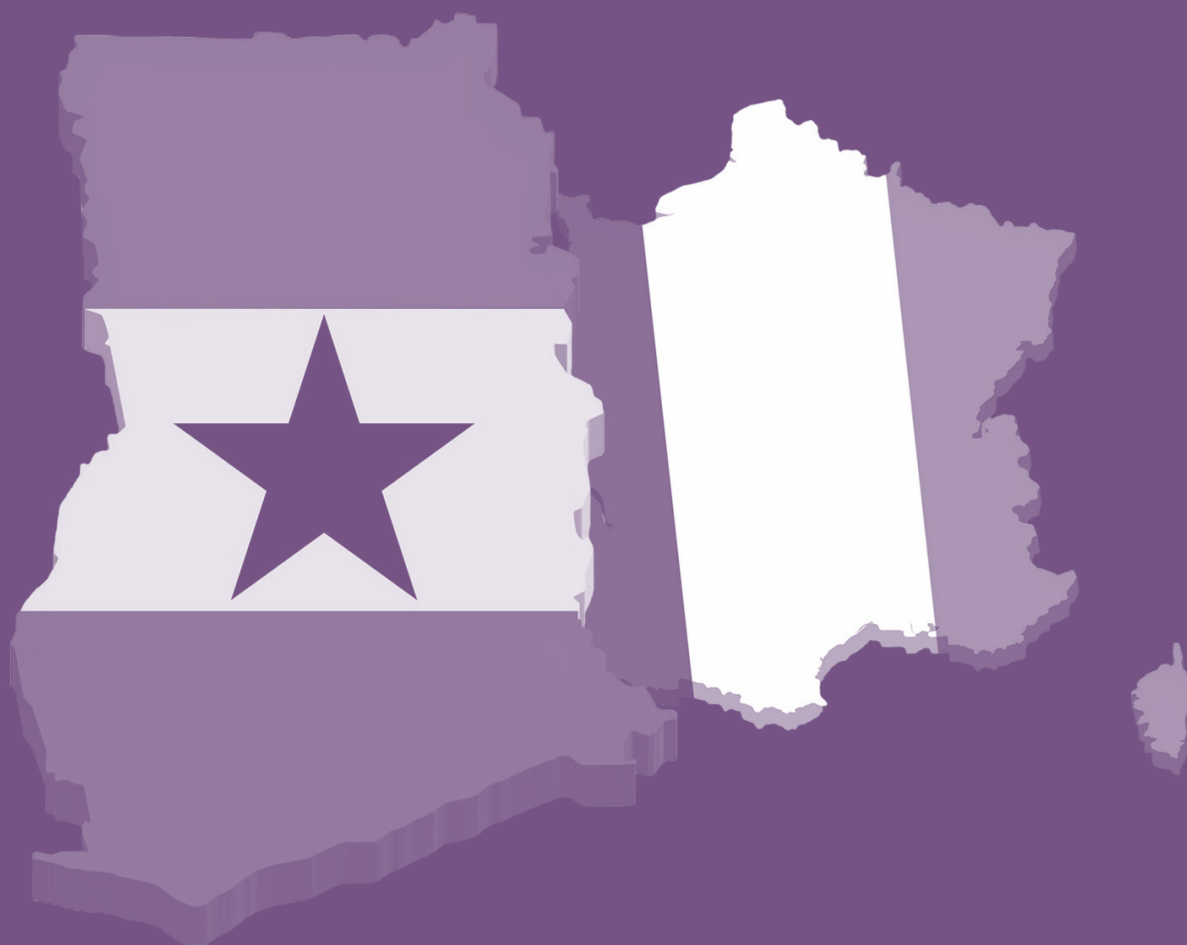




ESSENTIAL French Primary 3

Facilitator's Guide



CAMBRIDGE
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ESSENTIAL French

Primary 3

Facilitator's Guide

Dodeye Yawo Wolasi



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UNIVERSITY PRESS



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INTRODUCTION

Dear Teacher,

Welcome to our French series for Ghana. It was developed especially for you and learners.

This Basic 3 Teacher's Guide **has been developed in conjunction with the French Learner's Book** for Basic 3. We hope that you will find it an important and useful tool to assist and guide you as you introduce and teach the French language to your young learners through a task- oriented, communicative approach.

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

Both the Learner's Book and the Teacher's Guide 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 Basic 3 Teacher's Guide is divided into three sections:

Section A: The new primary curriculum and the French syllabus (Upper Primary: Basic 4 - Basic 6 adjusted to Basic 1-Basic 3 coupled with reading approach)

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

Section B: Teaching guidelines

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

Section C: Extra resources

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

Enjoy teaching this new curriculum. Enjoy the new French syllabus.
With warm wishes,
The Author

SECTION A: THE NEW PRIMARY CURRICULUM AND THE FRENCH SYLLABUS (UPPER PRIMARY: BASIC 4 – BASIC 6 ADJUSTED TO BASIC 1 – BASIC 3 COUPLED WITH READING APPROACH

1. THE NEW PRIMARY CURRICULUM

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

1.1 Values

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

1.2 Core skills and competencies

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

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

1.3 Organisation

The new curriculum has a four-column structure:

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

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

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

2. THE NEW FRENCH SYLLABUS

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

2.1 General Scope and Sequence

STRANDS	SUB-STRANDS	CONTENT STANDARDS
1. Définir les aspects de l'identité	1. Saluer et prendre congé 2. Se présenter 3. Présenter quelqu'un 4. Décrire quelqu'un 5. Décrire la famille et les liens familiaux	Compréhension Orale Production Orale Compréhension Écrite Production Écrite
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 minutes

2.3 Yearly Scheme of Learning by Term

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

BASIC 3					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
1. Définir les aspects de l'identité	1. Saluer et prendre congé	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	2–10	25–31
	2. Se présenter	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	11–18	32–37
	3. Présenter quelqu'un	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	19–27	38–43
	4. Décrire quelqu'un	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	28–36	44–49
	5. Décrire la famille et les liens familiaux	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	37–45	50–55

BASIC 3					
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	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	49–59	56–62
	2. Parler de son école	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	60–67	63–69
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	73–81	70–74
	2. Décrire quelqu'un	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	82–90	75–80
3. Les activités	1. Compter et faire des calculs simples	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	96–105	81–87

BASIC 3					
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	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	106–114	88–94
	3. Parler des jours de la semaine	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	115–123	95–99
	4. Situer les mois et les saisons dans le temps	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	124–135	100–105
	5. Entrer en contact par téléphone	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	136–143	106–111
	6. Inviter quelqu'un et accepter une invitation	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	144–151	112–117


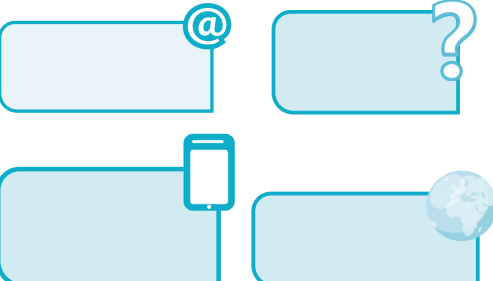


BASIC 3					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
	7. Identifier les professions et les métiers	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	152–158	118–123
	8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux Autres	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	159–165	124–127
	9. Donner et réagir à un ordre	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	166–170	128–131


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

4.1 Structure

- 4 Themes (following the four strands of the syllabus)
- 18 Unites (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: <ul style="list-style-type: none"> • 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  Group work 	<ul style="list-style-type: none"> ✓ Pair and group work activities (in addition to individual activities) are presented throughout the book.

<p>Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)</p>	<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.
<p>Texts, Songs, Poems</p>	<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.
<p>Illustrations and Photos</p> 	<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.
<p>New words / Vocabulary boxes</p> <div data-bbox="150 1496 561 1706"> <p>Vocabulaire</p> <ul style="list-style-type: none"> ★ cueille: <i>plucks</i> ★ mouille: <i>wets</i> <p style="font-size: 2em; font-weight: bold; margin-top: 10px;">A B C</p> </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.
<p>Look and Learn boxes</p>	<ul style="list-style-type: none"> ● Prompt problem-solving and subject understanding. ● Facilitate multi-ability learning.
<p>Fun time!</p>	<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
Le singe	G
REVISION I	
Où sont mes chaussettes?	er-erre-el-elle-es-esse-et-ette
Au cinema	c-ç
Les habits sèchent	H
Au coin de la maison	Oin
Le plat d'igname	Gn
REVISION II	
La photo	Ph
La pluie	Ui
Chez Nadia	ieu-ia-ier-io-ion-ian
La case de Julien	ien-ienne
La chenille	ill
REVISION III	
Au travail	eil-eille-ail-aille
Le margouillat	ouil-ouille-euil-euille-
Voyage en car	Y
Le taxi	X
Chez Madame Sidi	La station-service

LANGUAGE

General approach

This language book intended for the third 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 three

- 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 rhythm 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 learners. These lessons deserve very close attention from the facilitator.

The exercises in sequence 8 can be found in the “**Production Écrite**” or “**Pends ton crayon**” section of the learner’s book. They have several objectives:

- **Production écrite:** The Exercises of “**Production écrite**” or “**Prends ton crayon**” must enable mastery of learning techniques to be acquired.
Example: Read and copy words where “e” is pronounced “è”: (Learner’s book 3 p.26 Quest.1)
- **Reconstruction des parties du discours:** This involves training students to recognize the parts of the sentence and to separate the words well to gain overall apprehension.
Example: Separate these words to get the correct sentence in French:
 - Ilavoléunrégimede bananes. (Learner’s book 3 p.14 Quest. 4)
- **Evaluation:** The assessment exercises are intended to check the learners’ ability to understand. We will lead them to connect the elements that form a logical sentence.
Example: Form a simple sentence with these words:
Papa – dans la terre – enfonce – un piquet pointu. (Learner’s book 3 p.41 Ex 5)
- **Une approche implicite de la conjugaison et de la grammaire:**
Conjugaison: Le verbe être au présent (Learner’s book 3 p.33)
Grammaire: Les adjectifs possessifs (Learner’s book 3 p.51)

II - Educational approach for the weeks’ lessons

From the week onwards, the systematic learning of phonemes and sounds having been completed, the learners will read passages linked to the weekly language activities.

Content

Two essential concerns governed the choice of passages:

1. the readability determined by several factors:

- an adapted vocabulary to the linguistic possibilities of the children: the lexicon is simple, borrowed mainly from the active vocabulary of year two children; the situations are familiar
- some appropriate syntactic structures because they are very linked to the corresponding language activities: the objective is to familiarize the children with forms that are still little or poorly mastered:
- the context: the illustrations which accompany the passages are there to arouse the astonishment, questions which response requires recourse to writing. Sometimes they serve as an aid to understanding the passage, sometimes they are there to complete it and render it more intelligible.

2. a desire to interest the young reader, to hold his or her attention in order to develop in him or her a taste of reading; to make him or her a real reader and thereby promote the mastery of written language. The stories are simple, the situations and characters are familiar with however, just that it is necessary, in addition, to broaden the vision of children outside their usual universe.

Organization

With regard to the educational approach to follow, we present suggestions. Each facilitator remains free to choose according to the habits, his or her own sensibility and the level of their class. The step defined below will follow one another in the order indicated but at the pace of the class.

1st step: Silent reading of the entire passage (Individual phase)

It involves letting learners individually explore the passage silently and then checking their understanding through questions and “Vrai or Faux?” exercises.

2nd step: Reading and explaining difficult words (Collective phase)

Learners collectively discover words on the board with reading difficulties.

This step allows you to revise or ran update on certain poorly mastered forms.

The facilitator

- writes the words on the board;
- reads them and makes learners read them individually or collectively;
- isolates or causes the part presenting the difficulty to be isolated;
- finds or suggests words containing the difficulty highlighted and writes them on the board;
- has these words copied or dictated (on a slate or in an exercise book).

3rd step: Silent reading paragraph by paragraph (collective phase).

This stage can be spread over several sessions which will follow the following development:

- silent reading paragraph by paragraph;
- comprehension questions;
- explanation of words that children do not understand or whose meaning they do not fully know;
- questions or information search;
- functional reading by group of senses;
- reading the passage aloud.

4th step: reading the entire passage aloud (collective phase)

This stage should allow the improvement of reading aloud. The learners now know the content of the passage, it is a question of making a lively and expressive reading by observing these few rules:

- search for good intonation.
- sequence of connections.
- respect for breathing groups.

If the passage allows it, the facilitator will distribute roles to learners.

5th step: individual exercises

This individual research phase is based on the proposed exercises of “Prends ton crayon” section and on additional passages. All these exercises have different objectives:

- Production écrite: it must allow mastery of learning techniques.
- Examples: Read the words and find them in the table (Learner’s book 3 p.112 Ex 1).
- Reconstruction des parties du discours:

It is a matter of training the learners to recognize the parts of the sentence, to separate the words through a global apprehension.

Example: Separate these words to get the correct sentence in French.

- Il avolé un régime de bananes. (Learner’s book 3 P.14 Quest. 4)
- Entraînement à l’identification: these exercises should allow the recognition of words under different graphs.

Example: Copy all form of the underlined word (Learner’s book 3 p.117 Ex.c)

Entraînement à la discrimination: this involves training learners to make distinction between words with very similar forms.

Example: Find the name of each picture: (Learner’s book 3 p.108 Ex.2)

Entraînement au repérage rapide

Example: Tell us how many times you find the underlined word (Learner’s book 3 p.97 Ex.3)

Entraînement à l’analyse: in order to achieve this objective, two types of exercises are proposed.

- sorting and classification exercises of an analytical nature, the aim is to train the learners to perceive the finest analogies.

Example: Complete these words with: ouille – euil – euille – eille – aille. (Learner’s book 3 p.97 Ex.1)

- synthesis exercises: it involves reconstitution a sentence using its elements.

Example: Write a simple sentence with these words:

Papa – dans la terre – enfonce – un piquet pointu. (Learner’s book 3 p.41 Ex 5)

- Évaluation de la compréhension et de l’identification There are more exercises aimed at this dual objective. They allow the facilitator to monitor the children’s skills without systematically resorting to reading aloud.

Example 1: Read and complete with cueille or mouille: (Learner’s book 3 p.98 Ex 5.)

Example 2: Identify and complete this passage with: (Learner’s book 3 p.41 Ex. 6.)

Example 3 Find the missing word (Learner's book 3 p.112 Ex. 5)

Example 4 Choose from the possible words to fill the gaps (Learner's book 2 p.55 Ex.B)

- Entraînement à l'orthographe et à la grammaire it is implicitly a matter of introducing learners to simple agreements (plural, feminine, verb endings) to make them aware of the impact due to the modification of certain elements on the entire written chain.

Example 1: Watch, complete and effect the change (Learner's book 3 Ex.2 p.40).

Example 2: Watch the examples and fix: le – la – les and l' (Learner's book 3 Ex.4 p.120).

Example 3: Watch and effect the change: (Learner's book 3 Ex.5 p.35) (Awareness of the masculine and feminine).

SECTION B: TEACHING GUIDELINES

Thème 1 L'IDENTITÉ

UNITÉ 1 Comment allez-vous?



Suggested teaching time:

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

Saluer et prendre congé



Introduction

This is the first unit of the Basic 3 Learner's Book and its focus will be on French greetings. In this unit, learners will have the opportunity to revise and expand on what they learnt about French greetings in Basic 1 and Basic 2. Following the pattern of previous years, encourage your learners - from this very first

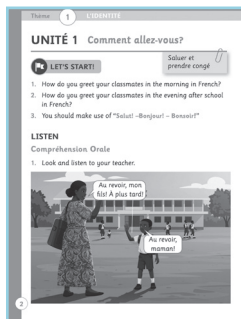
unit - to keep adding any new vocabulary to their own "petit- dictionnaire".

This unit provides a good opportunity for learners to do a number of role plays in class. In addition to the suggested role plays, you are encouraged to add in some extras, as needed and relevant.



RESOURCES

- Learner's book: pp.2-10



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.
- ★ Salut.
- ★ Bonsoir.
- ★ Au revoir.
- ★ À bientôt.
- ★ À demain.

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?
- ★ Comment vas-tu? /Comment tu vas?
- ★ Comment allez-vous? Comment vous allez?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

1. and 2. This is a warm-up and recap activity to begin the topic of greetings.

Learners explain how they greet their classmates in French, revising what they still remember from greeting in the morning and at night.

Guide and correct them where necessary.

2. Let the learners be aware of the use of these French words for “Salut! – Bonjour! –Bonsoir!”

LISTEN – Compréhension Orale

Listen or watch and understand an audio visual document where people greet each other

A. Observation des images

I. Observation libre

Turn learners’ attention to the pictures in the Learner’s Book.

II. Observation dirigée

1. Learners look and listen while you read speech bubbles on page 2 of the Learner’s Book.
 - Prompt learners to answer the following questions.
What can you see?
Where are the people?
What do they think they are saying?
 - Highlight the use of “À plus tard!” for saying: “See you later”.
2. Learners look at the pictures.
 - Read the two dialogues to them.
 - Check their understanding. At this stage, they should all be familiar with the French vocabulary used, including both when and how to use it appropriately.
 - Do a quick recap of the informal and formal “you” in French.

SPEAK – Production Orale

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

A. Présentation globale des dialogues en situation

1. Read the two dialogues on page 4 to the learners.

B. Explication du dialogue

Approach the explanation of the words and expression with the keywords.

C. Mémorisation du dialogue

The dialogue must be memorized at the start or at the end of the lesson for a better re-use.

D. Dramatisation

1. a. In pairs, learners role-play the dialogue to greet each other and take a leave.
2. a. The teacher read the dialogue to the learners.

Learners repeat after the teacher.

Pay attention to the vocabulary of : “Je me porte bien” which is another way to say: “Je vais bien” and “À demain!” to say: “See you tomorrow” and check the pronunciation if necessary correct them.

- b. In turns learners role-play the dialogue with an elderly person or a teacher to greet and take a leave.

The use of variants

- Comment allez-vous?
- Ça va ?
- Comment vas-tu ?
- Comment te portes-tu ?
- Comment vous vous portez ?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied. A learner will replace the

facilitator to greet each other on the model given in the dialogue. However, it will be necessary to accept the variations that learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to learners in turns, each learner must greet a friend and take a leave and also an elderly person, a facilitator or a stranger.

Study case 1

Facilitator asks learner to work in pairs to greet and take leave of a fellow.

They must use

Élève A : Salut!

Élève B : Bonjour! Comment ça va?

Élève A : Ça va bien, et toi?

Élève B : Je vais bien, merci.

Élève A : Au revoir.

Élève B : Au revoir et à bientôt!

Study case 2

The facilitator brings a little girl to the front of the class and asks her the role of Mrs. X (The name will be chosen by the class). A learner is invited to come and greet Mrs. X

Madame: Bonsoir!

Élève: Bonsoir Madame, comment allez-vous?

Madame: Je me porte bien, merci, et toi?

Élève: Je vais bien.

Madame: Au revoir et à bientôt!

Élève: Au revoir Madame!

2. Systematization

You have two learners say quickly and mechanically, taking turns

Élève 1: - Salut monsieur!

- Salut madame

- Comment allez-vous

- Comment vas-tu ?

- Comment te portes-tu?

- Au revoir!

Élève 2: - Salut Monsieur.

- Salut Madame.

- Ça va mal.

- À demain!

- Je me porte bien.

- À bientôt!

READ – Compréhension Écrite

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

1. Learners read dialogues by themselves.

- Allow them enough time to notice the words used in the dialogue.

2. Learners work in pairs and take turns to role-play the dialogues.

- If possible, record the dialogues and play them back to the learners. Learners should then listen to and check their own pronunciation.
- Guide and correct learners where necessary.

Listen to the pronunciation of “g” in French.

The year three reading book is still structured around the life and the activities of same friends from year one to year two. Thus, we thought of remaining close to the interest of the learner, still attached to these friends' environment. To learn to read they must love reading and effectively plays an important role in motivating at this age in particular.

The characters are already known in year one and two.

Le singe

Étude de: **g** (= **je**) [ʒ]

Phrase clé: Le **singe** se sauve avec un **régime** de bananes.

Extension: **ge – gi – gé – geoi - geon**

Mots clés: **singe – régime**

Remark: The words written in bold contain the sound studied.

Aide à l'observation de l'image

Le **singe** est sur le toit de la case. À sa main, il tient un régime de bananes. Les enfants le regardent. À droite, on voit la **cage** dont il s'est échappé. En arrière-plan, à gauche, des canards nagent dans la mare ; au fond, on aperçoit des **girafes** qui se cachent dans la brousse.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons un singe. (**We see a monkey.**)

Prof: Où est-il? (**Where is it?**)

Élèves: Il est sur un toit. (**it is on a roof.**)

Prof: Qu'est-ce qu'il fait? (**What is it doing?**)

Élèves: Il tient un régime de banane. (**it holds/ is holding a bunch of bananas**)

Prof: Que font les enfants ? (**What are the children doing?**)

Élève: Les enfants le regardent. (**The children look/ are looking at it**) or will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **Le singe – régime.**

Sequence 1: **Observation libre de l'image et appréhension globale de la situation** **Compréhension**

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.

Throughout the lesson, the facilitator will refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- **Tell us what you can see in this picture.** (Dites-nous ce que vous voyez dans l'image)

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

The facilitator will observe the image and ask specific questions to the learners

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

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: le singe – régime. He highlights the sound(s) to be studied with colour chalk/marker.

This: **Le singe se sauve avec un régime de bananes**

He makes the words recognized then breaks them down into syllable to cut out the different elements: sin – **ge** ré – **gi** – me

He observes: sing**e** – rég**i**me

He draws the children's attention to the final sound (**ge** – **gi**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

J'ai un singe

Le régime de bananes est jaune.

Prends ton couteau pour aller au champ.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences and also do not forget the pictures in the small drawings (Learner's book 3 p.6)

Refer to “**renforcement phonétique p.6**”

The facilitator repeats the same work with the words in the table. He emphasizes the sound:

ge – **gi** - **geoi**

The facilitator will then check what has been learnt by giving a dictation of syllables and

words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Au voleur!” (Learner's book 3 p .6)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

Extra exercise

Read and classify them in the table : sage – des gens – une horloge – gamin – les genoux – léger – un ménage – une girafe – un gendarme – une bague

WRITE – Production Écrite

Work out exercises proposed in the learner's book.

1. Learners copy only the words where letter “**g**” is pronounced the same way as letter “**j**” in French.
2. Learners find what goes in pair to form a correct sentence in French. But the teacher can also accept any sentence that is grammatically correct and make sense.
3. Learners rewrite the sentence by choosing the right word.

4. Learners separate the words to form correct sentences in French.
5. Learners complete the dialogue with the following words.
6. Learners rewrite correctly the following words in French.
7. Learners complete the dialogue with the following words.



Answers

Possible answers are provided below.

1. Sage – un gendarme – le genou – la girafe

2.

La cage	→	sont dans la savane.
Le canard	→	est sur le toit.
Le petit singe	→	nage dans la mare.
Les girafes	→	est près de la case.

3. plat
chaise
pioche
tranches

4. Il vole un régime de bananes.
Les villageois sont dans les champs.

5. Désiré: Bonjour Laré!
Désiré: Comment vas-tu?
Désiré: Je vais bien aussi.
Désiré: Au revoir, Laré!

6. a. Bonsoir
b. École
c. Monsieur
d. Ça va?

7. Clément: Bonsoir madame Akos!
Madame Akos: Bonsoir Clément! Comment tu vas?
Clément: Ça va bien merci. Et vous?
Madame Akos: Je vais bien, aussi. Tu viens d'où?
Clément: Je viens de l'école.
Madame Akos: Ah bon! Au revoir Clément!
Clément: Au revoir madame Akos.

Revision

1

Exercise 1

- Let them know the key words

They already know

Elle fait – le peigne – Zato – le blouson – la main – le teint – le médecin – vous allez – tomber – le singe – le régime

- Let them have fast reading of the syllables.
- Let them do dictation on the syllables.
- Ask learners to find out the syllables in question.

Exercise 2

Make them read the words. Use the instruction in exercise 1 of the revision

You also read all these words

Le genou	La reine	Nous mangeons
Le balai	La fusée	La peinture
La maison	La baleine	Le lapin
Le nez	Vous lisez	Le magasin
Le zébu	Le bain	Une bougie

Exercise 3

The questions asked are relating to the key sentences of the previous lessons in basic two till now.

Answer these questions

1. Qui s'amuse avec un vieux blouson?

2. Qui a pris la main d'Ama?
3. C'est le matin, que dit maman à Ama?
4. Que dit Ama à Zato et Ali?
5. Qui se sauve avec un régime de bananes?

Exercise 4

Let them do a fast reading of the tool words.

Read fast these words

Entre – devant – près – chez – vers – autour –
encore – ensuite – beaucoup – au – en – trop –
puis – contre

Let them use them to complete these sentences:

La chaise est le mur et le lit. (entre)

L'arbre est la maison. (devant)

René arrive lui. (chez)

Moussa arrive en retard à l'école.
(encore)

Il y a de monde sur la place.
(beaucoup)

Ama est malade, elle a mangé.
(trop)

N.B: The words in the brackets are the correct
answers.

Exercise 5

Let them do silent reading of the passage.

Read this story

René a un oiseau dans une cage en osier. Mais
l'oiseau ne chante pas.

René dit à Ama: "Je ne comprends pas, je lui
donne pourtant du gingembre tous les matins."

Ama se moque de lui: "Ecoute, René, le

gingembre n'est pas une nourriture pour les
oiseaux!

Donne – lui plutôt des grains de riz."

René est très surpris. Il pensait que le
gingembre faisait chanter les oiseaux!

"Je vais aller chercher du riz dans le grenier",
dit – il.

*Ask questions to facilitate the understanding
of the passage by learners; then explain
the passage to them well and clearly before
proceeding to answer the questions:*

*The following questions can be added to the
questions*

- Est-ce que l'oiseau parle?
- Que lui donne René tous les matins?
- Que dit Ama?
- Qu'est-ce que René pensait au sujet de son
oiseau?
- Que va – t- il faire maintenant?

Exercise 6

Have you understood the story?

1. Quel est le problème de l'oiseau de René?
2. Où se trouve – t – il?
3. Pourquoi René veut – il lui faire manger
du gingembre ?
4. Sais – tu ce qu'un oiseau préfère manger?

In order to answer these questions, the learners
should read the parts of the passage that contain
the answers.

Notes:

UNITÉ 2 Voici mon numéro de téléphone!



Suggested teaching time:

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

Se présenter



Introduction

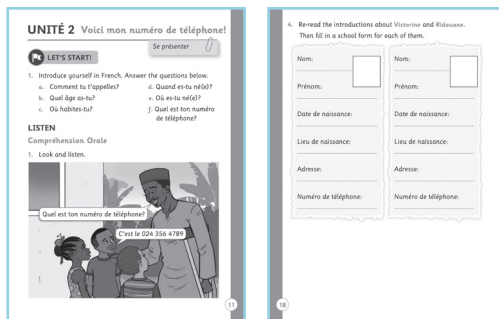
In this unit, learners will revise how to introduce themselves in French and how to ask questions about the identity of others (such

as their date and place of birth, address and telephone number).



RESOURCES

- Learner's book: pp.11–18



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

- ★ La date de naissance.
- ★ Le lieu de naissance.
- ★ L'âge.
- ★ L'adresse.
- ★ Le numéro de téléphone.

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:

- ★ Quand es-tu né (e)?
- ★ Où es-tu né (e)?
- ★ Où habites-tu?
- ★ Quel est ton numéro de téléphone?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will review how to introduce themselves in French. They will also learn how to ask for personal details from others. They will build on what they learnt in Basic 1 and Basic 2 about introducing themselves.



LET'S START!

1. **a. - f.** Learners now introduce themselves to the class, in French, by saying their name, age, place of birth, date of birth where they live and telephone number. Make sure you guide them with clue sentences in French.
 - Correct them as necessary and check their pronunciation.

LISTEN – Compréhension Orale

Listen or watch and understand an audio visual document where two people introduce themselves.

A. Observation des images

I. Observation libre

The facilitator asks the learners to silently observe the image in the book, then they listen.

II. Observation dirigée

Let them express themselves freely about what they see in order to check the level of their spontaneous observation (this is a spontaneous reading of the image to take into account in the next phase). To do this, ask a very broad question, other general ones, such as: **“Qu’est ce que vous voyez sur cette image?....et encore?....c’est tout?”** (What do you see in the image?...and what again? ...Is that all?)

The only specific instructions are:

“Levez la main pour vous exprimer, parlez les uns après les autres, écoutez celui qui s’exprime” (Raise your hand to speak, speak, one person after the other, and listen to the person speaking).

- He brings out the overall situation:
“Where are the people?”
“What is the man asking them for?”
“What is the question?”
“What is the answer?”

- The facilitator guides the learners in answering these questions.

The people are on the backyard.

The man is asking the boy: “Quel est ton numéro de téléphone?”

The boy answers by saying: “C’est le 024 356 4789”

3. Learners look at the pictures.

- Read the two speech bubbles to the learners.
- Re-read the speech bubbles. Check

learners’ understanding and clarify any queries that your learners might have.

- Explain that another common way to provide a phone number in French is by saying:

“Voici mon numéro de téléphone: ...”

Note: The facilitator should draw the learners’ attention to the gender of the characters in the dialogue by pointing to them in turn the use of: **“né”** which is for masculine gender and **“née”** is for feminine gender in French. Examples

- Je suis **né** à Accra.
- Je suis **née** à Accra.

SPEAK – PRODUCTION ORALE

Ask and give your date of birth, place of birth, address and telephone number.

A. Présentation globale du dialogue en situation

1. The teacher introduces the dialogue to his/her learners by practising its reading with them in pairs

B. Explication du dialogue

Quand es-tu né (e)? : this is a new vocabulary to the learners.

Où es-tu né (e)? : mime this question with a drawing of a hospital in an environment.

Quel est ton numéro de téléphone? : stress on digits.

C. Mémorisation du dialogue

D. Dramatisation

2. Learners take turns and practise the dialogue with their partner.

Check the new vocabulary.

Pay attention to the pronunciation and correct them if necessary.

3. **a.-b.** Taking turns and working in pairs, learners talk about their date of birth, place of birth, where they live and their phone number.

Let them follow the question and answer prompts provided in the Learner's Book.

The use of variants

- Où habites-tu?
- Quel est ton numéro de téléphone?
- Quand es-tu né (e)?
- Où es-tu né (e)?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied. A learner will replace the facilitator to introduce themselves on the model given in the dialogue. However, it will be necessary to accept the variations that learners may make, provided that it is relevant and grammatically correct. The facilitator assigns a role to learners in turns, each learner must, according to them, introduce themselves by mentioning their date of birth, place of birth, address and telephone number.

Study case

In pairs, learners practice the dialogue to talk about people's date of birth, place of birth, where they live and their phone number.

Prof: Quand es-tu né?

Élève: Je suis né le + (full date).

Prof: Où es-tu né?

Élève: Je suis né à + (place of birth)

Prof: Où habites-tu?

Élève: J'habite à + (location).

Prof: Quel est ton numéro de téléphone?

Élève: C'est le + (phone number)

2. Systematization

You have two learners say quickly and mechanically, taking turns:

Élève 1: - Quand es-tu né?

- Où es-tu né?
- Quel est ton numéro de téléphone?
- Quand êtes-vous né (e)?
- Où êtes-vous né (e)?

Élève 2: - Je suis né(e) le 2 septembre 2013

- Je suis né(e) à Accra.
- Voici mon numéro de téléphone / C'est le 0234567890.
- Je suis né (e) le 4 novembre.
- Je suis né (e) à Ho.

READ – Compréhension Écrite

Read and understand a text where people introduce themselves

1. Learners read the texts by themselves.

Allow them enough time to read the text and the questions that follow.

2. Learners read the questions in the table and answer them orally.

Ask four learners to share their answers aloud.

Guide and correct them as necessary.



Answers

- a. Elle est née le 2 octobre.
 - b. Elle est née à Sovie.
 - c. Elle habite à Kpando.
-
- a. Il est né le 6 mars.
 - b. Il est né à Tindikan.
 - c. Il habite à Tindikan.

LOOK AND LEARN

French possessive adjectives

- The Look and Learn box on page 14 gives key information for the learners.
- Take some time to explain the box to the learners.
- Learners have already used “Je suis ...” (+ nationality), as well as “Mon” / “Ton” (Quel est ton nom/prénom? Quelle est ta nationalité? Mon nom/prénom est ...) and “Ta” (Quelle est ta nationalité?).
- Learners need to understand that “Je suis” is part of the conjugation of the verb “être” (in the present tense) and that “Mon/Ton” and “Ta” are specific forms of the French possessive adjectives.
- At this stage, we suggest that learners understand and learn only three forms of the verb “être”: “Je suis”, “Tu es” and “Il/Elle est”.
- Similarly, for the French possessive adjectives, we suggest that, for now, learners understand and learn only the forms for “Je”, “Tu” and “Il/Elle” in the singular.
- The Look and Learn box sets a great transition and provide useful information that learners will need in the next unit, where they will often use the 3rd person subject (Il/Elle)

Listen to the pronunciations in French.

Où sont mes chaussettes?

Étude de: **er** – **erre** – **el** – **elle** – **es** – **esse** – **et** – **ette**

Phrase clé: Ama **cherche** ses **chaussettes** et sa **belle** veste.

Mots clés: **cherche** – **chaussette** – **belle** – **veste**

Remark: The words written in bold contain the sound studied.

Aide par l’observation de l’image

Ama a fini sa **toilette**; **elle** veut s’habiller.

Elle a ouvert la porte de son armoire. **Quel** désordre! La poupée est prête à tomber par **terre**. Les jouets sont mêlés aux vêtements.

Ama se tient la tête. Elle se demande:” Où sont mes **chaussettes**? Où est ma **belle veste**?” Les voyez-vous?

Prof: Qu’est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons une fille. (**We see a girl.**)

Prof: Où est-elle? (**Where is she?**)

Élèves: Elle est devant une armoire. (**She is in front of a wardrobe.**)

Prof: Qu’est-ce qu’elle fait ? (**What is she doing?**)

Élèves: Elle cherche son habit. (**She is looking for her dress.**)

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **cherche – chaussette – belle – veste**.

Sequence 1: Observation libre de l’image et appréhension globale de la situation:

Compréhension

Throughout the lesson, the facilitator will refer to the learner’s book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (Dites-nous ce que vous voyez dans l’image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **cherche – chaussette – belle – veste**. He highlights the sound(s) to be studied with colour chalk/marker.

This: Ama **ch**erche ses chausse**tte**s et sa **belle** **ves**te.

He makes the words recognized then, breaks them down into syllable to cut out the different elements: **ch**er – che chau – sse – **tte** b – **elle**; **ves**- te

He observes: **ch**erche – chausse**tte** – **belle** – **ves** - te

He draws the children's attention to the final sound (**er – ette – elle – es**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Ama cherche sa belle veste.

Ama cherche ses chaussettes.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “renforcement phonétique p.16”

- The facilitator repeats the same work with the words in the table. He emphasizes the sound: **er – erre – el – elle – es – esse – et – ette**.

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Quel désordre!” (Learner's book 3 p.16)

Learners read the passage silently which the facilitator will take time to explain to the kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

Extra exercises

(To be written on the board)

1. Read these sentences .Say if it is “**Vrai**” or “**Faux**”

L'escargot a des pattes.

La chouette a des ailes.

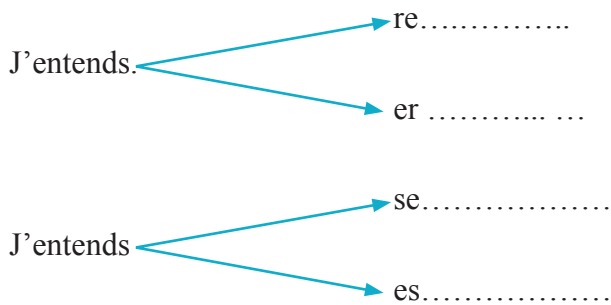
La brouette a deux roues.

On enfile une veste par les jambes.

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

Avec des œufs, on fait des omelettes.

2. In the previous sentences, you look for and copy the words with “**ette**”
3. Read these words and then classify them:
renard – il sera – il reste – il perd



La comptine

We can make it read and learn by heart.

WRITE – Production Écrite

Work out exercises proposed in the learner's book.

1. Learners read the text and complete the following gaps with the correct answers from it.
2. Learners complete the sentences with the following words.
3. Learners write a letter to a pen friend in La Côte d'Ivoire, providing the personal details listed in the instructions.
 - Guide them as necessary and allow learners the opportunity to rewrite their letters correctly after you have checked their work.
4. Learners re-read the dialogue on page 13 of the Learner's Book and fill in a school form with the correct details for each child.



Answers

1. a. Mon nom de famille
b. J'ai huit
c. Je suis née
d. J'habite
e. Je vais à l'école
2. a. Je m'appelle
b. 9 ans
c. né
d. J'habite
3. Personal response
4. Prénom: Victorine
Date de naissance: 2 octobre
Lieu de naissance: Sovie
Adresse: Kpando
Numéro de téléphone: 059 712 2753

Prénom: Ridouane
Date de naissance: 6 mars
Lieu de naissance: Tindikan
Adresse: Tindikan
Numéro de téléphone: 054 178 8340

UNITÉ 3 Voici le nouvel élève!



Suggested teaching time:

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

Présenter quelqu'un



Introduction

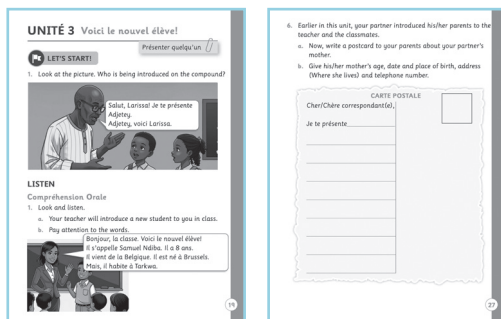
In this unit, learners will introduce people to one another in French. They will now learn to expand on the information that they are able to

provide, indicating the date and place of birth, where the person being introduced lives, as well as his / her phone number.



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

- ★ Sa date de naissance.
- ★ Son lieu de naissance.
- ★ Son adresse.
- ★ Son numéro de téléphone.
- ★ Vas-y!
- ★ S'il vous plaît.

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:

- ★ Quand est-il/elle né (e)?
- ★ Où est-il/elle né(e) ?
- ★ Où habite-t-il/elle?
- ★ Quel est son numéro de téléphone?

GUIDELINES AND SUGGESTIONS



LET'S START!

1. Learners look at the picture and think about the question.

Read the speech bubble to the learners.

Learners should say that a girl / Larissa and a boy/Adjetey are being introduced by a teacher to each other.

LISTEN – Compréhension Orale

Listen and understand a text in which we introduce someone.

A. Observation des images

I. Observation libre

1. Learners look at the picture and listen carefully as their teacher reads the speech bubble to them.

II. Observation dirigée

Draw learners' attention to the new vocabulary in the speech bubble.

Explain to the learners that the teacher is introducing a new student from Belgium to her class.

- Allow the learners enough time to read the text twice by themselves.

SPEAK – Production Orale

Introduce someone by giving their date of birth, place of birth, address and telephone number.

A. Présentation globale du dialogue en situation

1. The teacher reads the dialogue to the learners. He asks them to repeat after him.

Check the pronunciation and correct them if necessary.

Let them pay attention to the vocabulary.

B. Explication du dialogue

Approach the explanation of the words and expression based on the dialogue.

C. Mémorisation du dialogue

Learners should master the dialogue for a proper re-use.

D. Dramatization

1. **a.** In pairs, learners take turns to practise asking and answering questions about Ama's cousin's age, date and place of birth, address and telephone number.

Note: At this stage, it is necessary to explain to the learners the use of "Qui est-ce?" (as an interrogative word to say: "Who is he/she?").

2. Allow enough time for learners to read the questions and think about the answers.
 - Invite answers from four different learners.

- Allow the rest of the class the opportunity to say whether or not they agree with the answers given by their peers. Encourage them to explain why they agree / disagree.
- Guide and correct learners as necessary.



Answers

2. **a.** Ama présente son cousin à la classe.

b. Il est né le 2 novembre.

c. Il a 9 ans.

d. Il est né à Sunyani.

e. Il habite à Tema.

3. **a.-b.** Learners work in pairs for this exercise and take turns to ask and answer questions about each other's parents' age, date and place of birth, address and telephone number.

4. Learners introduce their partner's parents to the rest of the class. They should begin by saying:

Je vous présente les parents de.../Je vous présente le père et la mère de....

Voici les parents de... /Voici le père et la mère de....

PRACTICAL ACTIVITY

The use of variants

- Quand est-il/elle né (e)?
- Où habite-t-il/elle?
- Où est-il/elle né (e)?
- Quel est son numéro de téléphone?

N.B: Let learners bear in mind that another way of asking the same questions is as follows :

- a.** "Quelle est sa date de naissance?" for "Quand est-il/elle né (e)?"
- b.** "Quel est son lieu de naissance?" for "Où est-il/elle né (e)?"

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied.

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that it is relevant and grammatically correct. The facilitator assigns a role to the learners: male or female facilitator, learner unknown... each learner must, according to their role, introduce a friend or a parent by their date of birth, place of birth, address and telephone number.

Study case

Work in pairs, introduce a partner/ a sister/a brother/a friend or a family member based on the dialogue pattern below.

Élève X: Bonjour !

Élèves Y: Bonjour ! Qui est-ce ?

Élève X: Je te/vous présente.../Voici...

Élèves Y: Comment il/elle s'appelle ?

Élève X: Il/Elle s'appelle.....

Élèves Y: Quand est-il/elle né (e) ?

Élève X: Il/Elle est né(e) le + (date and month).

Élèves Y: Où est-il/elle né (e) ?

Élève X: Il/Elle est né (e) à + (place of birth).

Élèves Y: Où habite-t-il/elle ?

Élève X: Il/Elle habite à + (location).

Élèves Y: Quel est son numéro de téléphone ?

Élève X: Son numéro de téléphone est le+
(phone number).

2. Systematization

You have two learners say quickly and mechanically, taking turns

Élève 1: - Quand est-elle née?

- Où est-elle née?

- Quel est son numéro de téléphone?

Élève 2: - Elle est née le 24 avril 2019.

- Elle est née à Tema.

- Son numéro de téléphone est
023546789.

READ – Compréhension Écrite

1. Learners read the biography of Jerry John Rawlings in the text box.
2. Allow learners enough time to read the statements and understand whether they are true or false. They should rewrite the false statements correctly, in French.



Answers

2. a. Vrai.

b. Faux. Il est né à Accra, au Ghana.

This is a useful activity to set for homework or as an “extra research” project.

Learners should do research about some other important people in the world. (They may conduct this research at the library, on the internet, or by talking to family and friends, etc.)

Learners should search for their biographies, write down the information and share it in class. Allow time in class for learners to share their findings.

Listen to the pronunciation of “**c-ç**” in French.

Au cinéma

Étude de: **C – Ç** (= **Se**) [S]

Extension: **ce – ci – cé – ça – çon – çoi**

Phrase clé: René va au **cinéma**. Ama va faire de la balan**ço**ire chez **Céc**ile.

Mots clés: **cinéma** – balan**ço**ire – **Céc**ile

Remark: The words written in bold contain the sound studied.

Aide à l'observation de l'image

Au premier plan, à droite, René rencontre Ama sur la place du village. Ils sont en **face** du **cinéma**. On aperçoit les affiches du film qui va se jouer le **soir**. C'est un film de Zorro. Devant le cinéma, un jeune vendeur a installé son étal de **cigarettes**. En arrière-plan, on voit

un **maçon** qui bâtit un mur et une **balançoire** accrochée aux branches d'un arbre. Les deux enfants parlent de leurs projets. René a un geste engageant. Il invite peut-être Ama à venir avec lui au cinéma ? Mais, peut-être que Ama préfère jouer à la balançoire?

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons René avec Ama.

Prof: Où sont-ils? (**Where are they?**)

Élèves: Ils sont en face du cinéma.

Prof: Qu'est-ce qu'ils font? (**What are they doing?**)

Élèves: Ils parlent de leurs projets.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **cinéma** – **balançoire** – **Cécile**.

Sequence 1: Observation libre de l'image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The

entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **cinéma** – **balançoire** – **Cécile**. He highlights the sound(s) to be studied with colour chalk/marker.

This: René va au **cinéma**. Ama va faire de la **balançoire** chez **Cécile**.

He makes the words recognized then breaks them down into syllable to cut out the different elements: **ci** – né – ma ba – lan – **çoire**
Cé – **ci** – le

He observes: **cinéma** – **balançoire** – **Cécile**

He draws the children's attention to the final sound (**ci** – **çoi** – **cé** – **ce**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Ama va au cinéma.

René va faire la balançoire.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**renforcement phonétique** p.24”

-The facilitator repeats the same work with the words in the table. He emphasises the sound: **ce** – **ci** – **cé** – **ça** – **çon** – **çoi** – **cin** – **cein**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“René va au cinéma” (Learner’s Book 3 p.24)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

Exercises 2, 3, 4, 5, 6

Extra exercises

I. Identify the sentences

1. AmavafairelabalançoirechezCécile.
2. Renépréfèrealleraucinéma.
3. JevaischezmacousineCécile.

II. a. Read these words written on the board

Sauter – une culotte – une soucoupe – la cime – une façade – un canapé – sucer – la ficelle – un reçu – un côté – sortir.

b. Classify them :

J’entends [s] → Je vois s
 → je vois c
 → Je vois ç

- c. One word can be found in two lines.
 Which one? (**sucer**)

WRITE – Production Écrite

Work out exercises proposed in the Learner’s Book.

1. Learners read and identify the following words in the table.
2. Learners match each word to the correct picture.

3. Learners form three different sentences using each word once.

4. Allow time for your learners to read the text on page 24 of the Learner’s Book and answer the questions that follow by choosing the correct answer from the possible answers.

5. Learners should use their friend’s information to answer these questions depending on the gender of their friend.

6. a. - b. Following on from the “Speak” activity earlier in the unit, learners write to their parent to introduce their partner’s parent. They should indicate their partner’s parent’s age, date and place of birth, as well as his / her address and telephone number.

Guide and correct learners as necessary.

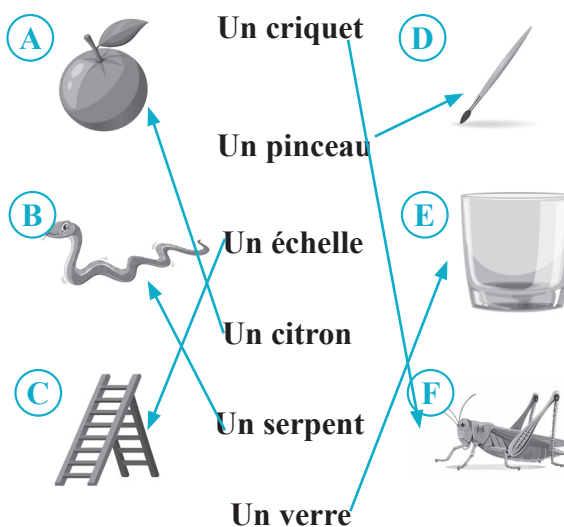
- Give learners the opportunity to rewrite their postcards correctly after you have checked their work.

Answers

1.

c reads s	c reads k
Un maçon	Un canard
Une leçon	Une école
La place	Une culotte
Merci	Un carré

2.



3.
 - a. Le garçon vend des bananes.
 - b. Le maçon construit un mur.
 - c. Ama cherche ses chaussettes.
4.
 - a. René va au cinéma.
 - b. Ama va chez sa cousine Cécile
 - c. La séance commence à cinq heures.
5.
 - a. C'est + name of a friend. (**Female or Male**)

- b.** Il est né le + **(date and month)** /
Elle est née le + **(date and month)**
 - c.** Il a + **(number)** + ans.
Elle a + **(number)** + ans.
 - d.** Il habite à + **(location)**.
Elle habite à **(location)**.
- 6. Individual Response**

Notes:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width. The paper is otherwise completely empty, with no margins, text, or other markings.

UNITÉ 4 Elle est belle! Il est intelligent!



Suggested teaching time:

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

Décrire quelqu'un



Introduction

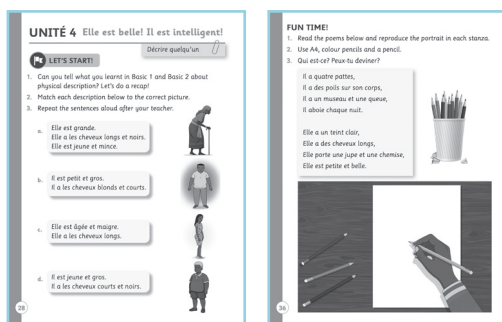
In this unit, learners will describe people, revising and building on the French vocabulary (particularly, the adjectives) that they have already learnt in earlier grades. They already

know many French words for physical descriptions. In this unit, learners will add new French words to their lists which will enable them to describe someone's personality as well.



RESOURCES

- Learner's Book: pp. 28-36



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

- ★ Teint clair.
- ★ Cheveux courts.
- ★ Culotte café et neuve.
- ★ Gentil/gentille.
- ★ Grand(e) Gros (se).
- ★ Petit(e) Mince.
- ★ De taille moyenne.

- ★ Beau / Belle.
- ★ Porter des lunettes/la barbe.
- ★ Un nez court/Un nez long.
- ★ Intelligent(e).
- ★ Une petite bouche/Une grande bouche.
- ★ De gros yeux/de petits yeux.
- ★ Un gros ventre/Un visage allongé/Un visage rond.
- ★ Porter la moustache.

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:

- ★ Quel est son teint?
- ★ Qu'est-ce qu'il/elle porte?
- ★ Comment est-il/elle?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will learn how to describe other people in French. They will build on what they learnt in Basic 1 and Basic 2 about describing other people. They already know many words to describe people physically and to indicate what they are wearing. In Basic 3, they will learn new French words to describe people's personalities.



LET'S START!

1. - 3. Through this warm-up activity learners will be recapping what they learnt in Basic 1 and Basic 2 about physical descriptions.

Take some time with this activity, allowing some learners to do a thorough revision of all the key adjectives on this topic.

Read the descriptions in the matching exercise to the learners. Read each one slowly and clearly.

Learners do the matching exercise (you may decide if you would prefer your class to do it individually or in small groups).

Re-read the sentences. Learners repeat aloud after you.

Invite a few individual learners (or small groups) to share their answers with their classmates.

The rest of the class should listen carefully and say whether they agree or disagree with the answers. Guide and correct the learners as necessary.



Answers

- a. The young lady.
- b. The young boy with green shirt.
- c. The old lady with walking stick.
- d. The young boy with blue shirt.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on the description of a person.

A. Observation des images

I. Observation libre

- 1. Turn learners' attention to the picture in the Learner's Book on page 29.

II. Observation dirigée

- 1. Prepare an audio for your learners.
Read the speech bubble carefully and slowly so that you can follow. Play it for them.

Tell your learners to listen carefully and pay attention to the descriptive words in it.

Play it once again but this time let them read alongside the audio.

Pay attention to the pronunciation.

- Depending on the academic level of your learners, proceed to the explanation of some key words.
- Tell your learners to put the key words in their Notebook.

SPEAK – Production Orale

Ask and answer questions about a person's physical characteristics, clothing and behaviour.

A. Présentation globale du dialogue en situation

a-b. Learners listen attentively as you read the dialogue to them. They pay attention to the new vocabulary.

B. Explication du dialogue

Explain what is going on in the dialogue to the learners.

C. Mémorisation du dialogue

D. Dramatisation

- 2. Organise the learners in pairs. Let them ask and answer question to describe a family member or a friend. Learners should then give physical and character descriptions of the people and also items that they wear in French. Let them use the "Hint" table in the Learner's Book.

Guide, assist and correct the learners as necessary.

PRACTICAL ACTIVITY

The use of variants

- Comment est-il/elle?
- Qu'est-ce qu'il/elle porte?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied.

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners: male or female facilitator, learner unknown... each learner must, according to their role, describe and mention the physical features, character and dressing.

Study case

In pairs, learners practise a description of a fellow friend.

Ecolière: Comment est ta sœur?

Élève: Elle est grosse et gentille.

Et toi, comment est ton frère?

Ecolière: Il est gentil et gros.

Élève: Qu'est-ce que ta sœur porte?

Ecolière: Elle porte une jupe et une robe.

Qu'est-ce que ton frère porte?

Élève: Mon frère porte un pantalon et une chemise. Qu'est-ce que ton frère porte?/Et ton frère?

Ecolière: Il porte une culotte café et neuve.

2. Systematization

You have two learners say quickly and mechanically, taking turns

- Quel est son teint? Il/Elle a un teint clair.
- Qu'est-ce qu'elle porte? Elle porte une jupe et une robe.
- Est-il/elle gentil (le)? Il/Elle est gentil (le).
- Comment est-il? Il porte des moustaches/des lunettes/la barbe
- Comment est-elle? Il/Elle a un nez court/long

READ – Compréhension Écrite

Read and understand simple text on a person's physical characteristics, clothing and behaviour.

1. Learners read the text of the magazine page to themselves.
2. Learners re-read the text and complete the table with Vrai (True) or Faux (False) in French.

Learners correct the false statements.



Answers

2. **a.** Faux. Son teint est noir.
b. Vrai.
c. Faux. Il a une voix grave.
d. Vrai.
e. Faux. Bisa Kdei est gentil.

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

Les habits sèchent

Étude de: **h**

Phrase clé: Maman a étendu les **h**abits sur l'**h**erbe, devant la **h**aie.

Mots clés: **h**abit – **h**aie – **h**erbe

Remark: The words written in bold contain the sound studied.

Aide à l'observation de l'image

Maman a fait la lessive au marigot. Maintenant elle étend soigneusement le linge de la maison et les **habits** sur l'**herbe** devant la **haie** pour les faire sécher au soleil.

A l'arrière-plan de l'image, on aperçoit un **homme** qui passe devant la haie. Il se promène, les mains au dos. Il est **heureux**.

Note: This lesson is particular because there is no sound to distinguish. We can link: “**l'école**” and “**l'herbe**” or “**l'arbre**” and “**l'habit**”

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons une dame.

Prof: Où est-elle? (**Where is she?**)

Élèves: Elle est au marigot.

Prof: Qu'est-ce qu'elle fait ? (**What is she doing?**)

Élèves: Elle fait la lessive.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **habit** – **haie** – **herbe**.

Sequence 1: Observation libre de l'image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **habit** – **haie** – **herbe**. He highlights the sound(s) to be studied with colour chalk.

This: Maman a étendu les **habits** sur l'**herbe**, devant la **haie**.

He makes the words recognized then breaks them down into syllable to cut out the different elements: **ha** – bit **haie** **her** – be
He observes: **habit** – **haie** – **herbe**
He draws the children's attention to the final sound (**h**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Maman a étendu les habits.

Un homme passe devant la haie.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**Renforcement Phonétique** p.33”

- The facilitator repeats the same work with the words in the table. He emphasizes the sound: **h**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Maman fait la lessive” (Learner’s book 3 p.33)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

WRITE – Production Écrite

Work out exercises proposed in the learner’s book

1. Learners complete the following by reading the passage about “Bisa Kdei”.
2. Learners re-arrange the words to write a correct sentence in French.
3. Learners complete the following sentences with the words provided.
4. Learners complete the text with the words provided.
5. Learners complete the sentence with the following words.
6. Learners watch the sentences to effect the change in adjective agreement with the subject in French.
7. Learners find the correct sentences out of these words in French.



Answers

1. **a.** Bisa Kdei.
b. noir.
c. une veste et des lunettes de soleil et la barbe.
d. grave.
e. frisés.
2. **a.** Kwame a le teint clair.
b. Il a des cheveux courts.
3. **a.** Il est gros.
b. Elle est grande.
c. Elle est claire.
d. Elle est petite.
4. Il fait chaud mais Ama a le **corps** froid et le **teint** et la main pâles. **Elle** marche lentement pour aller à l’hôpital.
5. Je regarde avec les yeux.
6. **b.** La chemise verte - le pantalon vert.
c. Le gros ventre - la grosse joue
d. Le grand pouce - la grande bouche
e. Le long doigt - la longue jambe
f. L’ancienne maison - l’ancien immeuble
7. **a.** Maman fait la lessive au marigot.
b. Un homme passe devant la haie.

FUN TIME!

1. Read the poem to the learners.
 - Learners should repeat each verse after you.
 - Check their pronunciation and understanding.
 - Re-read the poem and draw learners’ attention to the new vocabulary. Encourage learners to try and find the meanings of the new words from the context of the verses.
 - Allow the learners access to a

dictionary, if necessary, and remind them to add the new words to their “Notebook”.

- The French vocabulary in the poem that may be new to your learners is:
Pattes – Museau – Queue – Aboie –
Chaque nuit

- Re-read the last two verses of the poem and ask the learners to answer the question: “Who/What is described in the poem? Can you guess?”. (Answer: It is a dog and girl. In French: “C’est un chien et une fille.”)

Notes:

[illegible]

UNITÉ 5 L'homme à droite, c'est qui?



Suggested teaching time:

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

Décrire la famille et les liens familiaux



Introduction

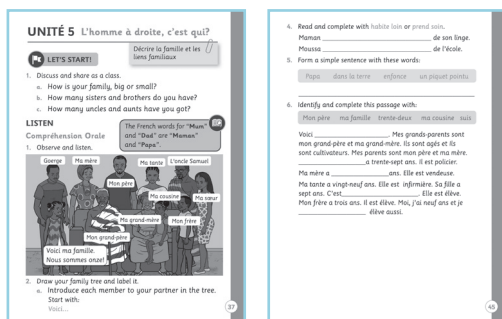
This unit builds on what learners covered in Basic 1 and Basic 2 on the topic of “Family”. In this unit, learners will also use “Il est /Elle

est”, “Ils sont/Elles sont” “Il a/Elle a” “Ils ont/Elles ont”, and “Mon/Ma/Mes”, “Ton/Ta/Tes” and “Son/Sa/Ses”



RESOURCES

- Learner’s Book: pp.37-45



Optional extra materials:

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



KEY WORDS

- Famille.
- Père / Papa.
- Mère / Maman.
- Sœur / Frère.
- Grand-père/Grand-mère Tante /Oncle.
- Cousin /Cousine.
- Parents /Grands-parents Nièce/Neveu.
- à gauche/ à droite//au milieu.
- derrière/entre.

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

- ★ C’est quelle photo ça?
- ★ Qui sont en blanc?
- ★ C’est qui au milieu?
- ★ Qui sont ces deux derrière...?
- ★ Qui est dans les mains de...?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about describing and discussing families. Throughout this unit, be sensitive to the fact that there may be a variety of different family structures and family employment histories represented in your class.



LET'S START!

- As a class, learners discuss and share about their own families, using the French vocabulary that they learnt in Basic 1 and Basic 2.
 - c. Prompt learners to focus on the questions indicated in the exercise and to use as much French vocabulary as they can remember on the topic.

The text in the Question box reminds learners of the French words for “Mum” and “Dad”.

Monitor the discussion. Assist and guide the learners as required and relevant.

LISTEN – Compréhension Orale

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

A. Observation des images

I. Observation libre

Draw learners’ attention to the family photo of page 37 of the Learner’s Book

B. Observation dirigée

1. The family photo introduces the learners to key vocabulary in an extended family.

Clarify any queries that the learners may have before reading the labels on the page.

Read the words in the picture to your learners.

- Read the labels again. This time, learners should repeat each label after you.
Let learners know that the French words for “Mum” and “Dad” are “Maman” and “Papa” and altogether is: “Les parents”.

2. Learners each draw and label their own family tree. Check their work and correct as necessary.

- a. Learners point at each person on the tree and introduce by talking about their relation with the person starting with: “Voici... Il / Elle est mon/ma...”

SPEAK – Production Orale

Ask and answer questions about the relationships of an extended family in images or photos.

A. Présentation globale du dialogue en situation

The teacher reads the dialogue to the learners. Learners listen to the teacher.

He reads once again, this time learners repeat after him.

B. Explication du dialogue

Approach the explanation of the dialogue with the key words and expression.

C. Mémorisation du dialogue

D. Dramatisation

1. a.-c. Working in pairs and taking turns, learners re-look at the family picture on page 37 of the Learner’s Book as a reference to act out the dialogue.

Pay attention to their pronunciation.

2. In pairs, learners look at their family tree picture. They then take turns to ask and answer (orally) the questions provided in the Learner’s Book.

Invite four different pairs to share their answers.

The rest of the class should listen carefully and say whether or not they agree with the answers provided by their classmates.

Guide and correct the learners as necessary.

3. Learners look at the family tree on page 38 of the Learner’s Book and answer the following questions.



Answers

3.
 - a. Ce sont les grands-parents/le grand père et la grand-mère.
 - b. Ce sont papa, l'oncle et la tante.
 - c. C'est l'oncle.
 - d. Il n'y a personne.
 - e. C'est sa sœur.
 - f. Ce sont Sylvie, son frère et sa sœur.
4. Ask learners to look at the family tree they have drawn earlier. They share the drawings in pairs and take turns to ask and answer the questions provided in the Learner's Book.
 - a. Learners take turns to ask their partner questions, starting with "Qui est à gauche de ...?" or "Qui est à droite de ...?"
 - b. Learners practise answering questions, starting with "C'est.../Ce sont...".
5. Let the learners introduce two members of their family in a clear family picture to their partners. They should point at each person and give their name, age and job or occupation.

Monitor, guide and correct the learners as necessary.

PRACTICAL ACTIVITY

The use of variants

- Comment est ta famille dans l'image?
Petite ou large?
- Qui est à droite?
- Il y a des tantes et des oncles?
- C'est qui à gauche?
- Tu as combien de frères et de sœurs?
- Tu as combien de cousines et de cousins?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied.

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners: male or female facilitator, learner... each learner must, according to their role, describe an extended family and the relations with the members.

In pairs, the teacher then asks learners to take turns to ask and answer (orally) questions to describe the members of their family and the relation. .

Study case

Ecolier: Comment est ta famille dans l'image?
Petite ou large?

Élève: Ma famille est.....

Ecolier: Il y a des tantes et des oncles?

Élève: Oui, j'ai des tantes et des oncles.

Ecolier: Tu as combien de frères et de sœurs?

Élève: J'ai + (number) frère (s) et (number) sœur (s).

Ecolier: Tu as combien de cousines et de cousins?

Élève: J'ai + (number) cousin (s) et (number) cousine (s).

Ecolier: Qui est/sont à gauche ?

Élève: C'est mon/ma/Ce sont mes + (related member (s)).

Ecolier: Qui est à droite?

Élève: C'est mon/ma/Ce sont mes + (related member (s)).

2. Systematization

You have two learners say quickly and mechanically, taking turns

Élève 1: Qui est en bleu?

Qui est derrière ta sœur?

Qui est à côté de toi?

Comment est ta famille?

Élève 2: C'est mon cousin. Il est le fils de mon oncle.
C'est mon neveu. Il est le fils de ma sœur.
C'est ma nièce. Elle est la fille de mon frère.
C'est ma cousine. Elle est la fille de ma tante.
Ma famille est large.

READ – Compréhension Écrite

Read and understand a simple text about a family.

1. Learners look at the picture and read the text in the Learner's Book.

Draw learners' attention to the new words and phrases in the text. Remind the learners to add these new words to their "Notebook".

Listen to the pronunciation of "oin" in French.

Au coin de la maison

Étude de: oin

Phrase clé: Papa enfonce un piquet pointu dans un coin de la maison.

Mots clés: pointu – coin

Remark: The words written in bold contain the sound studied.

Aide à l'observation de l'image

Au premier plan, on voit Ama et son père. Le père est monté sur une chaise. Il enfonce un piquet dans la terre. Il a tendu des fils au coin de la maison. Pour que le piquet s'enfonce, il doit être bien pointu. Au loin, on aperçoit un homme qui se dirige vers la maison

Prof: Qu'est-ce que vous voyez? (What do you see?)

Élèves: Nous voyons Ama et son père.

Prof: Où sont-ils? (Where are they?)

Élèves: Ils sont à la maison.

Prof: Qu'est-ce qu'ils font? (What are they doing?)

Élèves: Ama aide son père à enfonce un piquet dans la terre.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied:

pointu – coin

Sequence 1: Observation libre de l'image et compréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture.
(Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: pointu – coin. He highlights the sound(s) to be studied with colour chalk/marker.

This: Papa enfonce un piquet **pointu** dans un **coin** de la maison.

He makes the words recognized then breaks them down into syllable to cut out the different elements: **po**in – tu **co**in

He observes: **pointu** – **coin**

He draws the children's attention to the final sound (**oin**) that can be heard.

Sequence 5: Reuse

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Ama enfonce un piquet pointu.

Un homme est au coin de la maison.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**renforcement phonétique** p.43”

-The facilitator repeats the same work with the words in the table. He emphasises the sound:

oin

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Maman fait la lessive” (Learner's book 3 p.43)

Learners read the passage silently which the facilitator will take time to explain to kids if

they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

WRITE – Production Écrite

Work out exercises proposed in the learner's book.

1. This is a riddle where learners are to read the sentences and guess the correct answer out of the possible answers. Explain the key words in the riddle and the possible answers to your learners.
2. Learners look at the sentences and effect the changes. This is an exercise that create awareness of the conjugation of simple present tense of some verbs in French.
3. Learners read the text and copy it while keeping the right word in the sentences.
4. Learners read and complete the sentences with the following words.
5. Learners form a correct sentence out of these words.
6. Learners identify and complete this passage with the following words.



Answers

1. a. Le groin
b. Un point
2. Les femmes lavent
Les femmes frottent
Les enfants jouent

3. Papa va installer un fil pour étendre le linge. “J’ai **besoin** de quelques piquets **pointus** et d’un rouleau de fil de fer. Je veux au moins vingt mètres” dit-il. Papa prend ses mesures avec **soin**. Il enfonce un piquet à un **coin** de la maison, puis il fixe les autres de loin en loin. Ensuite, il faut tendre le fil. Maintenant, l’étendoir est terminé.
4. Maman prend soin de son linge.
Moussa habite loin de l’école.
5. Papa enfonce un piquet pointu dans la terre.
6. Voici **ma famille**. Mes grands-parents sont mon grand père et ma grand-mère. Ils sont âgés et ils sont cultivateurs. Mes parents sont mon père et ma mère. **Mon père** a trente-sept ans. Il est policier. Ma mère a **trente-deux** ans. Elle est vendeuse. Ma tante a vingt-neuf ans. Elle est infirmière. Sa fille a sept ans. C’est **ma cousine**. Elle est élève. Mon frère a trois ans. Il est élève. Moi, j’ai neuf ans et je **suis** élève aussi.

PROJECT TIME

LB p. 46

Des célébrités

1. This project gives learners the opportunity to do some research about Mohammed

Kudus who is a footballer and who played for West Ham United and now has moved to Tottenham United. They can find relevant detailed information about him.

Before starting this activity, revise all the vocabulary learnt throughout this **Strand** with the learners.

Learners will have the opportunity to practise the key concepts and French vocabulary that they have learnt in **Strand 1**, while making their creative posters

- a. Learners should find out details about Mohammed Kudus as listed in the Learner’s Book.
- b. They should cut out pictures from old magazines or draw pictures of Mohammed Kudus.
- c. Tell learners that these posters will be shared at a school exhibit later in the year, so they must be very clear, eye-catching and informative.

PRACTISE, PRACTISE, PRACTISE!

LB p. 47

1. a. - d. Learners provide individual answers, written in French.
 - Accept any correct answers.
2. Learners look at the combinations and identify the family relationships in each one.

- a. Ma mère (**Maman**) + Mon **père** (Papa) = Mes **parents**.
- b. Ma grand-mère + Mon **grand-père** = **Mes grands-parents**.

UNITÉ 1 Mon salon est bien éclairé



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 expand on their French vocabulary, especially the use of new French adjectives, to describe the parts of a house.

Once again, learners will be reminded about the changes required when adjectives are used to

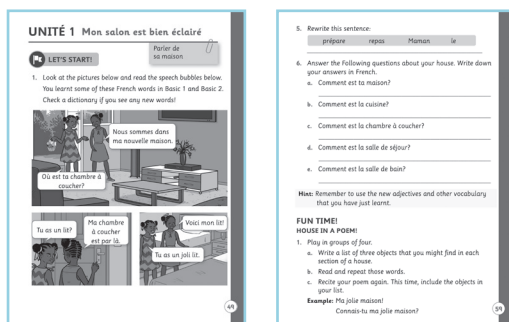
describe masculine or feminine nouns.

Learners will also revise all the vocabulary that they have learnt in Basic 1 and Basic 2 on the topic of “House”, as well as the names of pets and fruit types in French.



RESOURCES

- Learner’s book: pp.49-59



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

- ★ Beau (Bel) / Belle.
- ★ Spacieux / Spacieuse.
- ★ Joli(e) Ensoleillé(e).
- ★ Blanc(he)/Bien décoré(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:

- ★ Comment sont les chambres à coucher?
- ★ Qu’est-ce qu’il y a dans la maison?
- ★ Comment est le salon?

GUIDELINES AND SUGGESTIONS

Start teaching this Strand by prompting the learners to look at the Strand-opener page. What do they see? Can they use any French vocabulary to describe what they observe? Keep the discussion going by asking the learners to turn to the next page of the Learner’s Book for the “Let’s Start!” activity.

Note: In Basic 1 and Basic 2, learners used the French terms “la / les chambre(s) à coucher” to translate “The bedroom(s)”. Remind learners that “coucher” means “to sleep”.



LET’S START!

1. This is a warm-up activity that will slowly help learners to revise the vocabulary that they have already learnt (in Basic 1 and Basic 2) about the home environment.

This activity will prompt learners to look at the different places and objects found in a house and to start associating them with the pictures on page 49 of the Learner's Book.

- Give learners enough time to read the speech bubbles carefully and to check for the meaning of any words that may be unfamiliar to them. Let learners know the girl is taking her friend to her new house through the sitting room to the bedroom.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on the rooms and objects of the house.

A. Observation des images

I. Observation libre

Turn learners' attention to the picture on page 50 of the Learner's Book.

II. Observation dirigée

1. Read all the speech bubble on page 50 of the Learner's Book aloud to the learners, slowly and clearly. Encourage them to use a dictionary for those words. Guide the learners through the vocabulary.

Read the words to your learners.

- Learners should listen carefully and repeat each question after you.
- Invite volunteers to read in pairs taking turns. The rest of the class should listen carefully and say along.
- Guide and correct their pronunciation if necessary.

SPEAK – Production Orale

Ask and answer questions about household items.

A. Présentation globale du dialogue en situation

Introduce the dialogue to your learners by reading it. Learners repeat after you.

B. Explication du dialogue

Explain the new words to your learners.

C. Mémorisation du dialogue

The parts of a house should be well known to the kids.

D. Dramatisation

1. **a.** In pairs, learners read to act out the dialogue on page 51 to talk about all the rooms of a house and the objects that they can see in a sitting room. They take turns while reading.

Pay attention to the new vocabulary and the pronunciation. The rest of the class should listen carefully.

Guide and correct the learners as necessary.

2. In French, learners do this exercise to name all the parts of the house and at most four objects that they can see in the pictures.
 - Encourage learners to use a dictionary, if necessary.



Answers

Learners should name the following objects in the pictures:

2. A-Le salon

B-La chambre à coucher

C-La salle de bains

D-La cuisine

A

La télévision
Le canapé
Les pots de fleurs
La table centrale, etc.

B

Le lit
L'oreiller
Le drap
La fenêtre, etc.

C

La baignoire
Le miroir
Le W.C.
La moquette, etc.

D

L'évier
La poêle
La casserole
La louche, etc.

3. a.-b. Learners take turns to ask and answer the following questions in the Learner's Book to talk about the various rooms and the pets in their house. Let them make use of the table below in their Learner's Book.

4. a.-b. Learners take turns to ask and answer questions to describe the various rooms in their home.

Monitor, guide and correct the learners as required and appropriate.

Depending on the academic level of your learners, you may like to use the table below in the Learner's Book on page 53.

PRACTICAL ACTIVITY

The use of variants

- Il y a combien de pièces dans la maison?
- Quelles sont les pièces de la maison?
- Comment est la chambre à coucher?
- Comment est le salon?
- Comment est la salle de bains?
- Comment est la salle à manger?
- Comment est la cuisine?
- Quels sont les animaux domestiques de la maison?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied.

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners: male or female facilitator, learner... each learner must, according to their role, name or show things in their house.

Study case

In pairs, learners talk about the rooms, and pets in their homes.

Écolier: Il y a combien de pièces dans ta maison?

Écolière: Dans ma maison, il y a six pièces.

Écolier: Quelles sont les pièces de ta maison?

Écolière: Les pièces sont la chambre à coucher, le salon, la cuisine, la salle d'eau, la salle à manger et la salle de bains.

Écolier: Comment est la chambre à coucher?

Écolière: La chambre à coucher est jolie.

Écolier: Comment est le salon?

Écolière: Le salon est spacieux.

Écolier: Quels sont les animaux domestiques de ta maison?

Écolière: Il y a le chien et le chat.

2. Systematization

Let learners say quickly and mechanically, taking turns.

Élève 1: Comment est la salle de bains?

Comment est la salle à manger?

Élève 2: La salle de bains est propre.

La salle à manger est bien arrangée.

READ – Compréhension Écrite

Read and understand a text, a video, an advert on objects, animals and fruits.

1. Allow learners enough time to look at the picture, read the text and check the words in the Vocabulary box.

Respond to any questions that the learners may have about the text.

2. Read the questions about the text to the learners.

Invite five different learners to share their answers and, as usual, the rest of the learners should listen carefully and say whether they agree or disagree with the answers given by their classmates.

- Guide and correct the learners as necessary.



Answers

- a. Awurabena habite une jolie maison à la campagne.
- b. Elle aime la campagne parce que la vie est adorable.
- c. La cuisine est grande.
- d. La chambre à coucher est éclairée et aménagée.
- e. Dans la cuisine il y a des armoires de cuisine, un réfrigérateur et un petit placard.

N.B: *With this exercise the facilitator should use his own discretion before starting the work with the kids. Probably he can suggest possible answers for kids.*

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

Le plat d’ignames

Étude de: **gn** [ɲ]

Phrase clé: Maman épluche des **ignames** et des **oignons**

Mots clés: **igname** – **oignon**

Remark: The words written in bold contain the sound studied.

Aide à l’observation de l’image

Ama regarde sa mère qui prépare le repas. La petite fille arrive de l’école. Que fait sa mère? À l’aide d’un couteau, elle épluche les ignames et les coupe en morceau. Ensuite elle épluchera des oignons. Maman est coquette: à son poignet, elle porte un bracelet. Est-ce qu’il lui reste beaucoup d’ignames à éplucher?

Prof: Qu’est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons Ama et sa mère.

Prof: Où sont-elles? (**Where are they?**)

Élèves: Elles sont à la maison.

Prof: Qu’est-ce que sa mère fait? (**What is her mother doing?**)

Élèves: Sa mère épluche des ignames.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **igname** – **oignon**

Sequence 1: Observation libre de l’image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner’s book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (**Dites-nous ce que vous voyez dans l’image**)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: igname – oignon. He highlights the sound(s) to be studied with colour chalk/marker.

This: Maman épluche des **ign**ames et des **oi**gnons.

He makes the words recognized then breaks them down into syllable to cut out the different elements: I – **gn**a – me oi – **gn**on

He observes: **ign**ame – **oi**gnon

He draws the children's attention to the final sound (**gn**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Ama épluche les oignons.

Ama épluche les ignames.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**renforcement phonétique** p.55”

- The facilitator repeats the same work with the words in the table. He emphasizes the sound: **gn**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Maman fait la cuisine” (Learner's book 3 p.55)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation Comptine

It is a little formula that poses no difficulty in learning.

WRITE – Production Écrite

Work out exercises proposed in the learner's book.

1. These questions are based on the title of the various reading topic learnt so far. Learners are to answer these questions by referring to the title.
2. Learners name the pictures with the following words.
3. Learners complete the words with the following combined letters.

4. Learners complete the sentences with the following words:
5. Learners rewrite this sentence correctly in French.
6. Learners answer the following questions to describe the rooms in their house in French.



Answers

1.
 - a. chaussettes et sa belle veste.
 - b. Maman.
 - c. René.
 - d. Maman.
 - e. Papa.
2.
 - a. L'oignon.
 - b. Les ignames.
 - c. Le peigne.
3.
 - a. Un groupe d'enfants.
 - b. Une règle.
 - c. Un pagne.
4. Le buffle se baigne dans le marigot.
Devant la glace, Ama se peigne avant de partir à l'école.
5. Maman prépare le repas.
6.
 - a. La maison est grande.
 - a. La cuisine est aménagée.
 - b. La chambre à coucher est jolie.
 - c. La salle de séjour est spacieuse.
 - d. La salle de bain est propre

Hint: Let learners use the new adjectives and other vocabulary that you have in the Learner's Book.

FUN TIME!

1. Learners play this game in groups of four.
 - a. Learners each write a list of three different objects that they may find in different sections of a house. (For example, three objects likely to be found in the kitchen, three objects likely to be found in the bathroom, three objects likely to be found in the living room, etc.)
 - b. Learners read and repeat the list of words that they have just written down.
 - Let learners draw those same objects on a big piece of paper as a quick visual reference of their own lists.
 - c. Learners should recite the poem: "Ma jolie maison!" that they learnt in Basic 1. This time, learners should recite the poem about the objects that they have drawn, indicating where those are found. **Example:** "Commais-tu ma jolie maison...", etc.

Revision

2

Exercise 1

You recognize these words well:

La chaussette – belle – la terre – une veste – le cinéma – la balançoire – un habit – de l'herbe – un coin – une igname.

1. Have your keywords recognized.

2. Have learners do quick reading of the syllables that have been studied.
3. Ask the learners to each time find a word in which the syllable in question can be heard. Write it on the board, isolate the syllable.

Exercise 2

You also read all these words:

Un verre	un escargot
Le pagne	une échelle
Un hibou	facile
Il perd	un garçon
Une pointe	un coin

le silence	le foin
le ciel	un signal
le jouet	un homme
l'araignée	un serpent
une ligne	elle cherche

1. Have these words read using the different instructions given in "Revision Lecture 1"

Exercise 3

You answer the questions

1. Que cherche Ama?
2. Qui épluche les ignames?
3. Qui va au cinéma?
4. Qui a étendu les habits devant la haie?
5. Qui enfonce un piquet au coin de la maison?
 - The answers to the questions asked can be found in the key sentences from previous lessons.

Exercise 4

You quickly read these tool words:

Entre – leur – encore – quel – est- ce que –
jamais – vers – comme – tout – que – quelque
– moins – plus – puis – maintenant – déjà.

- a. Do quick reading of these tool words.
- b. Use them to complete sentences.
- c. Check (Le procédé La Martinière) that learners write them without hesitation.

Exercise 5

You read this passage:

René se rend chez Ama. Il traverse la place du village. Arrivé au carrefour de la mairie, il s'arrête, puis il entre dans la boutique de Madame Nana. Il regarde avant de se décider. Enfin, il choisit des beignets, des gâteaux au chocolat et des bonbons.

Quand il sort de la boutique, il aperçoit Moussa qui lui fait des signes au loin. "Hou, hou!" crie Moussa. Les deux copains se rejoignent et font route ensemble.

"Tu as acheté quelque chose pour la petite sœur d'Ama?" demande Moussa. – "Oui", répond René, "pour elle, j'ai pris des bonbons."

1. Have the passage read silently.
2. Then ask comprehension questions.
3. Ask other questions related to the passage.

Examples: *Qui Moussa voit-il en sortant de la boutique?*

4. Have the passage read aloud.

Exercise 6

Did you understand the story?

1. Chez qui va René?
2. Dans quelle boutique s'arrête – t-il?
3. Qu'est – ce qu'il achète?
4. Qui lui fait des signes de la main?
5. Que va – t-il donner à la petite sœur d'Ama?

N.B: The questions should be answered with the help of the facilitator. He must guide and help them for better understanding. Formulate if possible the answer orally for them. Then have them say it after you and later alone with the same questions.

UNITÉ 2 J'apprends à l'école!



Suggested teaching time:

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

Parler de son école



Introduction

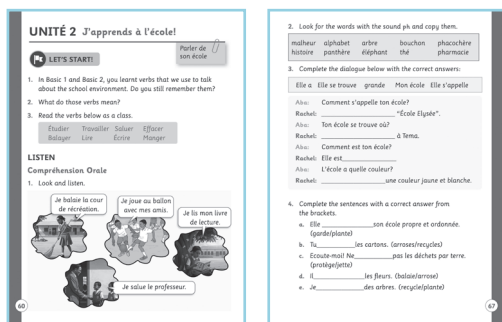
In this unit, the focus is on French vocabulary in the context of school activities. Learners will have the opportunity to practise their use of key French vocabulary on the topic. In addition, they will be introduced to new French

verbs that they may use, as they progress in the French language, not just in the context of school activities but also in some other broader contexts and situations.



RESOURCES

- Learner's Book: pp.60-67



- ★ j'étudie/je mange.
- ★ j'écoute/je balaie.
- ★ j'écris/je salue.
- ★ j'arrive/je colle.
- ★ je suis/j'ai/je protège.
- ★ je plante/je jette/je garde.
- ★ je porte/je recycle.

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 fais à l'école?

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

- ★ À l'école.
- ★ j'apprends le français.
- ★ je fais mes devoirs.
- ★ je chante.
- ★ je récite des poèmes.
- ★ je joue avec mes amis.



LET'S START!

1. Ask learners which French verbs are the first that come to their minds when they think about school activities. They are likely to answer: "étudier", "écrire" and "lire". Accept any correct and appropriate answers.

2. Learners should give the English meaning of the French verbs that they have just mentioned in the previous activity.

Assist and guide learners as necessary.

3. Draw your learners' attention to the list of verbs of the Learner's Book.

Read the verbs to them.

Learners should repeat each verb after you, as a class.

Check their pronunciation and correct them wherever appropriate.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on school activities.

A. Observation des images

I. Observation libre

1. Learners should turn their full attention to page 60 of the Learner's Book.
 - Allow them enough time to engage silently with the different activities shown in the pictures.
 - Read each caption, slowly and clearly, to your learners.

II. Observation dirigée

2. Re-read the captions. This time, learners should repeat each one after you. Check their pronunciation and correct them as necessary. Starting from the spontaneous observations, ask them precise questions so that they achieve an effective understanding of the situation presented.
 - Encourage learners to make use of a dictionary to look up any verbs or sentences that are unfamiliar to them. Remind the learners to add any new terms to their "NoteBook".

- Emphasise the different verbs (all in the present tense), used in the captions of this exercise, including "balayer", "jouer", "lire" and "saluer".

SPEAK – Production Orale

Discuss different school activities

1. Présentation globale du dialogue en situation.

Introduce the dialogue to your learners by reading it to them.

2. Explication du dialogue

Proceed by explaining the main verbs in the dialogue.

3. Mémorisation du dialogue

Dramatisation

1. a. Before the beginning of this lesson, the facilitator asks learners to come along with toy phones.

In pairs, learners practise the dialogue with their toy phones with a partner to talk about activities one does at school.

- The purpose of this activity is to give learners the opportunity to practise using the French verbs for the different activities that usually take place at school.

Allow them enough time to listen to their own pronunciation.

Guide and correct the learners as necessary.

2. a.-b. Learners role-play in pairs for this activity.

- The purpose of this activity is to give learners the opportunity to practise using the French verbs for the different activities that usually take place at school.

- Learners should pick from the examples of sentences that are listed in the Learner's Book on page 61.

3. Read the captions. This time, learners should repeat each one after you. Check their pronunciation and correct them as necessary.

Allow them enough time to engage silently reading with the different activities shown in the pictures.

Allow learners enough time to re-read through all the captions of their book aloud one after the other each caption, slowly and clearly, to the class. Check their pronunciation and correct them as necessary.

FUN TIME!

1. Learners find the school words from the colourful boxes on the right in the word search puzzle below. Let them know that some of the words are nouns and others are verbs.

R	É	T	U	D	I	E	R	A
B	A	L	A	Y	E	R	O	L
R	É	C	O	L	I	È	R	E
S	I	E	S	T	Y	G	O	L
A	P	P	R	E	N	D	R	E
L	E	C	È	A	I	E	T	V
U	T	R	G	O	M	M	E	R
E	C	E	L	F	A	I	R	E
R	E	C	E	S	A	U	E	R

2. Learners say a sentence, in French, for each word from the word search list provided. Their sentences should describe how they usually use these objects or verbs in the school context.



Answers

Je fais du sport à l'école.

Je balaie la cour de l'école.

J'apprends le français à l'école.

J'étudie les mathématiques.

Note that the answers may vary from your learners. But accept any that is grammatically correct

PRACTICAL ACTIVITY

The use of variants

- Qu'est-ce que tu fais à l'école?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied.

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners: male or female facilitator, learner... each learner must, according to their role, talk about the various activities they have or do in school.

Study case

In pairs, learners talk about the activities that they do at school.

Ecolier: Qu'est-ce que tu fais à l'école?

Écolière: J'apprends les leçons.

Ecolier: Quoi d'autres?

Écolière: À l'école, je balaie la cour de l'école et je travaille en groupe.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

Qu'est-ce que tu fais à l'école?

Qu'est-ce que tu fais pendant la récréation?

Qu'est-ce que tu fais chaque mercredi à l'école?

Qu'est-ce que vous faites les vendredis?

Élève 2:

À l'école je balaie la salle de classe.

Pendant la récréation, je joue au ballon.

Chaque mercredi, je fais du sport.

Les vendredis, nous faisons les travaux manuels.

READ – Compréhension Écrite

Read and understand posters, announcements about the school environment and say what is happening.

1. Allow learners enough time to read through the text of the Learner's Book.

Ask learners to pay attention to the nouns and adjectives used in the text, and also to the verbs that express the different activities.

This text provides a great opportunity for learners to practise “Nous” and the correct form of its verbs in a sentence for the different verbs, in the present tense. Let them know that it is used to refer to a group of people which you are part of.

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

La photo

Étude de: ph (= f)

Phrase clé: “C’est la **photo** de **Philippe** et de ses parents”, dit René.

Mots clés: **photo** – **Philippe**

Remark: The words written in bold contain the sound studied.

Aide à l’observation de l’image

Voici, sur la **photo** que René a reçue, le portrait de **Philippe**, le correspondant de René qui habite au Canada. Il est accompagné d’une partie de sa famille: son père, sa mère, et sa petite sœur Pauline. Cette photo a été prise au cours d’une promenade que Philippe avait faite avec les siens aux chutes de Niagara. *(Le maître sera peut-être amené à expliquer ce phénomène qui existe aussi aux différents endroits d’Afrique, même s’il est moins important.)*

Prof: Qu’est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons René et Moussa.

Prof: Où sont-ils? (**Where are they?**)

Élèves: Ils sont dans une chambre.

Prof: Qu’est-ce qu’ils font? (**What are they doing?**)

Élèves: Ils regardent la photo de Philippe.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **photo** – **Philippe**

Sequence 1: Observation libre de l’image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner’s book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (**Dites-nous ce que vous voyez dans l’image**)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: photo – Philippe. He highlights the sound(s) to be studied with colour chalk/marker.

This: “C’est la **ph**oto de **Ph**ilippe et de ses parents”, dit René.

He makes the words recognized then breaks them down into syllable to cut out the different elements: **pho** – to **Phi** – li – ppe

He observes: **ph**oto – **Ph**ilippe

He draws the children’s attention to the final sound (**ph**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

René montre la photo.

C’est la photo de Philippe.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**renforcement phonétique** p.65”

-The facilitator repeats the same work with the words in the table. He emphasises on the sound: **ph**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“La photo de Philippe” (Learner’s book 3 p.66)

Learners read the passage silently which the facilitator will take time to explain to the kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

WRITE – Production Écrite

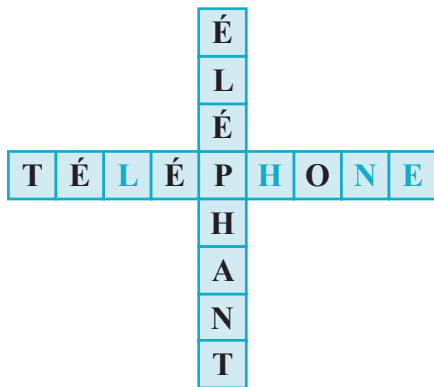
Work out exercises proposed in the learner’s book.

1. This exercise gives a great opportunity to the learners to guess the name of two things in French. One refers to an appliance that we use to communicate to people from afar and the other is the biggest animal in the bush. Learners will cross the words horizontally and vertically to get them.
2. Learners read the words and look for the ones that have “ph” as the sound (f).
3. Learners complete the dialogue with the correct words from the possible answers.
4. Learners complete the sentences with a correct answer from the brackets.



Answers

1.



2. alphabet – phacochère – éléphant – pharmacie
3. Aba: Comment s'appelle ton école?
 Rachel: Elle s'appelle "École Elysée".
 Aba: Ton école se trouve où?
 Rachel: Elle se trouve à Tema.
 Aba: Comment est ton école?
 Rachel: Elle est grande.
 Aba: L'école a quelle couleur?
 Rachel: Mon école a une couleur jaune et blanche.
4. a. garde
 b. recycles
 c. jette
 d. arrose
 e. plante

Objective:

Teach learners to draw from a text, the necessary elements for the realization of a project.

Session

- At first, the teacher lets the learners familiarize themselves with the page by freely exploring text and illustration, and expressing themselves on what they have seen. By encouraging attitude, he arouses the desire to build the object. But before they start, they have to bring together the necessary equipment, which justifies reading the "Material" paragraph. Understanding this text may be embarrassed by the presence of certain unusual terms: "cylindrical caps – very/smaller cap - flat caps (or 2 large cap washers) - Pearls, glass-headed pins, golden nails, etc.". These words will be read and explained by the teacher.
- Secondly, the equipment brought together, a check is made to verify that none is lacking. The use of reading is necessary. Learners should be directed to read individually until everyone gets it.

PROJECT TIME

LB p.68

1. RECYCLE! RECYCLE! RECYCLE!

LET US RECYCLE TO MAKE A ROBOT
 FABRIQUONS UN ROBOT

Before starting this activity, revise all the vocabulary learnt throughout this theme with the learners. Copy and answer the text below, using the correct words from the brackets.

1. Learners copy and complete the text, using the correct words from the word boxes.

- a. Bienvenue à notre école!
- b. J'arrive à l'école à 7 h du matin.
- c. Tu salues les professeurs et tes amis!
- d. Le professeur de français est très sympathique et intelligent.
- e. Les matières scolaires sont intéressantes.
- f. Ma salle de classe est spacieuse et ensoleillée.
- g. J'aime mon école!

2. a. - b. Learners tick a sentence to describe all the activities listed that they normally do at school and write them under the corresponding picture, in French.

2. A. Je mange à la cantine.
B. Je balaie la cour de l'école.
C. J'apprends le français.

- D. J'arrose les fleurs.
E. Je joue avec mon ami.
F. J'arrose les fleurs.

3. Learners look at the pictures and answer the questions.

- Learners should list as many items as they can in each room. Remind them to include the correct French definite article before each noun.
- a. Dans la salle de classe, il y a: l'armoire, le tableau, le professeur, les élèves, les table, les bancs, les livres de lecture et une horloge.
- b. Dans la chambre à coucher, il y a: le lit, le drap, l'oreiller, la fenêtre, les rideaux, la lampe, la porte, la table de chevet, le tapis/la moquette, le livre, le bouquet de fleurs et la guirlande.

Note that considering the level of your learners three answers out of the lot is acceptable.

Notes:

UNITÉ 1 J'aime faire le sport!



Suggested teaching time:

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

Dire ce que l'on aime



Introduction

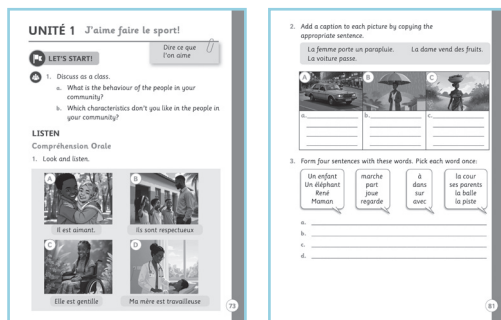
This is a short unit in which learners will learn to express what they appreciate most in other people. Some new vocabulary (mainly adjectives) will be introduced. Learners will

expand their French vocabulary a fair amount in this unit. We advise that you check their “Notebook” after this unit.



RESOURCES

- Learner's Book: pp. 73-81



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

- ★ Elle/Il est bon(ne) /travailleuse (eur).
- ★ parce que.
- ★ patiente /sage.
- ★ aimable/stricte/discipliné.
- ★ sévère/ respectueux / respectueuse.
- ★ gens/village/ville/cité.
- ★ gentil(le)/aimant(e).

- ★ humble/sympathique.

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....?
- ★ Pourquoi tu aimes....?
- ★ Est-ce que tu aimes....?
- ★ Qu'est-ce que tu aimes?
- ★ Qu'est-ce que tu aimes de...?
- ★ C'est tout?
- ★ Elle/Il est sévère alors?

GUIDELINES AND SUGGESTIONS

Start teaching this theme by prompting the learners to look at the theme-opener page. Let learners know that, in this unit, they will revise and expand their knowledge of how to express likes in French.



LET'S START!

- a. - b.** This is a warm-up activity to get the learners into the topic of the unit.

Hold a quick class discussion on the characteristics that your learners like or dislike in other people.

Take care to ensure that learners keep a kind and respectful tone throughout this unit.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on the behaviour we love in people.

A. Observation des images

I. Observation libre

1. Learners look at the pictures on page 73 of the Learner's Book and listen carefully while you read the captions to them.

II. Observation dirigée

Re-read the captions, slowly and clearly to the learners.

- Point out the new adjectives in the captions.
- Bring learners' attention to those used adjectives and mark them on the page and prompt a quick class discussion about the meanings of the new adjectives. This will allow learners to think by themselves (while trying to find out those meanings) before they study each adjective, in detail.

SPEAK – Production Orale

Ask and answer questions about behaviour you like in people.

A. Présentation globale du dialogue en situation

Read the dialogue clearly and slowly to your learners and let them repeat after you.

Learners re-read the dialogue to themselves.

Check the pronunciation and correct them.

B. Explication du dialogue

Explain the various adjectives used in the sentences

3. Mémorisation du dialogue

4. Dramatisation

1. **a.** Working in pairs, learners take turns to practise the dialogue to talk about people's character and what they like about their behaviour.

Walk around the classroom, listening to the learners as they practise.

Assist and correct them where necessary.

2. **a. - b.** Learners work in pairs for this exercise.

They should look at the adjectives table on page 75 in the Learner's Book for more adjectives for this activity.

Using these adjectives, learners should take turns to describe people in their community to talk about their character.

Point out the Question box and remind learners to use the correct form of each adjective in their descriptions.

Walk around the classroom, listening to the learners as they practise.

Ensure that learners use the correct gender and number for the adjectives.

Assist and correct them where necessary.

3. **a. - c.** This exercise gives learners another opportunity to practise using the new adjectives that they have just learnt.

This time, they will describe their grandparents, father and mother and say what they enjoy about them.

PRACTICAL ACTIVITY

The use of variants

- Comment sont des gens de ta communauté/ ton quartier?

- Qu'est-ce que tu aimes de gens de ta communauté/ton quartier?
- Pourquoi tu aimes les gens de ta communauté/ton quartier?

Re-use – systematization

1. Re-use

It makes learners use on their own the different structures studied.

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner must, according to their role, express what they like about people's behaviour.

Study case

Ecolière: Comment sont les gens de ton quartier?

Ecolier: Les gens de mon quartier sont gentils.

Ecolière: Pourquoi tu aimes les gens de ta communauté?

Ecolier: J'aime les gens de ma communauté parce qu'ils sont bons et travailleurs.

Ecolière: Qu'est-ce que tu aimes des gens de ta communauté?

Ecolier: Les gens de ma communauté sont stricts et disciplinés.

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1:

Comment est ton oncle?

Pourquoi tu aimes ton père?

Est-ce que tu aimes ta nièce?

Qu'est-ce que tu aimes de ta mère?

Élève 2:

Il est adorable.

J'aime mon père parce qu'il prend soin de moi.

Oui, j'aime ma nièce.

Ma mère est sympathique.

READ – Compréhension Écrite

Read and understand a text in French on the good behaviour of people.

1. Learners read the captions and look at the pictures on page 77 of the Learner's Book.

Allow the learners to use a dictionary to look up any words that they do not know. Remind the learners to add any new words to their "**Notebook**".

Guide and correct them as necessary.

2. Learners re-read the captions and answer the questions orally in French.



Answers

2. a. Les élèves appellent le professeur de français: "Monsieur Cadeau".
b. Le professeur de français est calme et gentil.
c. À la rentrée, Il accueille bien les enfants.
d. Il explique un mot non compris.
e. Il fait rire ses élèves avec des histoires drôles.

Listen to the pronunciation "**ui**" in French.

La pluie

Étude de: ui

Phrase clé: René s'ennuie, il regarde tomber la pluie.

Mots clés: s'ennuie – pluie

Remark: The words written in bold contain the sound studied.

Aide à l'observation de l'image

Il pleut, un homme traverse la place sous un grand **parapluie**. René est dans la maison. Il ne peut pas aller jouer dehors à cause de **la pluie**. Il ne sait pas quoi faire. Il s'**ennuie**, la pluie a formé de grosses plaques par terre. Le ciel est très noir, la **nuit** tombera vite.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons un homme.

Prof: Où va – t-il? (**Where is he going?**)

Élèves: Il traverse la place.

Prof: Qu'est-ce qu'il a en main? (**What is he holding?**)

Élèves: Il a un grand parapluie.

Prof: Où est René?

Élèves: René est dans la maison.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **s'ennuie – pluie**.

Sequence 1: Observation libre de l'image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: s'ennuie – pluie. He highlights the sound (s) to be studied with colour chalk/marker.

This: René s'ennuie, il regarde tomber la pluie.

He makes the words recognized then breaks them down into syllable to cut out the different elements: s'en – **nuie** **pluie**

He observes: s'enn**uie** – **pluie**

He draws the children's attention to the final sound (**ui**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

René regarde tomber la pluie

La pluie tombe.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**renforcement phonétique** p.79”

- The facilitator repeats the same work with the words in the table. He emphasises the sound: **ui**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: **Reading**

Lecture silencieuse (Silent reading)

“Quel ennui!” (Learner’s book 3 p.79)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well. After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: **Control exercises – Fixation**

- **La comptine**

Explain: L’huis (La porte)

Teach paragraph 1 by chaining together the different sentences, then the paragraph in the same way.

WRITE – Production Écrite

Work out exercises proposed in the learner’s book.

1. Learners find out words with the syllable “**ui**” and write them down.

2. Learners add a correct caption to the appropriate picture from the following list.
3. Learners form five sentences with the following words. They should pick each word once.

This exercise gives the opportunity to the learners to practise their vocabulary and their grammar.

Any combination that is grammatically correct is acceptable.



Answers

1.

Ui			
Nuit	Pluie	Minuit	Cuire

2. **a.** La voiture passe.
b. La femme porte un parapluie.
c. La dame vend des fruits.
3. **a.** Un enfant joue dans la cour.
b. Un éléphant regarde la piste.
c. René part avec ses parents.
d. Maman marche avec ses parents.
e. Rene joue à la balle.

Notes:

UNITÉ 2 Ils ne sont pas gentils!



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 follows on from the topic of the previous one. This time, learners express the kind of behaviour that they dislike in others.

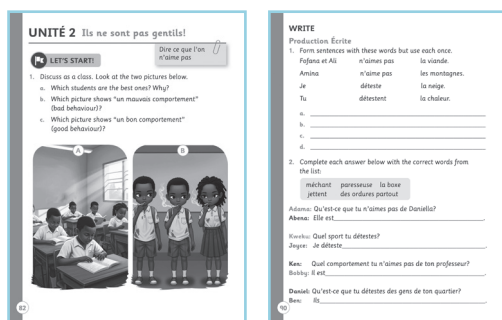
Both units of this Strand provide the learners

with new French vocabulary. They also allow learners to do a number of critical thinking activities that promote the values of positive self-worth and good citizenship in them.



RESOURCES

- Learner's Book: pp.82-90



Optional extra materials:

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



KEY WORDS

- Il /Elle a un mauvais comportement.
- Il est/Elle est méchant (e).
- Il est antipathique.
- Elles jettent des ordures partout.
- Je n'aime pas ...car/ parce que.
- méchant.
- il n'aime pas faire quelque chose.

- ★ partout/voisin/santé/malsaine.
- ★ sale/détester/fumer/boire.

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 ton voisin?
- ★ Pourquoi tu n'aimes pas....?

GUIDELINES AND SUGGESTIONS

Let learners know that this unit builds on from the previous one. In this unit, they will learn more about how to express dislikes in French. Take care to ensure that learners keep a kind and respectful tone throughout this unit.



LET'S START!

- Learners look at the two pictures shown in the Learner's Book and discuss them as a class. This discussion will slowly introduce learners to the topic.
 - Learners should conclude that learning quietly in a class (A) is the better one.
 - Invite learners to share the reason for their choice.
 - c. Learners should say that Picture (B) shows "un mauvais comportement",

while Picture (A) shows “un bon comportement”.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on the behaviour that we like or hate in people.

A. Observation des images

1. Observation libre

Turn learners’ attention to the pictures in the Learner’s Book.

B. Observation dirigée

1. Before reading the different caption to the learners, you may wish to ask them some general questions (of your choice) about the pictures. For example: “Do the people in the picture seem to be behaving well?”; “Do you think that these people live in clean environment with one another?”

- Learners should be able to realise quite quickly that the picture shows bad behaviour.
- Learners look at the picture and listen carefully as you read the captions to them.

2. Learners repeat them after you.

Pay attention to the pronunciation and correct them.

- Refer learners to the Vocabulary box and ensure good understanding and pronunciation.

SPEAK – Production Orale

Ask and answer questions about people’s bad behaviour.

A. Présentation globale du dialogue en situation

Read the dialogue to your learners once.

Learners repeat after you.

Allow the learners time to read the dialogue (on page 84 of the Learner’s Book) to themselves.

- Invite three different learners to read to the class.

Listen and correct and assist the learners where necessary.

B. Explication du dialogue

You may base the explanation on the negative expressions used and some key words from the table above.

C. Mémorisation du dialogue

The learners should do continuous reading to enable them keep them in mind and be free in using these terms in the dialogue.

D. Dramatisation

1. In pairs; learners take turns to role-play the dialogue between Armelle and Malik in the Learner’s Book on page 84.
2. a. - c. Allow the learners time to read the dialogue (on page 84 of the Learner’s Book) to themselves once again.
 - Read the questions to your learners, one at a time.
 - Allow them enough time to think about the answers.
 - Invite three different learners to share their answers. The rest of the class should say whether they agree or disagree with the answers given. Correct and assist the learners where necessary.



Answers

2.
 - a. Il a un mauvais comportement.
 - b. Il est très méchant et antipathique.
 - c. Sa femme jette les ordures partout.
 - d. Armelle n'aime pas son voisin parce qu'il a un mauvais comportement.
3. In pairs, learners talk about two things that they don't like about the people from their community and school.
 - For this activity, bring learners' attention to the examples in the box on the page 85 to choose for a complete and correct sentences in French.
4. Learners role-play the dialogue to give the reason why they don't like someone's character or behaviour.

PRACTICAL ACTIVITY

The use of variants

- Comment est ton voisin?
- Comment est ta voisine ?
- Pourquoi tu n'aimes pas....?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner must ask and answer questions about people's bad behaviour and bad character.

Study case 1

Learners take turns in pairs to ask and answer question about people's character and behaviour.

Comment est ta voisine?

Écolière: Comment est ta voisine?

Ecolier: Elle a un mauvais comportement.

Écolière: C'est vrai ?

Ecolier: Oui, elle est paresseuse. Elle n'aime pas balayer la cour.

Study case 2

Pourquoi tu n'aimes pas ton ami?

Élève 1: Pourquoi tu n'aimes pas ton ami?

Élève 2: Je n'aime pas mon ami parce qu'il est sale et il n'aime pas laver ses habits.

Élève 1: Pourquoi tu n'aimes pas Ama.

Élève 2: Je n'aime pas Ama parce qu'elle est bavarde. Elle parle trop.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

Comment est ton amie?

Pourquoi tu n'aimes pas ton cousin?

Élève 2:

Elle est paresseuse.

Je n'aime pas mon cousin parce qu'il vole.

READ – Compréhension Écrite

Read and understand a text or image about bad behaviour.

1. Learners read the pamphlet and look at the pictures.

Allow the learners enough time to engage with the pictures and captions.

2. Invite learners to mention orally some four bad behaviours of people in the pamphlet.

Listen to the pronunciation of “**ia**”, “**ieu**”, “**ian**”, “**ier**”, “**io**”, “**ion**” in French.

Chez Nadia

Étude de: **ieu – ia – ir – ier – io – ion – ian**

Phrase clé: Ama est cur**ieu**se; elle visite la maison de Nad**ia**

Mots clés: cur**ieu**se – Nad**ia**

Remark: *The words written in bold contain the sound studied.*

Aide à l’observation de l’image

Sur cette image, on reconnaît Ama et **Nadia**.

Nadia est chez elle. Ama, elle tient un **panier**

à la main. Pourquoi ? On peut demander aux élèves de faire des suppositions (elle va faire les commissions ou elle vient de les faire)

Elle est entrée chez son amie Nadia qui va lui faire visiter sa maison. Ama regarde le poste de **télévision**. Comme elle est un peu **curieuse** (expliquer ce mot s’il y a besoin), elle est contente de visiter la maison de Nadia.

Prof: Qu’est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons Ama et Nadia.

Prof: Où sont-elles? (**Where are they?**)

Élèves: Elles sont chez Nadia

Prof: Qu’est-ce que Ama fait? (**What is Ama doing?**)

Élèves: Ama visite Nadia.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied:

curieuse – Nadia

Sequence 1: Observation libre de l’image et appréhension globale de la situation:

Compréhension

Throughout the lesson, the facilitator will refer to the learner’s book when observing the new

image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture.

(Dites-nous ce que vous voyez dans l’image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **curieuse – Nadia**. He highlights the sound(s) to be studied with colour chalk/marker.

This: Ama est cur**ieu**se; elle visite la maison de Nad**ia**.

He makes the words recognized then breaks them down into syllable to cut out the different elements: cu – **rieu** – se Na – **dia**

He observes: cur**ieu**se – Nad**ia**

He draws the children’s attention to the final sound (**ieu - ia**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and

encourages learners to construct sentences of the same type.

Examples:

Ama visite la maison de Nadia.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “renforcement phonétique p.89”

- The facilitator repeats the same work with the words in the table. He emphasises the sound: **ieu - ia**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Ama est curieuse.” (Learner’s book 3 p.89)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

Extra exercise

Read and classify them in the table

Janvier – le milieu – un camion – curieuse – le ciel – furieuse – un avion – adieu – du papier – du miel – un cahier – un pion – un escalier – artificiel – un lion – Muriel

Ier	Ieu	ion	iel

• La comptine

It is a little word game that is easy to learn.

WRITE – Production Écrite

1. Learners form correct sentences with the following words.
2. Learners complete the conversation with the correct word from the following list.



Answers

1. **a.** Fofana et Ali détestent la chaleur.
b. Amina n’aime pas la neige.
c. Je n’aime pas la viande.
d. Tu n’aimes pas les montagnes.
e. Amina déteste la viande.
2. Adama: Qu’est-ce que tu n’aimes pas chez Daniella?

Abena: Elle est **paresseuse**.

Kweku: Quel sport tu détestes chez toi?

Joyce: Je déteste **la boxe**.

Ken: Quel comportement tu n’aimes pas de ton professeur?

Bobby: Il est **méchant**.

Daniel: Qu’est-ce que tu détestes des gens de ton quartier?

Ben: Ils **jettent les ordures partout**.

PROJECT TIME

LB p. 91

LES MAUVAIS COMPORTEMENT

1. **a.-c.** This activity will give the opportunity to the kids to observe their environment and come out with nice posters to protect and keep their environment clean.

Following on from the topic of good behaviours versus bad behaviours, the aims of this project are to promote good behaviour, build a greater sense of community and raise awareness of community issues.

Learners work as a team to create as many different, useful and decorative posters as their imagination will allow.

Remind learners to use nice colours to depict vividly what they want people to notice.

Encourage learners to be as creative as possible.

Remind learners that they need to label all the posters that they create, in French.

Give learners access to a dictionary to look up any new words that they might need for their labels.

PRACTISE, PRACTISE, PRACTISE!

LB p. 92

Before starting this activity, revise all the vocabulary learnt throughout this theme with the learners.

1. Learners copy and complete the table provided in the Learner's Book, using the correct form of each adjective.
 - a. gentil
 - b. gentilles
 - c. aimant
 - d. aimants
 - e. bavarde
 - f. bavardes
2. Learners choose the correct adjectives from the table of the previous activity and write full sentences to answer the questions provided.
 - a. - c. Learners' answers will vary. Check and accept any correct and appropriate answers.
 - a. Elle est **gentille**.
 - b. Ils sont **aimants**.
 - c. Il est **bavard**.

3. Learners add a relevant French caption to each picture. This task gives them the opportunity to practise the vocabulary that they have learnt.

- A. Je brosse mes dents chaque matin.
- B. Je balaie la cour de la maison.
- C. J'aide ma mère à la cuisine.
- D. Chaque lundi, je lis à la bibliothèque.

4. Learners look at the eight pictures and draw a cross next to those that show bad behaviour.

Learners should draw a cross next to the following pictures: a), c) and f).

UNITÉ 1 Je fais des calculs simples!



Suggested teaching time:

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

Compter et faire
des calculs simples

Introduction

In this unit, learners will revise the numbers from 1 to 100 in French. There will be ample opportunity for singing in this unit, which will help learners to visualise

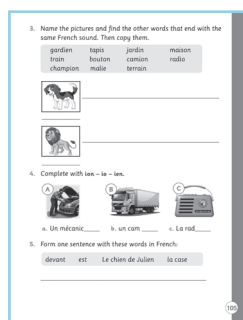
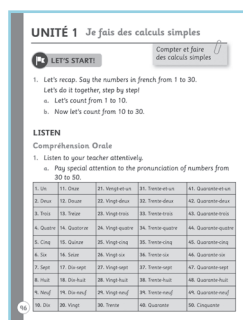
and memorise the content and numbers.

Learners will also revise the use of “Combien de / d’...” and practise doing basic calculations in French.



RESOURCES

- Learner's Book: pp. 96-105



Optional extra materials:

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



KEY WORDS

- Numbers from 1 to 50 in French.
- Le morceau est à.
- Cela fait au total....
- Un, deux ...litre(s) de/d'.
- Il reste.../Il ajoute.
- Savon /pupitre.
- Au complet/Produit /Article.
- La gomme/Le cahier.

- L'ardoise/Le livre de lecture/La boîte de craies.
- La règle/Le stylo/Le crayon.
- Le cartable /Le classeur.
- Le bâtiment/ élève/professeur.
- Combien ça coûte?
- Le total de /Plus / Moins / Fois / Divisé par /Égalent...
- Le total est .../C'est /Il reste/Il y a combien de / d'?

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 voulez-vous ?
- C'est combien... ?
- Cela fait combien ?
- Combien de/d'

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about counting, numbers and basic calculations in French.



LET'S START!

- This warm-up activity will help learners to revise the numbers from 1 to 30 in French, step by step and in a fun and interactive way.

- a. - c.** It is very important to follow the steps set out in the Learner's Book so that learners revise all the numbers progressively.
- Tell the learners that you are now going to count in French all the way up to 50.
- Learners should listen attentively while you count (counting from 1 to 30).

LISTEN – Compréhension Orale

Listen or watch and understand.

A. Observation des images

I. Observation libre

Learners should turn to page 96 of the Learner's Book and follow along as you read all the numbers - from 1 to 50 - to them. Read the numbers slowly and clearly.

II. Observation dirigée

1. Tell the learners that you are now going to count in French all the way up to 50.
 - Learners should turn to pages 96 of the Learner's Book and follow along as you read all the numbers - from 1 to 50 - to them. Read the numbers slowly and clearly and allow learners repeat each number correctly after you.
 - Emphasise the correct pronunciation of the numbers by saying each of them twice.
 - Re-read the list of numbers from 1 to 50.
2. Learners look at the pictures.
 - Read the speech bubbles to the learners.
 - Re-read the speech bubbles. Check learners' understanding and clarify any queries that your learners might have.

Allow learners to role-play the dialogue.

Let learners to know the use of two expressions in French.

"Combien coûte....?" is used to ask for the price of an item or commodity in French. Meanwhile we use "Cela coûte..." to mention the price of that item of commodity.

SPEAK – Production Orale

Do simple mental calculations orally.

A. Présentation globale de la chanson en situation

Read the dialogue on page 98 to the learners.

Learners repeat after you.

B. Explication du dialogue

Explain the key words in the dialogue.

C. Mémorisation du dialogue

Learners should be able to memorize the use of "Combien coûte/Cela fait combien/ Quel est le prix total/Cela fait/Cela coûte/ C'est combien/C'est au total...."

D. Dramatisation

1. **a.-b.** It is now time for learners to learn how to use numbers in French to buy and do calculations.

They should read the dialogue to the learners. Draw their attention to the pricing and the calculations between the seller and the buyer. Learners should understand the use of some French words "*C'est combien?*", "*Ça fait combien?*", "*C'est au total....*"

In a staged scene, learners role-play the dialogue in the Learner's Book on page 98.

Assign a role to them in pairs to practise the dialogue.

Pay attention to the vocabulary, add some key words to your “Notebook”

Pay a great attention to the pronunciation and correct them if necessary.

2. It is time again for learners to say the numbers aloud.

Re-read the numbers from 1 to 50 on page 96 of the Learner’s Book.

Learners repeat each number after you.

3. **a. - d.** For this activity, learners count the number of birds or animals in French. They should look around on the poultry farm and then answer the questions aloud.

Read the questions to the learners. Allow them enough time to think, count and raise their hands.

Invite four different learners to share their answers.

Get all of the learners involved and bring excitement to the activity. Learners should count aloud in French and find the answers as quickly as they can.



Answers

The answers will depend on the size and features of your parents’ farm. Prepare the answers to the questions beforehand.

4. **a.-b.** In pairs, learners now count objects on their desks and inside their schoolbags and classroom.

Learners take turns to ask and answer questions like the sample questions provided in the Learner’s Book. Encourage the learners to think about additional questions of their own.

Walk around the classroom, listening to the learners as they speak. Assist and correct them where necessary.

5. Encourage your learners to keep practising their French counting as outlined in the Learner’s Book.

PRACTICAL ACTIVITY

The use of variants

- Combien ça/cela coûte?
- C’est combien... ?
- Cela fait combien?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should learn how to do some calculations and counting.

Study case

In pairs learners work to ask and answer questions on numbers and prices of items in the market, store, supermarket or boutique

Ecolier: Combien coûte le tissu?

Élève: Cela coûte 50 cedis.

Ecolière: Le cahier coûte combien?.

Élève: Ça coûte 15 cedis.

Ecolier: Les morceaux d'igname de 20 cedis et le panier de piments de 15, ça fait combien?

Écolière: Cela fait 35 cedis.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

Il y a combien d'élèves ici?

Combien coûte le stylo?

Combien ça coûte?

Cela coûte combien?

C'est combien?

Cela fait combien?

Ça fait au total combien?

Élève 2

Il y a 10 élèves là-bas.

Le stylo coûte 3 cedis.

Ça coûte.....

Cela coûte.....

Ça se vend à.....

C'est

Cela fait.....

Ça fait au total.....

FUN TIME!

Game: Who wants a million?

This is a great activity to do as a class and to practise numbers in a fun, social and interactive way.

The purpose of this game is to encourage the spelling and to help learners know how to do calculations in terms of addition, division, multiplication, subtraction and equality. They will learn the symbols and their spelling. Don't forget to give possible answers whenever you think, it is necessary.

- Ensure engagement and that your learners understand the activity clearly.
- Check learners' pronunciation when they repeat the numbers aloud.
- Monitor and correct wherever relevant and appropriate, ensuring that the pace of the activity is not interrupted.

READ – Compréhension Écrite

1. In addition to practising counting and numbers in French, learners will also add new words to their French vocabulary during this exercise.

Learners read the list of items that are for sale in the bookshop (i.e. the inventory). They will do some calculations on the next page.

For ease of reference, show the calculations on the writing board. You may wish to invite some of the learners (one or two at a time) to write their answers on the writing board for all to see.

The rest of the class should listen carefully and say whether or not they agree with the calculations. Guide and correct the learners as necessary.

- b. -c. Learners calculate the total number of stationary items on display in the bookshop, using addition.



Answers

La papeterie a au total 10 articles (dix articles).
Le nombre total des articles est 50 (Cinquante)

Listen to the pronunciation of “**ien**”, “**ienne**” in French.

La case de Julien

Étude de: **ien** – **ienne**

Phrase clé: La case de Julien est terminée: c’est la fête.

Les musiciens font danser les villageois.

Mots clés: Julien – musicien – Julienne – musicienne

Remark: *The words written in bold contain the sound studied.*

Aide à l’observation de l’image

Au milieu de l’image, on voit un groupe de danseuses. Les **musiciens** sont à gauche. (Le maître peut faire nommer les instruments que l’on voit.) À droite, quelques curieux spectateurs regardent les danseuses. À l’arrière-plan, on aperçoit un vieil homme assis sur l’avant de sa case: c’est le vieux **Julien**. À côté de lui est assis un **chien**. En quelques mots, le maître explique la situation que les enfants ne peuvent pas deviner : la case du père Julien s’étant écroulée, les villageois lui en ont construit une nouvelle. Maintenant, ils font la fête.

Prof: Qu’est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons un groupe de danseuses.

Prof: Où sont les musiciens? (**Where are the musicians?**)

Élèves: Les musiciens sont à gauche.

Prof: Qu’est-ce que le groupe de danseuses fait? (**What is the group of dancers doing?**)

Élèves: Le groupe de danseuses danse.
After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words

containing the sounds to be studied: **Julien** – **musicien** – **Julienne** – **musicienne**

● Sequence 1: Observation libre de l’image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will refer to the learner’s book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (Dites-nous ce que vous voyez dans l’image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions above. The entire sentence will be read several times. Then, it will be reconstituted on the slate, word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **Julien** – **musicien** – **Julienne** – **musicienne**. He highlights the sound(s) to be studied with colour chalk/marker.

This: La case de Julien est terminée: c’est la fête. Les musiciens font danser les villageois.

He makes the words recognized then, breaks them down into syllable to cut out the different elements: Ju – **lien** mu – si – **cien**

Ju – **lien** – **ne** mu – si – **cien** – **ne**

He observes: **Julien** – music**ien** – **Julienne** – music**ienne**.

He draws the children's attention to the final sound (**ien** – **ienne**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Les musiciens font danser le groupe de danseuses.

Les villageois terminent la case de Julien.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**renforcement phonétique** p.103”

- The facilitator repeats the same work with the words in the table. He emphasises the sound: ien – ienne

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“La case de Julien” (Learner's book 3 p.103)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

Exercise 4, p. 68: The facilitator will accept all the possible combinations.

WRITE – Production Écrite

Work out exercises proposed in the learner's book.

1. Learners write the following calculations in full words.
2. Learners observe the pictures, count then say and write down the answers (numbers) in words.
3. Learners name the pictures and find the other words that end with the same French sound. Then copy them.
4. Learners complete the words with the following syllables.
5. Learners form one correct sentence in French out of these words.



Answers

1. a. Quatorze divisé par deux égalent à sept.
b. Treize moins six égalent à sept.
c. Huit fois/multiplié par trois égalent à vingt-quatre.
d. Vingt-trois plus douze égalent à trente-cinq.
2. a. Il y a quinze fruits au total.
b. Il y a deux bananes jaunes.
c. Il y a trois mangues.
d. Il y a quatre ananas.

3. Le chien: gardien – malien
Le lion: champion – camion

4.
 - a. Un mécanicien
 - b. Un camion
 - c. Une radio
5. Le chien de Julien est devant la case.

Notes:

[illegible]

UNITÉ 2 Le restaurant ouvre à...



Suggested teaching time:

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

Demander et
donner l'heure



Introduction

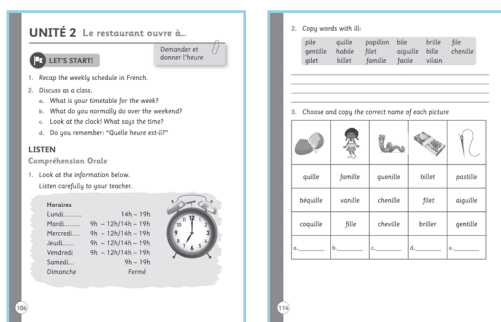
In this unit, the focus is on weekly schedules and expressing the time of different activities in French. Through real-life examples and exercises that prompt learners to interpret and

talk about schedules and times, learners are taught new vocabulary on the topic, gradually and in context.



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

- ★ Je prépare des ignames et.
- ★ du ragoût délicieux..
- ★ Le petit déjeuner.
- ★ Le déjeuner /Le dîner /La tartine/Le thé.
- ★ D'habitude /Après Faire la lessive /Se reposer Hebdomadaire /Repas.

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 prépares cet après-midi?
- ★ A quelle heure le repas sera prêt ?
- ★ Qu'est-ce que tu fais les lundis/mardis/mercredis/jeudis/vendredis/samedis/dimanches?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about schedules, times and days of the week in French.



LET'S START!

1. Learners start this unit by revising the days of the week in French.
2. Learners then revise what they learnt in Basic 1 and Basic 2 about time and daily / weekly activities, by discussing their answers to the questions on page 91 of the Learner's Book.
 - a. - b. Depending on the academic level of your learners, let learners have a brief, generic discussion in English at this initial "warm-up" stage.

Depending on your learners' academic level, we wish you provide more extensive revision on specific aspects of this unit (such as times, weekly and daily activities, etc.). In that case, we suggest that you refer to the relevant units in the Basic 1 and Basic 2 Learner's Books for guidance.

- c. **-d.** Learners give the current time in French by answering the question "*Quelle heure est-il?*"
Check and correct the learners as necessary. Assist and revise a bit more where required.

LISTEN – Compréhension Orale

Watch or listen and understand an audio-visual document on schedules and answer questions.

A. Observation des images

I. Observation libre

Learners look at the pictures on pages 106 and 107 of the Learner's Book.

II. Observation dirigée

1. Before you begin to read the text on page 106 and 107 of the Learner's Book, check that your learners clearly understand the context of the pictures (opening and closing times of a hotel or a restaurant, days of the week when the hotel or the restaurant is open-closed, etc.).
 - Take this opportunity to revise, once more, the days of the week in French.
 - Draw learners' attention to the vocabulary alongside the picture at the top of page 107.
 - Learners should follow along on the picture and listen carefully while

you read the information to them, slowly and clearly.

- Re-read the text.
- Briefly explain that "fermé" is also used as past participles of a French verb meaning "to closed"

SPEAK – Production Orale

Ask and answer questions about what we do at certain times of the day

A. Présentation globale du dialogue en situation

Present and read the dialogue to the learners.

B. Explication du dialogue

In this unit, the facilitator will lay emphasis on some terms like:

À quelle heure le repas sera prêt ? Le dîner – Le déjeuner – le petit jeuner – le midi – l'après-midi – le soir

C. Mémorisation du dialogue

Continuous practice will help them memorize the terms in the topic.

D. Dramatisation

1. Learners should then take turns to practise the dialogue by reading the weekly schedule of a restaurant owned by Akua's mother, indicating the day of the week and the time at which they operate the various activities.

Read the Vocabulary box on page 107 of the Learners' Book to the learners.

- Assist learners by revising some key words that they might see in the dialogue, such as "Le restaurant ouvre à..." ("The restaurant opens at."), "au menu" ("In the menu")

Assist and correct them where necessary.

2. Working in pairs, learners read the speech bubbles about question and answer Ayorkor's routine on Saturday on page 108.
3. Learners work in pairs for this exercise. They should start by reading the examples below on page 109 of the Learner's Book. Explain any sentence that learners may not understand.
 - a. -b. Learners should then take turns to practise asking and answering questions about their weekly routines, indicating the day of the week and the time at which they perform various activities. They should refer to the table for more sentences.
 - Walk around the classroom, listening to your learners' questions and answers. Assist and correct them where necessary.

PRACTICAL ACTIVITY

The use of variants

Quelle heure est-il?

Qu'est-ce que tu fais cet après-midi ?/ce matin/ ce midi ?

À quelle heure...?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should tell what they do at a certain time.

Study case

Learners should then take turns to practise asking and answering questions about their weekly routines, indicating the day of the week and the time at which they perform various activities.

Élève 1: Quelle heure est-il?

Élève 2: Il est douze heures.

Élève 1: Qu'est-ce que tu fais à midi ?

Élève 2: Je me repose.

Élève 1: À quelle heure tu vas à l'école le lundi?

Élève 2: Je vais à l'école à 7 heures 30 minutes.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

À quelle heure tu vas à l'école?

À midi qu'est-ce que tu fais à la cantine?

Quand sors-tu de l'école ce soir?

Élève 2:

Je vais à l'école à 7 heures 10 minutes du matin.

À midi, je prends mon déjeuner à la cantine.

Je sors de l'école à 17 heures ce soir.

READ – Compréhension Écrite

Read and understand the activity hours on a school program.

1. Learners read the new year celebration activity of Ayeyi Joseph on page 109 of the Learner's Book. Learners look up the meaning of any other words that they may not understand and add it to their "Notebook".
2. The teacher guides the learners to re-read and answer the questions orally and then in their exercise books.



Answers

2. **a.** Joseph se lève tôt à cinq heures et demie.
- b.** Il prend son petit déjeuner.
- c.** Il organise à dix heures.
- d.** Il visite ses oncles et tantes à midi.

N.B: How do you tell the time in French?

This teaches how to tell time in French. As a matter of fact, French base on the Greenwich Meridian Time which indicates that the day has twenty-four hours to tell a time. Therefore, the box on page 110 and 111 of the learner's Book illustrate the examples to follow.

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

La chenille

Étude de: ill

Phrase clé: La chen**ille** se tort**ille** sur le sol.

Mots clés: chen**ille** – se tort**ille**

Remark: *The words written in bold contain the sound studied.*

Aide à l'observation de l'image

Au premier plan, on voit Fatou. Elle est à genoux ; avec un brin de paille (ou de bois), elle taquine une **chenille**. Kipic la regarde faire. Derrière le **grillage**, à droite, la chèvre Fifine se demande ce qui se passe. En arrière-plan, on voit les cases du village et, en haut dans le ciel, le **soleil** qui **brille**.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons Fatou à genoux. (**We see Fatou on her knees.**)

Prof: Où est-elle? (**Where is she?**)

Élèves: Elle est à la maison. (**She is home.**)

Prof: Qu'est-ce qu'elle fait? (**What is she doing?**)

Élèves: Elle taquine une chenille avec un brin de paille.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key words containing the sounds to be studied: **chenille** – **se tortille**

Sequence 1: Observation libre de l'image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will leave the language panel hanging in the class or if he does not have one, he can refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding

Tell us what you can see in this picture.

(Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions.

M: Is there any word that you understand from the sentence in the book?

The learners could make out the word “Fatou”. The facilitator will read the sentence, severally showing and emphasizing each word.

The entire sentence will be read several times. Then, it will be reconstituted on the slate word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the

following words: **chenille** – **se tortille**. He highlights the sound(s) to be studied with colour chalk/marker.

This: La chen**ille** se tort**ille** sur le sol.

He makes the words recognized then breaks them down into syllable to cut out the different elements.

He observes: che – **nille** se tor – **tille**

He draws the children's attention to the final sound (**ill**) that can be heard.

The facilitator writes on the board and plays the following sound: **ill**

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

La petite fille taquine la chenille.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to page p.112”

- The facilitator repeats the same work with the words in the table. He emphasizes the following syllables: **ill**.

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“En famille” (Learner's book 3 p.112)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises – Fixation

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

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners observe and write down the correct time in French.
2. Learners copy words with the sound “ill”
3. Learners choose and copy the correct name of each picture.
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

Le matin

1. **a.** Il est 4h 30 minutes.
b. Il est 2h 10 minutes.
c. Il est 4 heures.
d. Il est 10h 02 minutes

Le soir

- a.** Il est 23h 55 minutes.
b. Il est 17h 53 minutes.
c. Il est 14h 50 minutes.
d. Il est 13h 25 minutes.
2. quille – papillon – brille – gentile – aiguille
– bille – chenille – billet – famille
3. **a.** coquille **b.** fille
c. chenille **d.** billet
e. aiguille

Exercise 1**You read and copy:**

Nadia – les musiciens – la pluie – elle est curieuse – il s’ennuie – Philippe – Julien – la photo – la chenille – elle se tortille.

- Recognize the key words.
- Do a quick reading of syllables
- Extra exercise
 - You find a word where you hear:
phan – pion – vian – mille.
 - Write the word on the board and isolate the syllable.

Exercise 2**You can also read all these words:**

un panier	la viande
une fille	le papillon
combien	un mécanicien
une chienne	il fuit
un coquillage	le mien

minuit
la tienne
du papier
la cuisine
un phare

- Have these words read by following the different instructions given in the “Revision Lesson 1”

Exercise 3**Do you remember?**

Qui visite la maison de Nadia?
Qui fait danser les villageois?
Quelle photo René montre – t – il à Moussa?
René s’ennuie : que fait – il?
Qui se tortille sur le sol ?

- The answers to the questions can be found in the key sentences from previous lessons.

- Qui visite la maison de Nadia?

Réponse: Ama visite la maison de Nadia.

Exercise 4**Do not forget these tool words:**

Comme – bien – donc – rien – juste – tout – toujours – quel – que – qui – quoi – pourquoi – quelle – alors – combien – encore – ensuite – puis – déjà – eux – ceux – celui – celle – ceci – cela.

- Have them do a quick reading of the tool words.
- Use only tool words to complete sentences.

Exercise 5**You read this passage:**

Have them do silent reading of the passage

Une partie de pêche

Aujourd’hui, René organise une partie de pêche dans le lac. Tous ses copains sont venus: Victor, Alain, Abalo et Moussa. Celui – ci même emmène son chien Koko.

Les garçons y vont avec leurs cannes et des vers de terre. Ils s’installent au bord de l’eau, accrochent un appât à l’hameçon, lancent leur ligne et attendent ... Rien ... Toujours rien ... Mais tout à coup, le bouchon d’Abalo bouge et s’enfonce. Il tire. Un capitaine frétille au bout du fil.

Abalo est fier: “Regardez mon beau poisson, comme il est gros! J’aimerais bien le prendre en photo” dit – il, tout content.

Exercise 6**As – tu compris l’histoire?**

Ask the question to check the understanding of the passage. Wait for open answers or answers given by reading sentences from the passage.

1. Qu’est-ce que René organise?
2. Qui emmène son chien?

3. Comment s'appelle le chien?
4. Qu'accrochent les garçons à l'hameçon?
5. Qui attrape le premier poisson?

- **Ask more questions:**

De qui est-il question dans le texte?

Où sont les garçons?

Qu'est-ce qu'ils emmènent?

- **Extra exercises**

- A.** Complete the words with: **i** ou **ill**

1. Ama a acheté la v....ande.
2. René a été malade; maintenant il va m....eux.
3. La chen.....e avance dans l’herbe.
4. Le v....eux Jul...en est devant sa case.
5. Issa joue aux b...es avec Zato.
6. Fatou a attrapé un pap....on.

- B.** You look at the model and continue in the same way.

- 1. Example:** Baba est fatigué. → Les enfants sont fatigués.
- 2.** René est arrivé. → Les enfants _____ arrivés.
- 3.** Le car _____ en panne. → Les voitures sont en panne.
- 4.** Maman est à la maison. → Maman et Ama _____ à la maison.
- 5.** Le père Julien _____ vieux. → Les grands-parents _____ vieux

- C.** Who does what? You look for what goes together and you write the sentence that matches.

Il brille

Le ver

Il s'habille

► Le soleil: Le soleil brille.

Il frétille

Le garçon

Il se tortille

Le poisson

Notes:

This image shows a single sheet of white paper with ten horizontal blue lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There is no text or other markings on the paper.

UNITÉ 3 Mes activités quotidiennes!



Suggested teaching time:

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

Parler des jours
de la semaine



Introduction

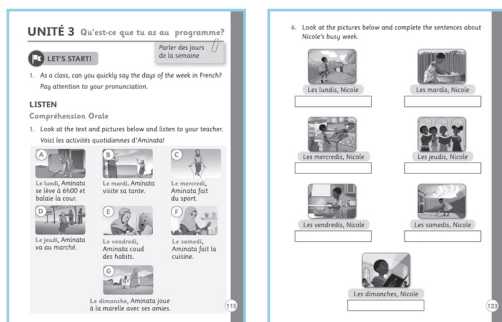
In this unit, learners will revise, once again, how to say the seven days of the week in French and how to use these words when

describing their own weekly / daily activities. It is a short unit, yet full of interactive and practical activities.



RESOURCES

- Learner's Book: pp.115-123



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

- ★ La semaine culturelle.
- ★ Voici le programme de la semaine.
- ★ les contes et les proverbes.
- ★ le port des tenues traditionnelles.
- ★ le récit.
- ★ la cascade de Boti.
- ★ une excursion.
- ★ Lundi/ Mardi/Mercredi/Jeudi Vendredi / Samedi /Dimanche, Le week-end.

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 vous avez au programme?

GUIDELINES AND SUGGESTIONS

Qu'est-ce que vous avez au programme? Let learners know that, in this unit, they will learn how to say the days of the week in French.



LET'S START!

1. This should be a quick, fun class activity for revision.

Ask the learners: "Can you still remember the days of the week in French?"

Give the learners time to say the days of the week.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual on the days of the week.

A. Observation des images

I. Observation libre

Allow enough time for learners to look at the pictures and the captions. Explain that it is for Aminata's daily routine.

II. Observation dirigée

1. Read all the captions to them, clearly and slowly.
 - Re-read the captions. This time, learners repeat each one after you. Discuss Aminata's daily routine, giving learners the opportunity to practise hearing and using the days of the week in context.
 - Explain that "le" before the days of the week means "on". (For example: "Le lundi ...": "On Monday ...".)

SPEAK – Production Orale

Ask and answer questions about school cultural week activities.

A. Présentation globale du dialogue en situation

Introduce the dialogue to the learners. Allow enough time for them to listen as you read clearly and slowly the dialogue.

Learners repeat the sentences after you.

B. Explication du poème

Explain the use of the days of the week in French for the learners.

C. Mémorisation du dialogue

D. Dramatisation

1. In pairs and taking turns, invite your learners to read the dialogue with you. Encourage your learners to add any new vocabulary to their "Notebook".
Assist wherever relevant and appropriate.
2. Re-read the dialogue to your learners. Learners should listen attentively. Then answer the questions about the dialogue in French.
Let learners think about the answers.

Ask four learners to share their answers.

The rest of the class should listen attentively and provide helpful feedback.

Guide and correct the learners as necessary.



Answers

2.
 - a. Les activités commencent le lundi.
 - b. Le programme débute à 8h 30.
 - c. Ils vont à l'excursion le vendredi.
 - d. La musique et les danses traditionnelles, c'est jeudi à 13 h.
3. Learners re-look at the text on page 115 of the Learners' Book.
 - a. -b. Learners compare Aminata's weekly activities with their own. They draw and label their own weekly routine and present it in class.
 - Check, guide and correct learners as necessary.

PRACTICAL ACTIVITY

The use of variants

- Qu'est-ce que vous avez au programme?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should give the full detail of activity programmes of an event in a day.

Study case 1

In pairs, learners say what they do on daily or weekly basis, giving them the opportunity to practise hearing and using the days of the week in context.

Élève: Qu'est-ce que vous avez au programme ce week-end?

Prof: Ce week-end est chargé. D'abord, le samedi je vais à la plage avec mes collègues. Et le dimanche, je vais à l'église le matin et l'après-midi j'ai cours de répétition.

Study case 2

Prof: Qu'est-ce que tu as au programme de lundi à vendredi?

Élève: Voici le programme de la semaine.

Lundi, nous avons le cours de français et les maths de 8h à 9h.

Mardi, nous avons le sport et la musique de 9h 30 à 10h 30.

Mercredi, nous avons l'informatique et les sciences de 10h à 11h.

Jeudi, nous avons l'éducation morale et religieuse et l'histoire 13h à 14h.

Et **vendredi**, nous faisons un tour en ville toute la journée.

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1:

Qu'est-ce que tu fais les samedis?

Qu'est-ce que vous mangez les dimanches?

Quel jour le Ghana va jouer?

Élève 2:

Les samedis, je vais au marché avec ma mère.

Les dimanches, nous mangeons du fofou.

Le Ghana va jouer ce mercredi à 15h 30.

READ – Compréhension Écrite

Read and understand a simple text about someone's daily activities.

1. Learners now read about Aboagye's weekly routine.

Most of the vocabulary used is well known to the learners by now.

Highlight the use of "d'habitude" ("normally") and encourage learners to use it when talking about their own weekly / daily routines.

This is a long text. Allow enough time for learners to re-read it a few times before answering the questions that follow it.



Answers

1. a. Aboagye va à l'école à 7h 30 les lundis.
- b. Les devoirs sur table, c'est les jeudis et débute à 8 heures.
- c. Les samedis, Aboagye va à la plage en famille à 10h 30.
- d. Le sport, c'est les mercredis à 9 heures.

Listen to the pronunciation of "ail", "eil" in French.

Au travail

Étude de: **eil** – **eille** **ail** – **aille**

Phrase clé: Le père Sibiti porte une botte de **paille**.

L'âne remue ses longues **oreilles**

Mots clés: **paille** – **oreille**

Remark: *The words underlined in bold contain the sound studied.*

Aide à l'observation de l'image

Le père Sibiti part au **travail**. Il porte une grosse botte de **paille** sur une épaule et sa daba sur l'autre. Derrière l'arbre, nous voyons un âne que l'on reconnaît facilement par ses longues **oreilles**.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons le père Sibiti.

Prof: Qu'est-ce qu'il fait? (**What is he doing?**)

Élève 1: Il porte une grosse paille sur une épaule'

Élève 2: Il a une daba sur l'autre.

Prof: Quoi d'autre? (**What else?**)

Élève: Nous voyons un âne.

After the questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key sentence containing the sounds to be studied:

paille – oreille.

Sequence 1: Observation libre de l'image et appréhension globale de la situation:

Compréhension

Throughout the lesson, the facilitator will leave the language panel hanging in the class or if he does not have one, he can refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture.
(Dites-nous ce que vous voyez dans l'image)
- What do you see in this picture?
(Qu'est-ce que vous voyez dans l'image ?)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions.
The entire sentence will be read several times.

Then, it will be reconstituted on the slate word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **paille – oreille**. He highlights the sound(s) to be studied with colour chalk/ marker.

This: Le père Sibiti porte une botte de **paille**.

L'âne remue ses longues **oreilles**.

He makes the words recognized then breaks them down into syllable to cut out the different elements: p – **aille** or – **eille**

He observes: **paille – oreille**

He draws the children's attention to the final sound (**aille – eille**) that can be heard.

The facilitator writes on the board and plays the following sound: **eil – eille ail – aille**

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Le père Sibiti porte une paille.

L'âne remue ses oreilles.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**Phonetic reinforcement** p.120”

-The facilitator repeats the same work with the words in the table. He emphasizes the following syllables: **eil – eille ail – aille**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Au village 2” (Learner’s book p.120)

Au village 2

René et Moussa traversent la place. “Tiens, dit René, je crois que c’est monsieur Bala, le nouveau mécanicien. Où ça ? demande Moussa. Là – bas, à côté de la camionnette jaune, il aide le menuisier à charger son échelle. Viens, on va le saluer.” Les deux enfants s’approchent.

“Bonjour, Monsieur Bala, vous venez travailler ici?”

L’homme se tourne surpris. Ce n’est pas monsieur Bala!

Learners read the passage silently. Then the facilitator asks the following questions:

- De quoi parle le texte?
- Comment est le village?
- Où va le père de René?
- Qui traversent la place?
- Qu’est-ce que les deux hommes chargent?

Learners can answer by reformulating what they have read, but the facilitator can also ask them to read the precise sentence or part of the sentence which contains the answer.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises - Fixation

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners read the passage and answer the following questions.
2. Learners choose the correct answer to complete the sentence.

3. Learners complete the words with the correct article from the list.
4. Learners complete the sentences with the correct words from the list.
5. Learners find the correct sentence out of these words in French.
6. Learners look at the pictures and complete the sentences about Nicole’s week.



Answers

1. a. fait du sport.
b. il fait le français.
c. il dessine.
d. Ludovic lit.
e. recite des poésies.
f. il joue.
g. il dort.
2. a. Il y a sept jours.
3. Un soleil Un travail
Une oreille Une paille
Une abeille Un muraille
Un sommeil Une écaille
Une vieille Un éventail
Un appareil Un rail
4. Le père de René part au champ. Il a une daba sur son épaule et une bouteille d’eau fraîche dans sa musette.
5. Le village s’anime petit à petit.
6. a. Les lundis, Nicole va à l’école.
b. Les mardis, Nicole fait la lessive.
c. Les mercredis, Nicole va au marché.
d. Les jeudis, Nicole va à la chorale/à la classe de chant.
e. Les vendredis, Nicole fait la cuisine.
f. Les samedis, Nicole balaie la cour de la maison.
g. Les dimanches, Nicole va à la messe.

UNITÉ 4 Il fait froid en hiver!



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 revise how to say the months of the year in French.

They will build on what they did in Basic 1 and Basic 2 - learning more, doing research and discussing national celebrations (including the months in which they are celebrated).

Learners will also discuss the seasons in Ghana

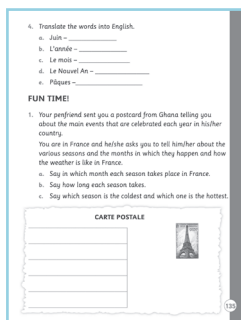
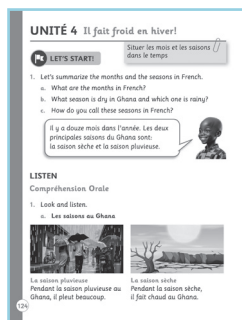
and in other countries of the world.

Although learners are not expected to use “on” very often at this stage, the word will be introduced and explained to them. This will enable learners to understand its meaning if they hear or read it as they progress in learning the French language.



RESOURCES

- Learner's Book: pp.124-135



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

- ★ Les mois/La saison: des pluies/sèche /L'hiver/L'été /Le printemps/L'automne.
- ★ Il fait du vent. /Il fait froid.
- ★ Il pleut.

★ Il fait chaud. /Il neige.

★ Il fait beau (temps).

★ Aujourd'hui, c'est.

★ Il fait.....

★ Mois

★ Février

★ Avril

★ Juin

★ Août

★ Octobre

★ Décembre

★ Janvier

★ Mars

★ Mai

★ Juillet

★ Septembre

★ Novembre

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:

★ Dans quels mois on a..?

★ En quel mois on célèbre.....?

★ Ton anniversaire est en quel mois?

★ Quand est-ce qu'on célèbre.....?

★ Quel temps fait-il?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about the months of the year and the seasons in French.



LET'S START!

1. Use this warm-up activity to revise the French words for the months of the year and the seasons.
 - a. Learners should try to remember the months of the year in French.
 - b. -c. Learners to indicate that, in Ghana, there are two main seasons: a rainy season and a dry season. In French, these are: “la saison des pluies” and “la saison sèche”, respectively.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document or a song about the months and the seasons of the year.

A. Observation des images

I. Observation libre

Listen or watch and understand an audio-visual document or a song about the months and the seasons of the year.

II. Observation dirigée

- a. -b. Learners look at the pictures and say the French name of each season illustrated along as you read the captions to them.
Learners should repeat each sentence after you.
- Answer any queries that your learners may have about the words or pictures.

SPEAK – Production Orale

Ask and answer questions about the months of the seasons.

A. Présentation globale du dialogue en situation

Read the dialogue A and B to your learners. Learners should repeat each sentence after you.

B. Explication des mois de l'année

The facilitator should talk about seasons in Europe, the seasons in Ghana and the various events.

C. Mémorisation du dialogue

The continuous reading will enable kids keep it in mind and be free in using the terms in the dialogue.

D. Dramatisation

1. Learners are to imagine that they have a new pen friend in Belgium.
In pairs, learners practise the dialogue on page 126 of the Learner's Book about the seasons and the months in which they happen in Belgium.
 - In pairs, learners practise the dialogue on page 126 of the Learner's Book about the various events and the months in which they happen in Ghana.
 - Draw learners' attention to the Question box (on page 126 of the Learner's Book) and the fact that seasons are not the same around the world. Many countries in the world have four seasons.
2. In pairs, learners take turns to ask and answer questions about the main seasons in Ghana.
 - Saison des pluies (saison pluvieuse).
 - Saison sèche:
3. Learners work to complete orally the sentences in class.
This practical exercise allows the learners to express themselves orally to the class through the pictorial. Guide and check their pronunciation.



Answers

3. Pendant la saison sèche, il y a **du soleil** et il fait **chaud**.

Pendant la saison pluvieuse, c'est **humide** et il fait **froid**.

4. In pairs, learners take turns to ask and answer questions about the months for each season in Ghana.
- Assist your learners should they need help with the specific months of the respective seasons of Ghana.
5. Remind the learners to add “Quel temps fait-il?” to their “**Notebook**”.
- Learners look at the pictures and follow along as you read the captions to them.
 - They answer by choosing the appropriate words from the possible answers and any queries that your learners may have about the words or pictures.

PRACTICAL ACTIVITY

The use of variants

- Dans quels mois on a l'hiver en Europe?
- Et le printemps?
- C'est quel événement en ce mois?
- En quel mois on célèbre...?
- Quand est-ce qu'on célèbre la fête de/des?
- Il y a combien de saisons au Ghana?
- Quelles sont les deux saisons au Ghana?
- En quel mois sommes-nous?
- Nous sommes en quel mois?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, if it is

relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner would research and discuss national celebrations in addition to the months in which they are celebrated; the seasons in Ghana and the seasons of other countries in Europe.

Study case 1

In pairs, learners practise their French by asking and answering questions about the main seasons and their months in Europe.

Ecolier: Dans quels mois on a l'hiver en Europe?

Écolière: L'hiver est en décembre, janvier, février et mars.

Ecolier: Et le printemps?

Écolière: Le printemps est en mars, avril et mai.

Study case 2

Learners work in pairs to ask and answer questions about the seasons and the months in Ghana.

Ecolier: Il y a combien de saisons au Ghana ?

Écolière: Il y a deux saisons au Ghana.

Ecolier: Quelles sont les deux saisons au Ghana?

Écolière: Les deux saisons au Ghana sont la saison sèche et la saison pluvieuse/des pluies

Ecolier: Dans quel mois on a la saison des pluies?

Ecolière: La saison des pluies est d'avril (jusqu') à mi-octobre.

Ecolier: Dans quel mois on a la saison sèche?

Ecolière: La saison sèche est de novembre à mars.

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1:

C'est quel évènement aujourd'hui?
En quel mois il y a l'été en France?
Quand célèbres-tu ton anniversaire?
Quel temps fait-il en décembre au Ghana?
En quel mois sommes-nous?
Nous sommes en quel mois?

Élève 2

Aujourd'hui c'est la fête de l'indépendance.
Il y a l'été en France de juin à août.
Je célèbre mon anniversaire chaque 18 avril.
En décembre au Ghana, il y a le harmattan.
Nous sommes en janvier.
Nous sommes en août.

READ – Compréhension Écrite

Read and understand a simple text about the seasons and the months where the important events are celebrated in Ghana.

1. Learners read the text and look at the vocabulary below it by themselves.
2. Read the questions below on the pages 129 and 130 of the Learner's Book to your learners.

Do session of question and answer orally.

Allow them enough time to think about the questions. Then let them proceed to answer in writing. Go round and check their spelling, correct and explain to those who don't understand.



Answers

2. a. C'est en janvier.
b. C'est en mars.
c. La date de la fête des travailleurs est en mai.
d. Ils célèbrent le ramadan et la Tabaski.
e. La saison des pluies commence en avril.

Listen to the pronunciation of “**ouill/ouille**”, “**euill/euille**” in French.

Le margouillat

Étude de: **euil – euille** **ouill – ouille**

Phrase clé: Un marg**ouill**at se cache sous les **feuilles** sèches.

Mots clés: marg**ouill**at – **feuille**

Remark: *The words underlined in bold contain the sound studied.*

Aide à l'observation de l'image.

Les deux garçons, René et Moussa sont arrivés au bord de la rivière. À gauche de l'image un margouillat lève la tête. À droite une grenouille est posée sur une feuille. Sur la rivière, flotte encore un léger brouillard, car il est encore tôt dans la matinée.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons René et Moussa.

Prof: Où sont-ils? (**Where are they?**)

Élèves: Ils sont au bord de la rivière.

Prof: Qu'est-ce qu'il y a à gauche? (**What is at the left hand side?**)

Élèves: Il y a un margouillat.

Prof: Et à droite? (**And on the right?**)

Élève: À droite, il y a une grenouille.

After the questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key sentence containing the sounds to be studied:

margouillat – feuille

Sequence 1: Observation libre de l'image et **appréhension globale de la situation:**

Compréhension

Throughout the lesson, the facilitator will leave the language panel hanging in the class or if he does not have one, he can refer to the learner's book when observing the new image: the main

elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding

- Tell us what you can see in this picture.
(Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks. He writes the key sentence on the board. Then he will ask the following questions. The entire sentence will be read several times. Then, it will be reconstituted on the slate word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: margouillat – feuille. He highlights the sound(s) to be studied with colour chalk/ marker.

This: Un margouillat se cache sous les feuilles sèches.

He makes the words recognized then breaks them down into syllable to cut out the different elements.

He observes: mar – gouill – at feuille

He draws the children's attention to the final sound (ouill - euille) that can be heard.

Sequence 5: Reuse

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Un margouillat se cache.

Les feuilles sont sèches.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**Phonetic reinforcement** p.132”

The facilitator repeats the same work with the words in the table. He emphasizes the sound: ouill – euille.

N.B: Have learners observe and read “œil” in particular which presents small spelling modification.

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Au village” (Learner's book p.132)

Learners read the passage silently. Then the facilitator asks few questions:

Learners can answer by reformulating what they have read, but the facilitator can also ask them to read the precise sentence or part of the sentence which contains the answer.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Written Production

- **La comptine**

This is a play on words to pronounce and articulate well.

Have the learners discover the rhyme (there is no difficulty in reading)

Have it learnt by heart.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners complete the words with the following syllables.
2. Learners say the number of time they see a particular words in the table.
3. Learners read the following sentences and complete them with the possible words.
4. Learners translate the words into English.



Answers

1. **a.** La **paille**.
b. Le faute**uil**.
c. La boute**ille**.
d. La grenou**ille**.
e. La **feuille**.
2. **Brouillon** Answer: **2** fois.
Conseil Answer: **3** fois.
Tailler Answer: **0** fois.
Feuille Answer: **3** fois.
3. mouille.
cueille.

4. **a.** June.
b. The year.
c. The month.
d. The new year.
e. Easter.

FUN TIME!

1. **a.-b.** Based on the information that the learners have gathered in previous activities of this unit, they now write a postcard from France to their Ghanaian pen-friends, telling them about and indicating the various seasons and the months in which they happen and how the weather is like in France.
c. The learners should also say which season is the coldest and which one is the hottest.

Notes:

UNITÉ 5 Des appels téléphoniques!



Suggested teaching time:

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

Entrer en contact
par téléphone



Introduction

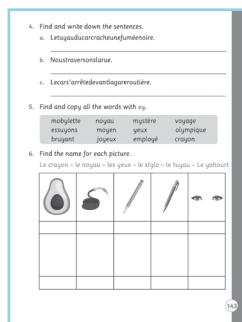
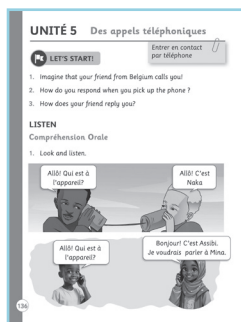
This unit reinforces the importance of oral communication as a key skill when learning a foreign language. In this unit, learners will revise key French vocabulary for communicating over the phone. This unit provides a great opportunity for learners to

practise the content through role plays and pair / group activities. The French direct / indirect object personal pronouns, as well as the stressed personal pronouns, will also be addressed in this unit.



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 vais bien.
- J'appelle pour te saluer.
- Je suis avec mon amie.

- Les pronoms directs: me/te.
- Les pronoms indirects: à moi/à toi/à lui/à elle.
- Les pronoms emphatiques: moi/toi/lui/elle.

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?
- Comment vas-tu, mon ami?
- Tu es où?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about communicating over the phone.

They will also learn about French direct / indirect object personal pronouns, as well as the stressed personal pronouns.



LET'S START!

- This quick warm-up exercise sets the scene for the unit.
- Learners start to get into the topic by recapping the use of "Allô" in the context of phone calls in French. (Answer: "Allô!".)

3. Learners think and share what one might normally say in this context.

(Example answer: “Bonjour! / Salut! C’est Adrienne! Ça va?”)

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on a clip where two people are having a phone call.

A. Observation des images

I. Observation libre

Introduce the topic to the learners and allow them to engage with the pictures on page 136 of the Learner’s Book.

II. Observation dirigée

1. Learners should listen carefully as you read the speech bubbles for them.
Repeat after you, pay attention then correct their pronunciation if necessary.
2. Re-read the conversations twice more this time, book closed. It is important for learners to practise their listening skills, without seeing the wording of the dialogue.
 - Read questions a) and b) to the learners.
 - Learners should listen carefully, think and try to answer the questions orally.
 - Re-read each question and invite learners to raise their hands if they know the answer.
 - Ask six learners to share their answers. The rest of the class should listen attentively and compare with their own answers. Guide and correct the learners as necessary.

SPEAK – Production Orale

Simulate a telephone conversation between two interlocutors.

A. Présentation globale du dialogue en situation

Turn the learners attention to the pictures and read the speech bubbles to them.

Let them repeat after you every sentence.

B. Explication de la chanson

Explain any queries raised by learners.

C. Mémorisation du dialogue

D. Dramatisation

1. a.-b. In this lesson, the teacher informs the learners by giving them a project work that will guide them manufacture a tin phone the day before. This at home, will need the help of their brothers or sisters or a friend in basic 4 or 5. Since they have a clue on how to do a tin phone in their previous class.
Learners take turns to role-play, in pairs the dialogue to invite their partner to a shopping mall.
 - Record the role plays and play them back to the learners so that they can check their pronunciation.
2. Learners should listen carefully to their audio that you recorded earlier which you will play for them and then answer the questions about what they heard.
 - Replay it twice more. Let them practise their listening skills, without or seeing the wording of the dialogue.

Read questions a) to d) to the learners.
Learners should listen carefully, think and try to answer the questions orally.

Re-read each question and invite learners to raise their hands if they know the answer.

Ask five learners to share their answers. The rest of the class should listen attentively and compare with their own answers. Guide and correct the learners as necessary.

Re-read the questions and check all the answers, as a class.



Answers

- a. C'est Desmond.
- b. Il va bien.
- c. Desmond demande les nouvelles d'une amie.
- d. Il invite son amie à Shopping Mall.

PRACTICAL ACTIVITY

The use of variants

Bonjour! Qui est à l'appareil?

Élève 2: Elle habite où?

Élève 1: Elle habite à côté de l'école Kingscourt.

Élève 2: Ok, merci!

Élève 1: Au revoir monsieur!

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, if they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should be able to telephone someone or to introduce their friends to people on a phone calls.

Study case 1

Learners work in pairs and role-play a dialogue in which they will introduce their friends, a

family member over phone call to either their parents or friends teacher.

Élève 1: Allô, monsieur Edgar!

Élève 2: Bonsoir, qui est à l'appareil?

Élève 1: C'est moi, Dromofa

Élève 2: Dromofa, comment vas-tu?

Élève 1: Je vais bien. J'appelle pour présenter mon cousin.

Élève 2: Comment il s'appelle?

Élève 1: Il s'appelle Honoré.

Élève 2: Quel âge a-t-il?

Élève 1: Il a 7 ans.

Study case 2

Learners work in pairs and role-play a dialogue in which they will introduce their friends, relative over phone and mention their date of birth, place of birth, nationality and address.

Élève 1: Allô, monsieur Roy!

Élève 2: Bonjour, qui est à l'appareil?

Élève 1: C'est moi, Innocent. J'appelle pour présenter ma sœur.

Élève 2: Quand est-elle née?

Élève 1: Elle est née le 3 mai.

Élève 2: Où est-elle née?

Élève 1: Elle est née à Sovie.

Élève 2: Quelle est sa nationalité?

Élève 1: Elle est ghanéenne.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

Allô, qui est à l'appareil?

Élève 2:

C'est moi/ (name of a person)

READ – Compréhension Écrite

1. Allow learners enough time to read the dialogue thrice and look at the pictures on page 138 of the Learner's Book.
Draw learners' attention to the questions.
Clarify any queries that your learners may have.
2. Learners should read the questions and answer them orally and in writing. Ask four learners to share their answers. Guide and correct the learners as necessary.



Answers

1. a. La mère d'Ama.
b. Amina/Elle est avec son amie/chez son amie.
c. Son amie/Elle s'appelle Corline.
d. Elle habite à côté de l'école Kingscourt.
e. Elle a huit ans.
f. Elle est ghanéenne.

Listen to the pronunciation of “y” in French.

Voyage en car

Étude de: y

Phrase clé: Ama est joyeuse. Elle admire le paysage.

Mots clés: joyeuse – paysage

Remark: *The words underlined in bold contain the sound studied.*

Aide à l'observation de l'image

Ama et sa mère sont dans un car. Elles partent au voyage. Ama est assise près de la fenêtre. Derrière elle, un voyageur lit son journal. La petite Ama sourit. Elle regarde le paysage par la fenêtre. L'idée d'aller à la ville la rend joyeuse. Maman lui tend une goyave, afin qu'elle se rafraichisse.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons Ama et sa mère.

Prof: Où sont-elles? (**Where are they?**)

Élèves: Elles sont dans une voiture

Prof: Qu'est-ce que Ama fait? (**What is Ama doing?**)

Élèves: Ama regarde par la fenêtre.

Prof: Que fait sa mère? (**What is the mother doing?**)

Élèves: Sa mère lui donne une goyave.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key sentence containing the sounds to be studied: **joyeuse – paysage**

Sequence 1: Observation libre de l'image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will leave the language panel hanging in the class or if he does not have one, he can refer to the learner's book when observing the image: the main elements of the image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture.
(Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions
The entire sentence will be read several times. Then, it will be reconstituted on the slate word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **joyeuse** – **paysage**. He highlights the sound(s) to be studied with colour chalk/marker.

This: Ama est **joy**euse. Elle admire le **pay**sage.
He makes the words recognized then breaks them down into syllable to cut out the different elements: **joy** – euse **pay** – sa – ge
He observes: **joy**euse – **pay**sage
He draws the children's attention to the final sound (**y**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Example:

Quel beau paysage en ville

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**Phonetic reinforcement** P. 140”

- The facilitator repeats the same work with the words in the table. He emphasizes the sound: **y**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

N.B: From the three sentences of the small drawings at page 140 of the learner's book, the facilitator must observe the word “bicyclette” where the “**y**” has a simple value of “i”, as well as “les **y**eux”

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“À la ville (1)” (Learner's book 3 p.140)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises - Fixation

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

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners read the text and answer the questions that follow.
2. Learners complete the sentences with the correct word from the brackets.
3. Learners complete the dialogue with the following words.
4. Learners find the correct sentences out of these words in French.
5. Learners find and copy all words with the syllable “oy”.
6. Learners find the name for each picture in the table.



Answers

1. a. Emilie.
b. à la maison.
c. Non, maman n'est pas à la maison.
d. à l'école.
e. répond.

2. a. m'appelle.
b. Bonjour!
c. téléphonique.

3. Roland: Allô!

Jack: Bonjour! Qui est à l'**appareil**?

Roland: C'est moi, Roland!

Jack: Comment ça **va**, mon ami?

Roland: Je me porte bien, **merci**. Et toi?

Jack: Je **vais** très bien aussi.

Roland: Ok, au revoir. Mes salutations à ta mère!

Jack: Merci. Au revoir!

4. a. Le tuyau du car crache une fumée noire.
b. Nous traversons la rue.
c. Le car s'arrête devant la gare routière

5.

Oy
Noyau – voyage – moyen – employé

6. a. Le noyau.
b. Le tuyau.
c. Le crayon.
d. Le stylo.
e. Les yeux.

Notes:

UNITÉ 6 Avec plaisir!



Suggested teaching time:

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

Inviter quelqu'un et
accepter une invitation



Introduction

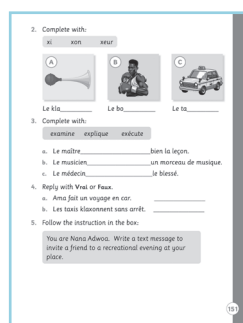
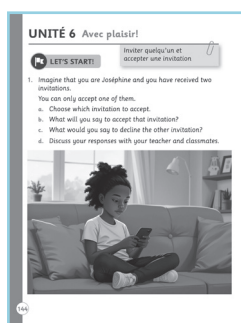
The focus of this unit is on invitations to parties and other special occasions. Learners will revise how to offer invitations, as well as how to either accept or decline an invitation politely. Learners will expand their vocabulary and the many visuals throughout

the unit will help them to improve their understanding of the topic. This unit will also provide learners with an opportunity to practise the conjugation of French verbs in the present tense.



RESOURCES

- Learner's Book: pp.144-151



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

- ★ Viens jouer/dîner avec moi.
- ★ Chez moi à la maison.
- ★ Ce soir à /Ce mois.
- ★ Je t'invite à
- ★ Cette date/Cette semaine.

- ★ Désolé(e)/car/parce que.
- ★ Avec plaisir ! Je suis désolé(e)/Ne viens pas !/ Mais/D'accord/Au revoir! Mon anniversaire/Ok.

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:

- ★ Ça te dirait de venir?
- ★ Puis-je t'inviter à...?
- ★ J'aimerais t'inviter à....

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about offering and accepting / declining invitations in French.



LET'S START!

- The main aim of this warm-up and recap activity is to introduce the topic to the learners while checking their understanding of some key vocabulary. Learners will revise what they learnt in Basic 1 and Basic 2 about how to accept or decline an invitation.

- a. Refer learners to the invitations on pages 145 of the Learner's Book and read them. They think about which one they will choose to accept (1 or 2) and say how they might accept the invitation.

For this warm-up activity, learners won't need to provide reasons for accepting / declining the invitation(s).

Guide your learners through the new expressions introduced in the letters.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on invitation.

A. Observation des images

I. Observation libre

Ask learners to silently observe the pictures, then encourage them to express themselves freely and as spontaneously as possible.

II. Observation dirigée

1. Learners should listen carefully as you read the two invitations on page 145 of the Learner's Book to them.
- Read the invitations to your learners a second time and answer any questions that they may have about them.
- Guide your learners through the new expressions introduced in the letters, including:
J'aimerais t'inviter – Ça se passe chez moi – soirée récréative –
N'oublie pas d'apporter –

Play the following video: <https://youtu.be/VKGE8sqxptg?t=18> on YouTube "Accepting or rejecting invitations in French. DELF A1 Production Ecrite"

- The video shows new French expressions for accepting or declining invitations, which will help to expand the vocabulary of your learners.
- Replay the video, if necessary.

SPEAK – Production Orale

Invite someone over the phone to eat or to a party.

A. Présentation globale du dialogue en situation

Learners should listen carefully as you read the dialogues on page 146 of the Learner's Book to them.

Guide them through the reading of the dialogue.

B. Explication de la chanson

Check the vocabulary and explain to the learners the difficult words.

C. Mémorisation du dialogue

D. Dramatisation

1. In pairs and taking turns, learners read to role-play the two dialogue.
2. Learners pay attention to the expressions in the two invitations, allow learners enough time to reflect on each question before completing and sharing their answers aloud.
Invite four different learners to share their answers. The rest of the class should say whether they agree or disagree with the answers given.

Correct and assist them where necessary.



Answers

2. Dans le dialogue (A), l'invitation est **acceptée**.
Dans le dialogue (B), l'invitation est **refusée**.
3. **a-b.** Learners say the words or expressions that show that the invitation was accepted or declined by choosing from the possible answers.



Answers

3. "D'accord" in dialogue A shows the acceptance of the invitation, and "Je suis désolée." in dialogue B shows the refusal.

PRACTICAL ACTIVITY

The use of variants

Ça te dirait de venir?

Puis-je t'inviter à...?

J'aimerais t'inviter à....

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, if they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should be able to invite a friend over a phone call or give reasons why they decline an invitation.

Study case 1

Accept an invitation over a phone call

Mademoiselle: Allô! Bonjour Aurelier.

Écolière: Allô! Qui est à l'appareil?

Mademoiselle: C'est Daniela. Ça te dirait de venir passer le week-end?

Écolière: Où ça?

Mademoiselle: Chez moi à la maison.

Écolière: Oui avec plaisir!

Mademoiselle: Merci, au revoir!

Écolière: Ok, au revoir!

Study case 2

Say why you decline an invitation

At the market

Mademoiselle: Bonsoir, Améli.

Écolière: Bonsoir, Adjoa.

Mademoiselle: Je t'invite à une promenade dans la forêt classée.

Écolière: C'est quand?

Mademoiselle: Le vendredi à 15 heures.

Écolière: Je suis désolée car j'ai un cours de français.

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1:

Je t'invite à un dîner.

Je t'invite à jouer à la kermesse.

Élève 2:

Je suis désolée parce que je vais chez ma tante.

Avec plaisir, je serai là.

READ – Compréhension Écrite

Read and understand a letter or an invitation card.

1. Learners read the invitation letter on page 147 of the Learner's Book.

Point out the Vocabulary box on the same page and help learners with any other words that are unfamiliar to them.

- a. - e. Learners should then answer the questions that follow on the same page. Allow learners enough time to engage with the texts, and to find the answers to the questions on their own, before they share them aloud.

Invite five different learners to share their answers with the class. The rest of the class should listen carefully and say whether they agree or disagree with the answers given by their classmates.

- Monitor, check and correct learners, as needed.



Answers

1. a. Didier invite Josephine à son neuvième anniversaire.
b. Non, elle n'accepte pas l'invitation.
c. C'est Didier.
d. C'est le dimanche.
e. L'anniversaire commence à quinze heures.

Listen to the pronunciation of “x” in French.

Le taxi

Étude de: x – (= ks et gz)

Phrase clé: Les taxis klaxonnent sans arrêt.
Quel vacarme!

Mots clés: taxi - klaxonne

Remark: *The words underlined in bold contain the sound studied.*

Aide à l'observation de l'image

Cette image représente une rue de la ville. Que de voitures! Parmi celles-ci, certaines ont une petite pancarte sur le toit: ce sont les taxis. Comment fait-on pour appeler un taxi quand on en a besoin ? (lecture de la petite bulle). De chaque côté, les piétons marchent

sur les trottoirs. On voit de nombreux magasins ou établissements: la banque, la poste, la boutique d'un coiffeur (comment s'appelle-t-il?). Les voitures circulent sans arrêt, les taxis **klaxonnent**. Il y a énormément de bruit.

Prof: Qu'est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons une ville.

Prof: Qu'est-ce qui se passe? (**What is happening?**)

Élèves: Il n'y a que des voitures. Et tout est bruyant.

Prof: Qu'est-ce qu'il y a de chaque côté? (**What is there at each side?**)

Élèves: les piétons marchent sur les trottoirs.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key phrase containing the sounds to be studied: **taxi - klaxonne**.

Sequence 1: Observation libre de l'image et appréhension globale de la situation: Compréhension

Throughout the lesson, the facilitator will leave the language panel hanging in the class or if he does not have one, he can refer to the learner's book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture. (Dites-nous ce que vous voyez dans l'image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners.

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks.

He writes the key sentence on the board. Then he will ask the following questions.

The entire sentence will be read several times. Then, it will be reconstituted on the slate word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: **taxi** - **klaxonne**. He highlights the sound(s) to be studied with colour chalk/marker.

This: Les **taxi**s **klax**onnent sans arrêt. Quel vacarme!

He makes the words recognized then breaks them down into syllable to cut out the different elements. ta – **xi** kla – **x**on – ne

He observes: **taxi** - **klax**onne

He draws the children's attention to the final sound (**x**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Le taxi roule vite et klaxonne.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**Phonetic reinforcement** P.149”

- The facilitator repeats the same work with the words in the table. He emphasizes the sound: **x -ex**

The facilitator will then check what has been learnt by giving a dictation of syllables and words. He will also be able to suggest the game of “**Pigeon vole**”

N.B: Let the learners know that in some instances or in some exercises, **x** sounds (**gz**) the two sentences and the small pictures at p.104 show clearly this. In “dix”, **x** sounds (**s**). Let them read: **exemple** – **examen** – **exagère** Let them read: **six** – **excellent** (**x** sounds [**ks**])

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“À la ville (2)” (Learner's book 3 P.149)

Learners read the passage silently which the facilitator will take time to explain to kids if they do not understand it clearly and well.

After this reading section the facilitator should ask a few questions. Then he guides them in answering the questions.

Reading aloud

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises - Fixation

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

The facilitator will choose exercises relating to the lesson.

- La comptine

It is a nursery rhyme whose goal is to eliminate the participants gradually. It is very possible that the children know of the same kind. The answers are to be left to the children's choice. The one who has a possible answer (at the end) is eliminated from the game. The game continues until there is no longer anyone to eliminate. The winner is the one who remains.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners read the invitation letter on page 147 and answer the questions with the possible answers.
2. Learners complete the words with the following syllables.
3. Learners complete the sentences with the possible words.

Vocabulaire : explique – explains ; examine – examines ; exécute – carries out

4. Learners reply with “Vrai” or “Faux”
5. Learners should follow the instructions in the ICT box.
 - Using the French vocabulary that they have learnt (and revised) in this unit, learners write a text message inviting a friend to a recreational evening to their place.



Answers

1.
 - a. Didier.
 - b. dimanche.
 - c. Joséphine.
 - d. 15h.
 - e. Joséphine.
2.
 - a. Le klaxon.
 - b. Le boxeur.
 - c. Le taxi.
3.
 - a. Le maître explique bien la leçon.
 - b. Le musicien exécute un morceau de musique.
 - c. Le docteur examine le blessé
4.
 - a. Vrai.
 - b. Vrai.
5. Individual response

Notes:

UNITÉ 7 Quelle profession aimes-tu beaucoup?



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 revise what they learnt in Basic 1 and Basic 2 on the topic of jobs and occupations, as well as how to discuss what work they would like to do in future. They will be introduced to some new French vocabulary that they should add to their

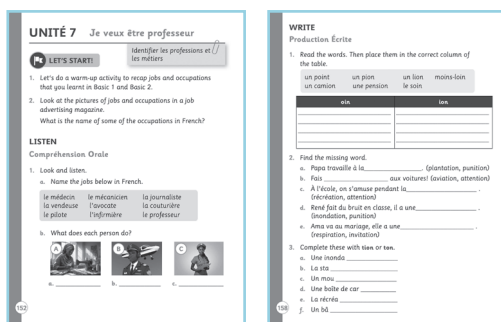
“**Larousse de poche**”.

Learners will also be prompted to consider specific grammar questions in context to which they will need to find the answers by themselves.



RESOURCES

- Learner's book: pp.152-158



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 veux être ... parce que / car...
- ★ Dans l'avenir, je veux être parce que / car
- ★ J'aimerais être ... parce que / car ...
- ★ Je veux devenir ... parce que / car ...
- ★ Il / Elle est / Ils / Elles sont

- ★ Le médecin – le mécanicien – le journaliste – le vendeur – l'avocat – la couturière – le pilote – l'infirmière – l'enseignant

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:

- ★ Quel métier exerce ton / ta / tes...?
- ★ Quelle est la profession / l'occupation de ton / ta / tes...?
- ★ Qu'est-ce que tu veux être dans l'avenir?
- ★ Qu'est-ce que tu veux devenir?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about jobs and occupations in French.



LET'S START!

- In this warm-up activity, learners will recap the French vocabulary for jobs and occupations that they learnt in Basic 4 and Basic 5.
- Learners look at the pictures of jobs and occupations in a job advertising magazine and give the name of each job or occupation in French orally.

You may check these names as examples of jobs: la couturière, le pilote, l'infirmière, l'enseignant, l'avocate, le mécanicien, le vendeur, la journaliste and le docteur.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on profession and trades.

A. Observation des images

I. Observation libre

Ask learners to silently read the names of the jobs in French to themselves.

II. Observation dirigée

1. **a.** Learners listen attentively and follow along as you read the names of the jobs to them.
 - Re-read the captions slowly to your learners.
- b.** Encourage your learners to think carefully about each picture, based on what they have learnt in French so far in the previous years.
 - This activity provides learners with a great opportunity to practise the identification of the job of each person in the picture.
Learners look at the picture clues and give the job or occupation of each person in French.



Answers

1. **a.** Elle coud des habits.
b. Il pilote un avion.
c. Elle prend soin des malades.
d. Il enseigne en classe.
e. Elle juge les gens.
f. Il répare les voitures.

- g.** Elle vend au marché.
- h.** Elle interviewe les gens.
- i.** Il traite les malades.

SPEAK – Production Orale

Ask and answer questions about what family members do.

A. Présentation globale du dialogue en situation

Read the dialogue to your learners and let them repeat after you.

Pay attention to the pronunciation and correct them if necessary.

B. Explication du dialogue

The table above will help in the meaning of the words in the dialogue.

C. Mémorisation du dialogue

D. Dramatisation

1. **a - b.** In pairs, learners take turns to read the dialogue (A and B) asking and answering questions about their family members' jobs / occupations and what they want to become in future.
 - Walk around the classroom as the learners work, to monitor their reading.
 - Guide and correct them as necessary.
2. Ask learners to work in pairs to ask and answer questions about what work he/she and his/her brother or sister do.
3. Following on from the previous activity, learners work in pairs for this exercise. They share what job they or their brother or sister would like to do when they grow up, imagining that they are now being interviewed for a radio live show.

Prompt your learners to vary their answers too by choosing different sentence starters from the Learner's Book on page 155.

- Correct your learners where appropriate, but ensure that the pace of the activity is not disturbed by too many checks.

PRACTICAL ACTIVITY

The use of variants

Quel métier exerce ton / ta / tes...?

Quelle est la profession / l'occupation de ton / ta / tes...?

Qu'est-ce que tu veux être dans l'avenir?

Qu'est-ce que tu veux devenir?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, if they are relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should be able to ask questions about the occupation of the members of a family or say what they want to become in future.

Study case

In pairs, learners talk about what they do or will become in future.

Écolier: Quel métier exerces-tu?

Écolière: Je suis mécanicien.

Écolier: Qu'est-ce que tu veux être dans l'avenir?

Écolière: Dans l'avenir, je veux être cultivateur.

Écolier: Qu'est-ce que tu veux devenir?

Écolière: Je veux devenir ingénieur.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

Que fait ta tante?

Quel métier exerce ton neveu?

Que fera ta fille à l'avenir?

Élève 2:

Elle est couturière.

Mon neveu est pompiste.

Elle aimerait être journaliste.

READ – Compréhension Écrite

Identify and associate the names of professions and trades with their drawings.

1. Learners look at the pictures and read texts.

Allow learners enough time to interpret the sentences and understand their context.

2. Learners read the sentence and then complete the following sentences.



Answers

2. a. J'aime éduquer les enfants. Je suis professeur (e).

c. Je répare les voitures. Je suis mécanicien/mécanicienne.

d. Je couds de bons habits. Je suis couturier/couturière.

e. Je travaille dans l'avion. Je suis pilote.

f. Je prends soin des malades. Je suis infirmier/infirmière.

g. Je défends les accusés(e) à la justice. Je suis avocat (e).

Listen to the pronunciation of “**tion**”, “**tie**”, “**tien**” in French.

Chez Madame Sidi

Étude de: **tion** (t = s) [z]

Phrase clé: La boutique de Madame Sidi est à côté de la **station**-service

Mots clés: **station**-service

Remark: *The words written in bold contain the sound studied.*

Aide à l’observation de l’image

Au centre de l’image, nous voyons Ama et sa mère. Elles portent chacune un paquet sous le bras. La marchande est à la porte de sa boutique. Elle dit au revoir à ses clientes. Comment l’appelle-t-elle? Faire lire son nom sur l’enseigne. Que voit-on dans la vitrine? À l’arrière-plan, on aperçoit une autre boutique devant laquelle il y a une pompe à essence. Cette boutique qui vend de l’essence s’appelle la station-service. Que fait-on devant la station-service? Pourquoi la voiture y est-elle arrêtée?

Prof: Qu’est-ce que vous voyez? (**What do you see?**)

Élèves: Nous voyons Ama et sa mère.

Prof: Qu’est-ce qu’elles portent? (**What are they carrying?**)

Élèves: Elles portent chacune un paquet sous le bras.

Prof: Où est la marchande? (**Where is the seller?**)

Élèves: Elle est à la porte de la boutique.

Prof: Qu’est-ce qu’elle fait? (**What does she do/is she doing?**)

Élève: Elle dit au revoir à ses clientes.

After this questions/answers section, the facilitator will ask learners to recall what they saw in image 1. Among the elements of their answers, he will emphasize the key sentence containing the sounds to be studied: **station - service**

Sequence 1: Observation libre de l’image et appréhension globale de la situation:

Compréhension

Throughout the lesson, the facilitator will leave the language panel hanging in the class or if he does not have one, he can refer to the learner’s book when observing the new image: the main elements of the new image still being known in image 1. The facilitator will ask one or two open questions to facilitate understanding.

- Tell us what you can see in this picture.

(Dites-nous ce que vous voyez dans l’image)

Sequence 2: Directed observation of the image: expression

The facilitator will observe the image and ask specific questions to the learners

Sequence 3: Study of the key sentence

The facilitator orders the learners to close their textbooks. He writes the key sentence on the board. Then he will ask the following questions. The entire sentence will be read several times. Then, it will be reconstituted on the slate word by word according to the model written on the board.

Sequence 4: The word – the syllable and the sound

The facilitator leaves the key sentence written on the board. He notes, very clearly, the following words: station-service. He highlights the sound(s) to be studied with colour chalk/ marker.

This: La boutique de Madame Sidi est à côté de la **station**-service.

He makes the words recognized then breaks them down into syllable to cut out the different elements: “**sta** – **tion** ser - vice”.

He draws the children’s attention to the final sound (**tion**) that can be heard.

Sequence 5: Re-use

The facilitator shows the learners that with the words of the key sentence, other sentences can also be written. He gives the examples and encourages learners to construct sentences of the same type.

Examples:

Ama et sa mère sont à la boutique dans la station-service.

Sequence 6: Auditory and visual discrimination

It is now a matter of using the syllables and sound studied in other words or in new sentences.

Refer to “**Phonetic reinforcement** p.157”

The facilitator makes the learners find the syllable: tion

The facilitator will then let them find other words in which: t = s in sound.

Example:

Addition – circulation – collection – initiale – soustraction – respiration – punition – patience – multiplication – aviation – portion – impatience.

The facilitator can make them isolate the syllable: tion – tia – tien

The facilitator can also proceed to a dictation of words. He will also be able to suggest the game of “**Pigeon vole**” to end the session.

Sequence 7: Reading

Lecture silencieuse (Silent reading)

“Dans la boutique” (Learner’s book p.157)

- This reading passage is longer than the previous ones. It introduces a new series of passages which will be approached in a particular way from the years to come.
- During this session, the facilitator will only read the first paragraph of the passage.

Then he will ask the following questions:

1. Qui ouvre une boutique?
2. Où est la boutique de Madame Sidi?

3. Qu’est-ce qu’on peut acheter chez Madame Sidi?
4. Où Madame Sidi installe-t-elle ses marchandises?
5. Quand les enfants viennent-ils y faire des achats?
6. Que viennent-ils acheter?

Learners read the passage silently after explanation, the facilitator asks the following questions which learners can answer with “Vrai” or “Faux”

1. On trouve les médicaments chez Madame Sidi.
2. Ama va au mariage de la sœur d’Amina.
3. Maman achète la robe bleue.
4. C’est Ama qui porte le paquet en sortant de la boutique.

Reading aloud

Watch out for connections! (Attention aux liaisons!)

Les écolières – Les achats

- Masterful reading
- Individual reading with control by facilitator with respect for breathing group, articulation and meaning groups.

Sequence 8: Control exercises - Fixation

Extra exercises

1. You read this list of first names. Then you write on the board those in which “**ch**” is pronounced “**k**”
Thomas – Christophe – Hubert – Clotilde – Stéphane – Théodore – Philippe – Christian – Henri.
2. You copy the words, then you circle where we hear [i]
Du maïs – le cinéma – une chaise – la peinture – un oiseau – un balai – un chemin – une souris.

UNITÉ 8 Où est le cahier? Où se trouve Kofi?



Suggested teaching time:

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

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

Introduction

In this unit, learners will revise all the French prepositions of place that they learnt in Basic 1 and Basic 2. They will also expand their French vocabulary with some new prepositions and other words.

Learners will also be guided on the different ways to indicate location in French: using the correct expressions “Il/Elle se trouve” and “Il est/Elle est”.

Through a number of visual and practical

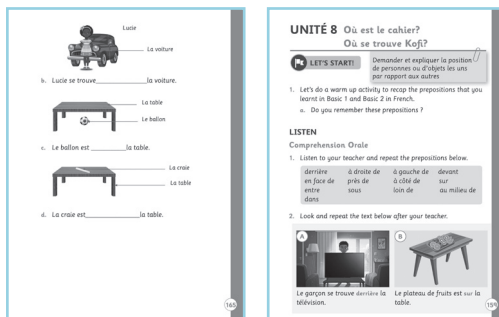
activities, learners will use the prepositions that they have learnt to locate objects, people and buildings.

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



RESOURCES

- Learner's book: pp.159-165



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 / Elle se trouve/Il / Elle est.
- ★ Sur/Derrière/Sous/Entre/À côté de/Dans /À droite de/Bibliothèque/À gauche de/ au-dessus/ au-dessous/en face de Hôtel/ Devant/ Proche de/Près de/Loin de/sur/ Hôpital.
- ★ Commissariat de police/Au milieu de/ Banque/Poste/ Musée.
- ★ Pharmacie/Église/Marché.
- ★ École/Parasol/Mosquée.

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...?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about giving the location of objects, people and buildings using French prepositions.



LET'S START!

1. This warm-up activity gives learners the opportunity to recap all the French prepositions that they learnt in Basic 1 and in Basic 2.

- a. Learners should mention some prepositions.

Write all the possible answers of the learners on the writing board.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document and take note of the position of people and objects.

A. Observation des images

I. Observation libre

1. Read the list of prepositions in the Learner's Book to the learners.
 - Learners should repeat each one after you.

II. Observation dirigée

1. Check learners' understanding by prompting a class discussion.
 - Guide learners to the meanings of the propositions listed, if needed.
 - It may be helpful, at the beginning of this unit, to write the list of French prepositions on the writing board, for ease of reference.
2. Learners look at the pictures on pages 159 and 160 of the Learner's Book.

- They should listen carefully as you read the captions to them, highlighting the French prepositions of place.
- Re-read the captions and encourage the learners to follow along with the text as they listen.
- Check learners' understanding and clarify any queries that they may have.

SPEAK – Production Orale

Ask and answer questions about the position of a person or object.

A. Présentation globale du dialogue en situation

Allow learners time to engage with the details of the picture.

B. Explication du dialogue

C. Mémorisation du dialogue

D. Dramatisation

1. In group of seven, learners take turns to read and to practise the dialogue, asking and answering questions about location of the objects and people in the country side of a village, using the correct French prepositions.
 - Walk around the classroom, listening to the learners' answers. Assist and correct them where necessary.
2. Learners work in pairs, they take turns to ask and answer about the position of people and object the pictures on pages 162 and 163 of the Learner's Book.

PRACTICAL ACTIVITY

The use of variants

Où est...?

Où se trouve...?

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, if it is relevant and grammatically correct. The facilitator assigns a role to the learners. Each learner should be able to ask and explain the position of people or objects to one another.

Study case

In pairs, learners look at the picture and take turns to practise asking and answering questions about location, using the correct French prepositions.

Madame: Où est le Ghana sur la carte?

Écolière: Le Ghana est entre la Côte d'Ivoire et le Togo.

Madame: Où se trouve le ballon?

Écolière: Le ballon se trouve sous la table.

Madame: Où est la banque?

Écolière: La banque est derrière l'hôpital.

Madame: Où se trouve le chien?

Écolière: Le chien se trouve dans la cage.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

Où se trouve la mairie?

Qui est devant la boutique?

Élève 2

Elle se trouve à côté du marché.

C'est madame Sidi qui est devant la boutique.

READ – Compréhension Écrite

Locate the position of public places on a map of a city.

1. Learners look at the town map on page 163 of the Learner's Book and read all the labels.

Allow them enough time to engage with the map and read the descriptive sentences to show the location of the different buildings in relation to one another.

2. Let learners re-look at the picture on page 163 of the Learner's Book, then allow them enough time to complete the table below in their exercise book.



Answers

1.

Où est/Où se trouve....?	
a. Le cinéma	Le cinéma est derrière le supermarché.
b. Le centre culturel	Le centre culturel est devant l'église.
c. L'église	L'église est derrière le centre culturel.
d. Le supermarché	Le supermarché se trouve à côté de la poste.
e. La pharmacie	La pharmacie est en face de la poste
f. L'hôtel	L'hôtel se trouve entre la banque et le supermarché.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners complete the sentences with the appropriate prepositions from the list.



This image shows a full page of blank white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

UNITÉ 9 Allons à l'école!



Suggested teaching time:

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

Donner et réagir à
un ordre



Introduction

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

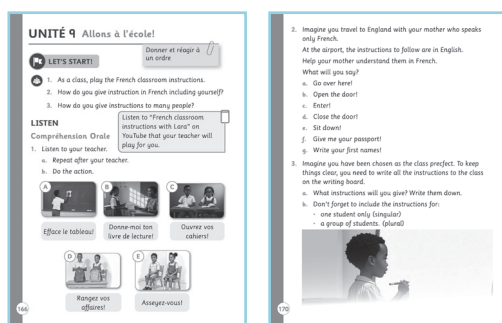
In this unit, the emphasis is on giving and receiving orders and instructions in French, building on what learners learnt and practised in Basic 1 and Basic 2.

Learners are already familiar with the imperative forms for "tu" and "vous" from previous years. The unit provides learners with the opportunity to practise two forms of imperative and to understand when and how to use them.



RESOURCES

- Learner's book: pp.166-170



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

Plural

- ★ Soulignez.
- ★ Entourez.
- ★ Cochez.
- ★ Complétez.

Singular

- Souligne.
- Entoure.
- Coche.
- Complète.

- | | |
|---------------|------------|
| ★ Reliez. | Relie. |
| ★ Écrivez. | Écris. |
| ★ Barrez. | Barre. |
| ★ Dessinez. | Dessine. |
| ★ Recopiez. | Recopie. |
| ★ Lisez. | Lis. |
| ★ Écoutez. | Écoute. |
| ★ Parlez. | Parle. |
| ★ Chantez. | Chante. |
| ★ Ouvrez. | Ouvre. |
| ★ Fermez. | Ferme. |
| ★ Levez-vous. | Levez-toi. |

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:

- ★ Form impératif
- ★ L'emploi de « Tu » et
- ★ "Vous"

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 and Basic 2 about giving and following instructions in French.



LET'S START!

1. As a class, learners play French classroom instructions. This will help them to recap how to give and follow orders / instructions in French.

Play on YouTube “French classroom instructions” with Lara to the learners.

2. Learners revise how they can give instructions to people that they are part of.
3. Learners equally revise giving instruction to many people.

LISTEN – Compréhension Orale

Listen or watch and understand an audio/audio-visual document where we talk about orders and simple advice or instructions.

A. Observation des images

I. Observation libre

Ask learners to silently observe the pictures, then encourage them to express themselves freely and as spontaneously as possible in giving and receiving orders.

II. Observation dirigée

1. Read the instructions under each picture to your learners, slowly and very clearly.
 - Clarify any queries that your learners may raise.
 - Highlight the use of “vous” (plural) as the instructions are addressed to a group of people.
 - Re-read the instructions. This time, as you read them, learners should repeat the instructions and do the actions for each instruction, as a class or individually.

SPEAK – Production Orale

Give and follow instructions.

A. Présentation globale du dialogue en situation

Read each instruction to the learners and let them repeat after you.

B. Explication du poème

Explain the words used in the lesson.

C. Mémorisation du dialogue

The learners should be able to memorize the terms.

D. Dramatisation

1. Learners work in pairs or in groups of five for this activity and take turns to give and receive instructions, using the singular or plural of the instructions and some of the instruction should include the speaker.
2. Remind them to pick from the example box on pages 167 and 168 of the Learner's Book.
3. Learners work in groups of two for this activity. They should each have a turn to give instructions to another learner or other learners in their group, using the imperative form for “tu” and “vous”.

PRACTICAL ACTIVITY

The use of variants

The imperative form and the use of “**Tu**”, “**Vous**” and “**Nous**”.

Re-use – systematization

1. Re-use

A learner will replace the facilitator to ask questions on the model given in the dialogue. However, it will be necessary to accept the variations that the learners may make, if it

is relevant and grammatically correct. The facilitator assigns a role to the learners. The learner should be able to give and react to orders and instructions in French.

Study case

Learners work in pairs or in group. They should each have a turn to give instructions to another learner or other learners or including themselves, using the imperative form for “**tu**”, “**vous**” and “**Nous**”.

Porte cet habit!

Portez ces habits!

Regarde cette photo!

Regardons ces photos!

Prends ton médicament!

Prenez vos médicaments!

Allons jouer!

Allez jouer!

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève:

1. Soulignez la bonne réponse!
2. Cochez la bonne réponse!
3. Complétez la phrase!
4. Relions le mot à l'image!
5. Écrivez vos noms!
6. Barrez l'intrus!
7. Dessinons!
8. Recopiez les phrases!

Elève 2

1. Souligne la bonne réponse!
2. Coche la bonne réponse!
3. Complète la phrase!
4. Relie le mot à l'image!

5. Écris ton nom!

6. Barre l'intrus.

7. Dessine!

8. Recopie les phrases!

READ – Compréhension Écrite

Read and understand instructions.

1. Learners read the instructions and look at the pictures on pages 168 of the Learner's Book.

Then they match each instruction with the correct picture.

Guide and correct learners as necessary.



Answers

(A)

Regarde cette photo!

(B)

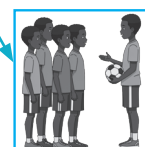
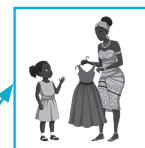
Allons jouer!

(C)

Porte cet habit!

(D)

Prends ton médicament!



WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners follow the instructions in French to answer the questions.
2. Learners will play a role of an interpreter for their mother at the airport from English

to French. They will help their mother understand the instructions in French.

3. **a. - b.** This is a great activity to give learners a good sense of responsibility, personal development and leadership while they keep practising the topic of the unit.

- Learners should provide written instructions for:
one student only, using the imperative for “**tu**”

a group of students, using the imperative for “**vous**”
- Guide and correct learners as necessary.
- Give learners the opportunity to rewrite their instructions correctly after you have checked their work.



Answers

1. **a.** Barrez l'intrus.
mois.
L'appareil.
Le chinois .
- b.** **Le** portail. **L'**ami. **La** porte.
Le pain. **Le** matin. **Le** canaris.
La forêt. **Les** pattes. **Le** garagiste.
Les lapins. **La** marmite. **L'**arbre.

N.B: This exercise implies a grammar point at their level: “Les articles définis”

2. **a.** Allez/Vas là-bas!
b. Ouvrez/Ouvre la porte!
c. Entrez!/Entre!
d. Fermez/Ferme la porte!
e. Asseyez/Assoyez-vous!/Assieds-toi!/Assois-toi!
f. Donnez/Donne-moi votre/ton passeport!
g. Ecrivez/Ecris votre/ton prénom!
3. Individual responses

PROJECT TIME

LB p. 171

CHANTEZ AVEC NOUS!

1. **a.** This is a fun and collaborative group activity that will enable learners to revise and practise together.
- Once they have started a song and are well practised have singing the song together, learners will have the chance to share their joy song with others in their school.
 - Ensure learners enjoy the song and assist learners with their practice.
 - Check learners' pronunciation and guide them as necessary.

Before starting this activity, revise all the vocabulary learnt throughout this theme with the learners.

1. Learners copy and complete the table provided in the Learner's Book, giving the correct labels and numbers of items.
2. Learners write the following numbers in French words.
3. Learners match each caption to the correct picture.
4. Learners look at the picture and then complete the table, using the correct French preposition of place in each case.



Answers

1. a. Les livres - Il y a dix.
b. Les crayons - Il y a trois.
c. Les stylos - Il y a cinq.
d. Les gommes - Il y a six.
e. Les règles - Il y a huit.
f. Le total est trente-deux.
2. a. Tente.
b. Vingt-trois.
c. Dix-sept.

- d. Trente-cinq.
- e. Quarante-quatre.
- f. Dix-neuf.
- g. Trente-sept.
- h. Quarante-et-un.
- i. Treize .
- j. Cinquante.

3. a. Il fait beau.

- b. Il fait du vent.

- c. Il pleut.



4. Note that learners' answers may vary. Accept any correct and appropriate answers.

- Some sample answers are provided here.
- a. Le marché est derrière la bibliothèque.
- b. L'église se trouve devant l'école.
- c. Le musée d'arts est à droite de l'école.
- d. L'hôpital se trouve à gauche de la bibliothèque
- e. L'école est entre l'hôpital et le musée d'arts.
- f. La banque se trouve à côté de la mosquée.

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

Answers

1. Learners copy and complete the text, filling in the gaps with the correct words.
 - a. Bonjour mes amis! Comment allez-vous? Je m'appelle Elise.
 - b. Je suis née le 12 avril, à Ho.
 - c. Mon numéro de téléphone est le 0597122753.
 - d. Aujourd'hui, je vous présente ma famille. Nous sommes une petite famille.
 - e. Mon père est policier et ma mère est vendeuse.
2. Learners complete the sentences with the correctly conjugated verbs.

À la cantine, je prends mon déjeuner.

Je fais des activités sportives.

Je balaie la cour.

Pendant la récréation, je joue avec mes amis.

Je lis mon livre à la bibliothèque.
3. Learners think about their kitchen and list ten objects they find in it.
 - Learners answers may vary but accept any items that we can find in a kitchen if well mentioned.
4. Learners look at the bus schedule and then complete the dialogues (questions and answers) that follow.
 - a. Q: À quelle heure le bus quitte Kpando?
A: Le bus quitte Kpando à 20h:00.
 - b. Q: À quelle heure le bus quitte Accra?
A: Le bus quitte Accra à 23 heures.
 - c. Q: À quelle heure le bus quitte Kumasi?
A: Le bus quitte Kumasi à cinq heures et demie.
 - d. Q: À quelle heure le bus arrive à Accra?
A: Le bus arrive à Accra à 23h:30.
 - e. Q: À quelle le bus quitte Takoradi?
A: Le bus quitte Takoradi à douze heures quinze minutes.

ESSENTIAL French Primary 3

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.

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

ESSENTIAL French Primary 3 has two components:

A learner's Book that offers:

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

A Facilitator's Guide that offers:

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

Learning is Essential!



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