredi – Jeudi – Vendredi – Samedi – Dimanche

3. Learners write down the twelve months of the year in French.

Janvier – Février – Mars – Avril – Mai – Juin – Juillet – Août – Septembre – Octobre – Novembre – Décembre

4. Learners match each word to the correct photograph.



1. Learners look at the time and the images and complete the sentences with the right words.

- a. Il est 5h:00 du matin.
 - Je balaye la cour de la maison.
- b. Il est 6h:00.
 - Je me lave.
- c. Il est 7h:00.
 - Je prends mon petit déjeuner.
- d. Il est 8h:00.
 - Je joue au ballon.

2. Look at the images below. Imagine the dialogue and complete it.

Bonjour Kofi!

Bonjour Isabella!

Bonjour Madame!

Bonjour + (any male name)

3. Learners use the following French prepositions (sur, sous, devant) to describe the images below.

- L'enfant est devant la porte.
- Le livre se trouve sur la table.
- Le chien est sous l'arbre.

ESSENTIAL French Primary 1

Facilitator's Guide

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

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A Learner's Book that offers:

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ISBN 978-9988-9409-5-9



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