

ESSENTIAL French Primary 2



Facilitator's Guide



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ESSENTIAL French

Primary 2

Facilitator's Guide

Dodeye Yawo Wolasi



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NNF Esquire Limited
P.O. Box AN 8644, Accra-North, Ghana.
024 4608 305, 026 2113 117

CAMBRIDGE UNIVERSITY PRESS

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

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First published 2025

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

Printed in

ISBN: 978-9988-9409-6-6 Paperback

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INTRODUCTION

Dear Teacher,

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

This Basic 2 Teacher's Guide **has been developed in conjunction with the French Learner's Book** for Basic 2. We hope that you will find it an important and useful tool to assist and guide you as you teach the French language to your young learners through a task-oriented, communicative approach.

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

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

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

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

This Teacher's Guide is divided into three sections:

**Section A: The new primary curriculum and the French syllabus
(Upper Primary: Basic 1 – Basic 3)**

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 BASIC1-BASIC 3 COUPLED WITH READING APPROACH)

1. THE NEW PRIMARY CURRICULUM

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

1.1 Values

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

1.2 Core skills and competencies

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

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

1.3 Organisation

The new curriculum has a four-column structure:

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

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

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

2. THE NEW FRENCH SYLLABUS

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

2.1 General Scope and Sequence

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

4. Les activités	<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 2 COUPLED WITH READING APPROACH

BASIC 2					
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	2–12	22-28
	2. Se présenter	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	13–22	29-35
	3. Présenter quelqu'un	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	23–30	36-41
	4. Décrire quelqu'un	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	31–40	42-47

	5. Décrire la famille et les liens familiaux	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	41–53	48-55
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BASIC 2					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
2. Parler de son environnement	1. Parler de sa maison	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	55–65	56-61
	2. Parler de son école	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	66–76	62-67
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	78–87	68-73
	2. Dire ce que l'on n'aime pas	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	88–97	74-81

BASIC 2					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
4. Les activités	1. Compter et faire des calculs simples	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	99–104	82-85
	2. Demander et donner l'heure	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	105–114	86-92
	3. Parler des jours de la semaine	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	115–123	93-96
	4. Situer les mois et les saisons dans le temps	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	124–132	97-103
	5. Entrer en contact par téléphone	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	133–139	104-110


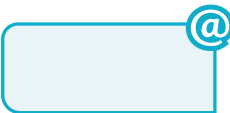



BASIC 2					
4 STRANDS 4 thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the learner's book	Pages in the Teacher's Guide
	6. Inviter quelqu'un et accepter une invitation	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	140–148	111-116
	7. Identifier les professions et les métiers	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	149–158	117-123
	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	159–167	124-129
	9. Donner et réagir à un ordre	LISTEN SPEAK READ WRITE	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	168–180	130-136

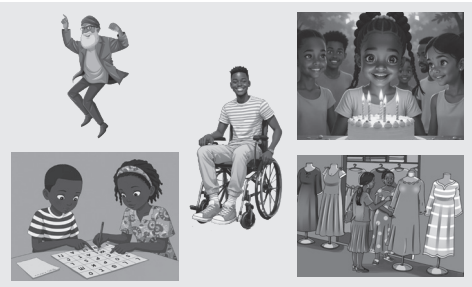
4. STRUCTURE AND SPECIAL FEATURES OF THE LEARNER'S BOOK

4.1 Structure

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

4.2 Special features

SPECIAL FEATURES in the Learner's Book (These are also reflected within the detailed teaching guidelines in the Teacher's Guide)	
Aims and Objectives: <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.
Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	<ul style="list-style-type: none"> ✓ The syllabus content standards and core competencies are addressed, unit by unit (Sub-strand by Sub-strand) through all the activities presented. ✓ Activities are accurate and current. ✓ Content is appropriate to the level of the learners and for their age and possible different backgrounds. ✓ Representation of Ghana's diversity. ✓ Gender balance and no gender stereotypes. ✓ Representation of indicators. ✓ Social inclusiveness. ✓ Ideas for the use of local materials. ✓ Instructions are consistent and presented simply and clearly.

Texts, Songs, Poems	<ul style="list-style-type: none"> ✓ These use language that is appropriate to the level, age, knowledge and background of the learners. ✓ They are representative of Ghana's diversity. ✓ Gender balance and no gender stereotypes. ✓ Text that is consistent and clearly presented to the learners. ✓ Representation of Ghana's diversity.
Illustrations and Photos 	<ul style="list-style-type: none"> ✓ A selection of high-quality illustrations and photos gives a good balance with the texts and content of the book. ✓ Captions and labels that are simple, relevant, appropriate and clear. ✓ Illustrations that reflect a variety of learners (including learners with special needs) and which reflect gender balance and social inclusiveness. ✓ Gender balance and no gender stereotypes.
New words / Vocabulary boxes <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Vocabulaire</p> <ul style="list-style-type: none"> ★ Le professeur: <i>The Male teacher</i> ★ La professeure: <i>Female teacher</i> </div> <div style="position: absolute; right: -40px; top: 0; font-size: 4em; line-height: 1;">A B C</div>	<ul style="list-style-type: none"> ✓ These build the French vocabulary gradually and give learners the confidence to understand clearly and apply new vocabulary in context and through different exercises. ✓ We suggest and highly recommend that learners build their own “mini-dictionary” (“Petit-dictionnaire”) to give them the independence and responsibility to organise their new learning and knowledge acquisition in a practical and meaningful way.
Look and Learn boxes	<ul style="list-style-type: none"> ● Prompt problem-solving and subject understanding. ● Facilitate multi-ability learning.
Fun time!	<ul style="list-style-type: none"> ● These provide additional appropriate content and activities, inviting your learners to have fun while practising their language skills.
Project Time	<ul style="list-style-type: none"> ● Learners practise core skills, in context, and engage in practical activities. ● Some of the projects encourage the use of local materials.
Practise, Practise, Practise! Final activities	<ul style="list-style-type: none"> ● An opportunity for you to assess your learners. ● Learners can revise content. ● Learners have the opportunity to self-assess their knowledge. ● Review questions. ● Assessment exercises with an inclusive approach to assessment for learning, as learning and of learning. ● Representation of indicators.

READING APPROACH

READING	SOUND
La boutique	c-k-q
REVISION I	
La jupe de Fatou	j-J
Doudou danse	an-am
La tempête	en-em
La fête	f-F
Au marigot	g-gu-G
Le feu de brousse	eu-œu
Au champ	Ch
REVISION II	
Le sac de René	ar-or-ir-ac-oc-ic-as-os-is
Claude glisse	cl-gl-fl-bl
L'arbre de la cour	br-gr-vr-tr-pr-cr
L'étoile	Oi
Au tableau	au-eau
REVISION III	
Le peigne L'eau fraîche	ai-aî-ei
Le blouson	z-s
La visite de medecin	en-ain-ein
Vous allez tomber	ez-er

LANGUAGE

General approach

This language book intended for the second 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 picture.s
2. Appropriation of the dialogue.
3. Dramatization and use of variants.
4. Re-use.
5. From dialogue to free expression.

1. Reading of pictures

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

Pictures

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

2. Appropriation of the dialogue

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

4. Dramatization and use of variants

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

5. Re-use

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

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

6. From dialogue to free expression

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

READING

General approach for year one

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

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

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

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

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

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

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

- **Séquence 3:** Key sentence study

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

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

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

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

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

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

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

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

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

- **Sequence 5:** Re-use

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

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

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

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

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

- **Sequence 7:** Reading

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

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

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

These exercises all have complementary purposes which are above all:

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

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

SECTION B: TEACHING GUIDELINES

Thème 1 DÉFINIR LES ASPECTS DE L'IDENTITÉ

UNITÉ 1 Bonjour! Comment vas-tu?



Suggested teaching time:

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

Saluer et prendre congé



Introduction

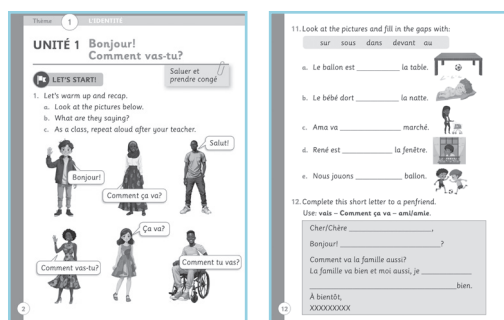
This is the first unit of the Basic 2 Learner's Book and it focuses on greetings in French. Learners will have the opportunity to revise what they learnt about greetings in Basic 1 and expand their knowledge.

Following on from the previous year, encourage your learners – beginning from this unit - to build their own vocabulary Notebook. They should add to their books and record all key or new vocabulary learnt throughout the title.



RESOURCES

- Learner's Book: pp.2-12



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

- ★ Salut!
- ★ Bonjour!
- ★ Ça va bien, merci.
- ★ Je vais bien, merci.
- ★ Très bien, merci.
- ★ Et toi?/Et vous?
- ★ Aussi.
- ★ Au revoir! A 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:

- ★ Ça va?
- ★ Comment ça va?
- ★ Comment vas-tu?
- ★ Comment tu vas?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

1. **a - b.** This is a warm-up and recap activity to get learners into the topic of greetings.

- Learners look at the images and translate the speech bubbles into English.
- c.** Learners read the speech bubbles aloud, as a class. Check their pronunciation and correct / guide them as necessary.

Sing this song to the learners
*"Bonjour mes amis, comment
 ça va?"* From *ASMAE KIDS*
 on YouTube <https://youtu.be/cUJAq8g7bcQ>,



- Then sing all together as a class.

LISTEN – Compréhension Orale

A. Observation des images

I. Observation libre

Learners watch and listen while you play the video on YouTube about greetings in French by *France Emoa Kids* "Lesson 1-French for kids-Greetings" https://youtu.be/D8G_ctbSDuw to them.



II. Observation dirigée

Allow learners time to engage with the video and the respective greetings they have just listened to and watch.

Put to the writing board the various French greeting words in the video.

Read them and let learners repeat after you.

Key words written on the writing board, ask learners some precise questions so that they can understand the video.

- Turn learners' attention to the greeting words on the board.
- Ask the learners: "What is the meaning?". Learners will give possible answers in English.
- Explain to the learners that the people are greeting each other in French using different words and sentences.
- Ask the learners to listen attentively as you read those words once again.
- Learners should follow along as you slowly read the words. Clarify and explain further, as necessary.

SPEAK – Production Orale

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

A. Présentation globale du dialogue en situation

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

B. Explication du dialogue

This explanation phase will be an opportunity to draw attention to the following points

- the nuance between "*Bonjour/Salut*"
- the nuance between "*et toi?/et vous ?*"
- The minor distinction between "*Madame/Monsieur*"
- possible substitution of "*Ça va bien merci*" and "*Ça va mal merci*"

C. Mémorisation du dialogue

The dialogue must be memorized at the start or at the end of the lesson as French is not the child's mother tongue.

D. Dramatisation

2. Learners to reflect and think about the key words that were used in the dialogue to greet people. They should say these aloud.

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

PRACTICAL ACTIVITY

The use of variants

Ça va?

Comment ça va?

Comment vas-tu?

Comment tu vas?

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 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 and take leave of a friend.

Study case 2

The facilitator brings a little girl to the front of the class and asks her to play the role of **Mrs. X** (The name will be chosen by the class).

A learner is invited to come and greet **Mrs X**.

Élève 1 (Y): Bonjour madame X

Madame X answers with:

Élève 2 (X): Salut Y.....or Bonjour Y, comment ça va?

Élève 1 (Y) must answer with: Ça va, merci.

Au revoir **Madame X**.

Study case 3

Two learners **X** and **Y** are invited to come and greet each other.

They can say to each other

Bonjour **X** Bonjour **Y**

Salut **X** Salut **Y**

Au revoir **X** Au revoir **Y**

Study case 1

The teacher brings a learner next to him and asks him to greet and take leave of him, as in the dialogue.

Prof: Bonjour, + (Real name)!

The facilitator helps answer with:

Élève: Bonjour, + (Real name)!

Prof: Comment vas-tu?

He helps the learner to formulate the answer

Élève: Je vais bien merci, et vous?

The facilitator answers:

Prof: Je vais bien

The learner answers

Élève: Au revoir!

Prof: Au revoir!

2. Systematization

You have two learners say quickly and mechanically, taking turns

Élève 1: Bonjour monsieur

Bonjour madame

Ça va bien

Au revoir

Élève 2: Salut monsieur

Salut madame

Ça va mal

Au revoir

READ – Compréhension Écrite

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

1. Read the dialogue to your learners in class.

Learners repeat after you.

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

Reading

René, Ama and Moussa

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

The characters are **René and his friends**: The friends are **Ama** and **Moussa**. **Ama** who is a schoolgirl, **Fatou** and **Ali** who are smaller siblings of **Ama**.

Objectives of this presentation of the lesson

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

Lesson progress

● Sequence 1: Image playback

We will begin with a silent character observation.

We will then invite the learners to state the result of this observation. For instance:

There is a boy at a shop. He is with a certain man, the father, there is another man in the shop. Etc....

We will observe and identify the most features of the characters.

● Sequence 2: The words

We will observe the words

We will start from "**René**".

Same for "**Ama**" and "**Moussa**", then for the other words.

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

Listen to the pronunciation of "**c**", "**q**" and "**k**" in French.

The sound "**k**": La boutique

Study of "**c - q - k**" – [k] (the phoneme)

Key sentence: C'est **Akoto** qui **coud** dans sa boutique.

Key words: **Akoto** – **coud** – boutique

Global acquisitions: C'est – **qui**

- Help with the reading of the image

The image is relatively simple to read.

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

- Un homme coud dans son atelier.
- Une fille porte une calebasse sur la tête.
- Un coq est monté sur le toit.
- La poule picore le maïs.

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

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 new image and ask specific questions to the learners

M: Qu'est-ce que vous voyez dans l'image? (What do you see in the picture?)

E: Un homme à la boutique avec son enfant (**A man at a shop with his son.**)
Un tailleur dans son atelier (**A tailor in his shop**)

M: Tu les connais? (**Do you know them?**)

E: Non. (**No**)

M: Que fait l'homme dans l'atelier (**What does the man do/is the man doing in the shop?**)

E: Il coud des habits. (**He sews/is sewing dresses**)

N.B.: At the end of the sequence learners should be able to guess the meaning of the key sentence: C'est **Akoto qui coud** dans sa boutique.

Sequence 3: Study of the key sentence

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

- The facilitator will write the key sentence on the board. Then he will ask the following question:

M: Is there any word that you understand from the sentence in the book?

The learners only recognize the word **Akoto**, it will be named and shown on the board and in the book. Then 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: **Akoto – coud – boutique**. He highlights the sound(s) to be studied with colour chalk/marker.

This: C'est **Akoto qui coud** dans sa boutique.

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

He makes the words recognized then breaks them down into syllable to cut out the different elements.

Ako-to – **c**ou-d – bouti-**q**ue – **q**ui

He observes: **A**ko – **c**ou – **q**ue – **q**ui

He draws the children's attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

Sequence 5: Auditory and visual discrimination

We can use: **masque – quitte – quatre** to find the sound **que – qui – qua**

Any other words that can be suggested by the facilitator or be read by learners:

un canapé – une écurie – une canne – l'école – un canot – la coque – une équipe – un disque – du kapoc – un lac – un pac – un roc – il écoute

1. Read again the key sentence, emphasizing the word containing the sound [k].
2. **In an oral activity:** in the list of spoken or read words by the facilitator, learners must locate the words containing [k].
Instruction: raise your hand when you hear [k] (**Jeu de pigeon vole**)

3. Section I hear and I see: c – k – qu in the learner's book

These are key words that make it easier to memorize a sound.

- let learners read from the book.
- let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.
- Then ask learners to name these drawing based on what they have read from the book.

• Sequence 6: Reading

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

"I can read" (*Learner's Book 2 pp.6*)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.

• Sequence 7: Assessment and exercises

Refer learners to **Look and Learn Box** to practise the simple present tense form of **"aller"** in French only with the 3 singular subject pronouns

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners identify the words in the table.
2. Learners complete the following words with the syllables.
3. Learners form a correct sentence out of these words in French.
4. Learners read the text and answer the following questions.
5. Learners look at the picture to form a sentence with these words.
6. Learners read and draw: **Un pot sur la table =**
7. Learners use these words to fill the gap to form correct sentences:
8. Reading
9. Learners answer the following questions.
10. Learners complete the words with the following syllables.
11. Learners look at the picture and complete the sentence.
12. Learners complete the short letter to greet a penfriend.



Answers

1.

C	K	Qu
Canari	Un képi	Quatre
Du cacao	Un kilo	Il pique

2. a. Une **culotte** b. Il **coupe**
c. Une **calebasse** e. Une **carotte**

3. Ama porte unealebasse sur sa tête.
4. a. C'est **un coq**. b. C'est **la poule**
c. C'est **Akoto**
5. Le coq est sur le toit
6. Learners read and draw: Un pot sur la table.
7. a. Il joue au ballon b. Elle achète
une robe.
c. Il a mal à la tête d. Elle coupe
le boubou
e. Il mange du riz f. Elle fait
la lessive.
8. The teacher guides learners through the
reading of the text.
9. a. Vrai. b. Faux.
c. Vrai. d. Faux.

- 10. a.** Un **canari** **b.** Un **képi**
k. Une boutique **d.** Du **tissu**
e. Un **savon** **f.** Une **robe**
- 11. a.** La balle est **sous** la table.
b. Le bébé dort **sur** la natte.
c. Ama va **au** marché.
d. René est **par** la fenêtre.
e. Nous jouons **au** ballon.

12.

Cher/Chère **ami/amie**,

Bonjour! **Comment ça va?**

Comment va la famille aussi?

La famille va bien et moi aussi, je **vais** bien.

À bientôt,

Notes:

[illegible]

UNITÉ 2 J'ai... – J'habite à....– Je suis...!

Se présenter



Suggested teaching time:

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

Introduction

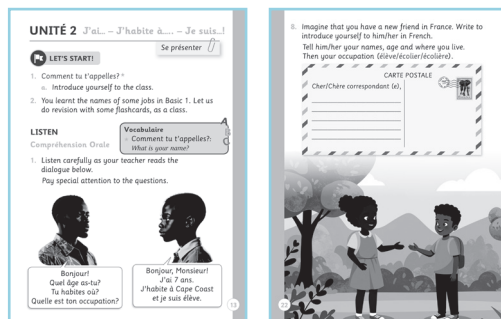
In this unit, the focus is on learners revising how to introduce themselves in French and how

to ask questions about the identity of others, including age, address and occupation..



RESOURCES

- Learner's Book pp.13-22



Optional extra materials:

Posters, flashcards and word cards

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



KEY WORDS

- | | |
|------------------|-----------------------|
| ★ La profession. | ★ L'âge. |
| ★ Le goût. | ★ J'aime. |
| ★ Je déteste. | ★ Moi, j'habite à ... |
| ★ J'habite à ... | ★ J'ai ... |

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 âge as-tu?
- ★ Tu habites où?
- ★ Quelle est ta profession?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will learn how to introduce themselves in French. They will build on what they learnt in Basic 1 about introducing themselves.



LET'S START!

1. Learners introduce themselves to the class in French.
 - Check their pronunciation and guide them as necessary.
2. Let the learners know they will revise the names of some professions and occupations in French. They should be referred to some flashcards on this matter.
 - Read the names of jobs listed on those flashcards. If not enough, the teacher can provide more names for jobs to help conduct this unit easily. Learners to repeat after you.
 - Check their pronunciation and guide them as necessary.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual/ audio document where two people introduce and identify themselves orally.

A. Observation des images

I. Observation libre

Pre-record the text in the Learner's Book in an audio and play it back to your learners. Your learners listen to it.

II. Observation dirigée

Let learners take their textbook on page 13. Then ask them to silently look and listen as the facilitator reads slowly and clearly the speech bubbles to them. Learners to repeat after you. Then they take turns to read in pairs.

The facilitator uses as a priority the relevant observations of the learners.

- He shows the picture.
- He brings out the overall situation.
- Then he points to more precise points in the foreground of the image the facilitator presents.

To do this, he asks a very broad question, other general ones, such as:

“Qu'est ce que vous voyez dans cette image?” (**What do you see in the image?**)

“De quoi parlent-elles?” (**What are they talking about?**)

“Quels sont les mots qui expriment la présentation en Français?” (**What are the words that express introduction**)

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**).

SPEAK – Production Orale

Ask and answer questions about age, profession/occupation and address.

A. Présentation globale du dialogue en situation

Read the dialogue to your learners. Learners to repeat after you.

The facilitator should draw the learners' attention to the statements in the dialogue. Point to them in turn, so that they pay attention to intonation in the questions.

The dialogue is repeated for the second time with your learners repeating after you, then, as during the observation session of the scene, (and if he deems it useful and/or possible), the facilitator asks the learners what they have retained. After this lesson moment of free expression, he states the dialogue again before starting the explanation.

B. Explication du dialogue

Quelle est ta profession? This is a new vocabulary to the learners.

Où habites-tu?: mime this question with a drawing of a house in an environment.

Quel âge as-tu?: Stress on the word “âge” and “a number”.

Qu'est-ce que tu aimes?: Present two items with care for one.

Je déteste: Present two items with dislike for one.

J'aime: Approach this with love for something.

C. Mémorisation du dialogue

Since this is a second year of the learning of the language, the continuous reading will enable kids keep it in mind and be free in using the terms in a dialogue.

D. Dramatization

- I.** Now, in pairs, learners role-play the dialogue with a partner in which two people talk about their name, age, occupation, **where they live**.
- II. a.** Still in pairs and taking turns, learners now practise the introductions about Nene and Delphine with a partner telling us what they like and their preferences..
- b.** Following the same pattern above, introduce yourselves to one another.

Mention your name, age, occupation, where you live, your likes and preferences.

- III. a. – c.** Again in pairs, learners now practise asking a partner about his/her profession and providing that information about themselves.
- Allow learners to be creative and imagine that they are adults and have a job.
 - Revise the vocabulary learnt, guide and assist the learners as necessary.

PRACTICAL ACTIVITY

The use of variants

- Quelle est ta profession?
- Où habites-tu?
- Qu'est-ce que tu aimes?

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 himself or herself 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,

according to them, introduce themselves by mentioning their profession, age, place and taste.

- A.** The facilitator introduces himself as a learner to talk about his taste and preferences.

Prof : Bonjour, je m'appelle + (Names).
J'ai + (age) ans. Je suis élève. J'habite à + (Name of a place). J'aime + (Taste).
Mais je déteste + (Preferences). Et toi?

- B.** A girl in the class introduces herself to talk about her taste and preferences.

Élève X : Bonjour, je suis + (Name).
J'ai + (age) ans. Je suis + (Profession/occupation). J'habite à + (Name of a place). J'aime + (Taste). Mais je préfère + (Preferences).

Study case

Facilitator brings learners in pairs, and asks them to introduce themselves by mentioning their name, age, occupation, where they live and their likes and preferences.

Dialogue 1

The facilitator guides

Écolier: Quelle est ta profession/ ton occupation?

He helps the other learner to formulate the answer.

Écolière: Je suis + (occupation/profession), et toi?

Écolier: Moi, je suis + (occupation/profession.)

Écolière: Tu habites où?

The facilitator helps answer:

Écolier: J'habite à + (location), et toi?

The learner answers

Écolière: Moi, j'habite à + (location)

Écolier: Qu'est-ce que tu aimes?

Écolière: J'aime + (favorite dish) mais je préfère (dish).

2. Systematization

You have two learners say quickly and mechanically, taking turns

Élève 1: - Quelle est ta profession?

- Où habites-tu?
- Quel âge as-tu?
- Qu'est-ce que tu aimes?

Élève 2: - Je suis élève.

- J'habite à Tema.
- J'ai 8 ans.
- J'aime jouer au foot. Mais je déteste le tennis.

READ – Compréhension Écrite

Read and understand a dialogue in which two people introduce themselves.

1. Learners read the dialogue to themselves.

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



Answers

- a. François/Il a neuf ans.
- b. Irène/Elle a sept ans.
- c. François/Il habite à Accra.
- d. Irène/Elle habite à Tema.
- e. Irène/Elle préfère regarder les dessins animés.
- f. François/Il aime la pomme.

FUN TIME!

1. This is a fun activity where learners will still revise the introduction in French by providing information about themselves while answering questions that their friends will ask them.

- Before they begin, take a few minutes to confirm learners' understanding of all the questions.
- Prompt some discussion about their meanings and, if needed, allow learners to use a dictionary.
- Learners introduce themselves, indicating their first name, surname, age, where they live and their occupation, as well as their likes and dislikes based on the instructions. When learners refer to their occupation, prompt them to say: "Je ne travaille pas. Mais je suis élève/écolier/écolière."
- Guide, monitor and correct the learners as necessary.

Listen to the pronunciation of "j" in French.

The sound "j": La jupe de Fatou

Study of "j" – [ʒ] (the phoneme)

Key sentence: Maman repasse la jolie jupe de Fatou.

Key words: jolie – jupe

● Help with the reading of the image

The image is relatively simple to read.

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

- Une femme repasse une jupe.
- Un garçon lit un journal avec son ami.
- Une fillette est dans le jardin, elle joue avec un petit garçon.

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

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 new image and ask specific questions to the learners.

M: Qu'est-ce que vous voyez dans l'image? (**What do you see/ are you seeing in the picture?**)

E: Une femme repasse une jupe (**A woman is pressing a skirt.**)

Un garçon et son ami lisent un journal (**A boy and his friend are reading a newspaper.**)

Une fille salue une dame. (**A girl is greeting a lady.**)

M: Tu les connais? (**Do you know them?**)

E: Non. (**No**)

M: Que fait la femme? (**What is the woman doing?**)

E: Elle repasse une jupe. (**She is pressing a skirt.**)

N.B.: At the end of the sequence learners should be able to guess the meaning of the **key sentence**: Maman repasse la jolie jupe de Fatou.

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

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

Then he will ask the following question:

M: Is there any word that you understand from the sentence in the book?

The learners only recognize the word **Maman**; it will be named and shown on the board and in the book. Then 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: jolie – jupe. He highlights the sound(s) to be studied with colour chalk/marker.

This: Maman repasse la jolie jupe de Fatou

Identify the part of the word in which we hear “j” He makes the words recognized then breaks them down into syllable to cut out the different elements.

Jo – lie **j**u – pe

He observes: **j**o - **j**u

He draws the children's attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

- **Sequence 5: Auditory and visual discrimination**

We can use: **jeu – jante - joueur** to find the sound **je – ja – jo**

Any other words that can be suggested by the facilitator or be read by learners: **déjà**

– le jus – le jeune – jaune – le Japon –
jamais – jardin - janvier

Read again the key sentence, emphasizing the word containing the sound [3].

In an oral activity: in the list of spoken or read words by the facilitator, learners must locate the words containing [3]. Instruction: raise your hand when you hear [3] (Jeu de pigeon vole)

Section I hear **j** in the learner's book

These are key words that make it easier to memorize a sound.

- Let learners read from the book.
- Let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.
- Then ask learner to name these drawing based on what they have read from the book.

• Sequence 6: **Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

"I can read" (Learner's Book 2 p.19)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.

• Sequence 7: **Assessment and exercises**

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

WRITE – Production Écrite

Work out exercises proposed in the book

1. Learners place each words at the right place.

2. Learners complete the gaps while looking at the pictures.

Qu'est-ce que c'est? – What is this?

3. Learners identify the words in the table:
4. Learners form a correct sentence out of these words in French.
5. Learners read the sentences and complete with the correct answer.
6. Learners complete the following sentences with the right word:
7. Learners separate these words to get the correct sentence in French:
8. Learners write a letter to their new French pen-friend.



Answers

1.

u
Le judo

ou
Un bijou

o
Joli

au
Jaune

2. a. C'est un **jus** b. C'est un **journal**
c. C'est une **jupe**

3.	Avec J	Avec ge
	Déjà Jus Judo	Mange Nuage Village

4. Maman repasse la jolie jupe.
5. a. Vrai
b. Vrai
c. Faux

6. **Maman** repasse la jupe de **Fatou**.

René/Jérôme lit le journal avec **Jérôme/René**.

7. Maman repasse la jupe de Fatou.

8. **a.** They should say a little about themselves, including their first name and surname, age and where they live.

- They should then give their occupation.
- Learners should use the appropriate subject personal pronouns in their sentences (Je).
- Guide and correct them as necessary.

Notes:

[illegible]

UNITÉ 3 Je te présente...!



Suggested teaching time:

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

Préserver quelqu'un



Introduction

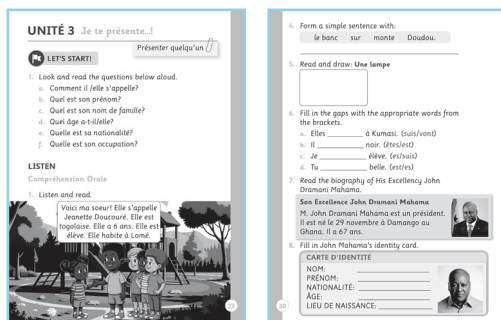
In this unit, as they first did in Basic 1, learners will introduce one person to another. This year, though, learners will expand on the information they provide. In addition to giving the name, surname and nationality of the person being

introduced, learners will now also learn to provide the age, place of residence and job/profession of the person being introduced. This unit also provides a good opportunity to revise a key French verb “être” in the present tense.



RESOURCES

- Learner's Book: pp.23-30



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

- ★ Le nom.
- ★ La nationalité.
- ★ Goût.
- ★ Il/Elle aime... mais préfère...
- ★ Le prénom.
- ★ Âge.
- ★ Je te présente ...

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 nom et prénom?
- ★ Quel âge a-t-il/elle?
- ★ Quelle est sa nationalité?
- ★ Quelle est son occupation?
- ★ Qu'est-ce qu'il/elle aime ou préfère?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will revise and build on what they learnt in Basic 1 about introducing people to one another in French.



LET'S START!

- Learners look at the questions in the Learner's Book and familiarise themselves with the context.
 - Read the questions aloud to the learners.
 - Bring learners' attention to the title: “Je te présente...” in this instance. Without giving any specific explanation about it at this stage, just remind them that “*Je te présente*”, in French, is used to introduce somebody to another person. In addition the use of “te” in “*Je te*

présente....” is to indicate at this level that the speaker is addressing one person or talking to an age mate.

- You may ask those questions as a warm-up activity to consolidate the learners’ understanding and guide to revise a few key words to answer these questions in this unit.

Learners should answer questions a) - f) orally.

- Invite learners to raise their hands if they are ready to share their answers.

LISTEN – Compréhension Orale

Listen or watch and understand an audio/audio-visual document on the introduction of a character in a novel or a tale.

A. Observation des images

I. Observation libre

Turn learners’ attention to the picture on page 23 of the Learner’s Book. Read the speech bubble slowly, aloud and clearly to your learners.

II. Observation dirigée

As a class, learners repeat after you.

- Check their pronunciation and correct them as necessary.
- Bring learners’ attention to the “*Voici*” in the sentence. Explain and remind them that it is used, in French, both in the singular and in the plural to introduce people.
- Learners to identify that, in the case of this particular sentence, “*Voici*” refers to one person.

Explain to the learners that, aside this word “*Voici*” in introducing people, they can as well use “*Je te présente*”.

Starting from this observations of the learners and an explanation, ask your learners precise questions so that they

achieve an effective understanding of the situation presented.

SPEAK – Production Orale

Introduce someone by giving his or her profession/occupation, address and nationality.

A. Présentation globale du dialogue en situation

The teacher calls on a learners, then they read in turns the dialogue on page 24 of the Learner’s Book.

B. Explication du dialogue

Approach the explanation of the words and expression based on the following division of the dialogue and the underline words.

1. Quel est son nom et prénom?

Elle s’appelle Aisha Koné.

2. Quel est son âge?

Elle a 10 ans.

3. Quelle est sa nationalité?

Elle est française.

4. Quelle est son occupation?

Elle est élève.

5. Elle habite où?

Elle habite à Paris.

6. Qu’est-ce qu’elle aime et n’aime pas?

Elle aime le riz au gras mais elle n’aime pas le fufou.

C. Mémorisation du dialogue

This dialogue must be mastered for a proper re-use.

D. Dramatisation

- b. a.** and **b.** Learners work in pairs and take turns. They practise asking and answering questions about their brother or sister’s name, age, where they live, occupation, likes and dislikes.

PRACTICAL ACTIVITY

The use of variants

- Quel est son nom de famille et prénom?
- Quelle est sa nationalité?
- Où habite-t-il/elle?
- Quel est son âge?
- Quelle est sa profession?

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 or introduce someone 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, introduce a friend or a parent by their name, first name, age, nationality, profession and taste.

Study case 1

Facilitator brings two learners in front then asks one to introduce the other to the other.

Élève x: Voici mon amie/ma sœur. Elle s'appelle + (name). Elle a + (number) ans. Elle est + (Nationality). Elle est + (occupation). Elle habite à + (location). Elle aime + (food/game/sport) mais elle n'aime pas + (food/game/sport)

Study case 2

The other takes turn to introduce someone different.

Élève Y: Je te présente mon ami/ mon frère. Il s'appelle + (name). Il a + (number) ans. Il est + (nationality). Il est + (occupation). Il habite à + (location). Il aime + (food/game/sport) mais il n'aime pas + (food/game/sport)

In pairs, learners will take turns. The teacher will allow the learners to introduce their family members in a photo album by giving each other's name, age, profession, nationality and whereabouts.

Élève 1: Bonjour! Voici/ Je te présente + (mon ami(e)/ member of family).

Élève 2: Quel est son nom de famille et prénom?

Élève 1: Il/Elle s'appelle + (surname and first name).

Élève 2: Quel est son âge?

Élève 1: Il/Elle a + (age) ans.

Élève 2: Quelle est sa nationalité ?

Élève 1: Il/Elle est + (Nationality).

Élève 2: Quelle est son occupation?

Élève 1: Il/Elle est + (occupation).

Élève 2: Il/Elle habite où?

Élève 1: Il/Elle habite à + (location).

Élève 2: Qu'est-ce qu'il/elle aime et n'aime pas?

Élève 1: Il/Elle aime + (food/game/sport) mais elle n'aime pas + (food/game/sport).

2. Systematization

You have two learners say quickly and mechanically, taking turns

Élève 1: - Comment il/elle s'appelle?

- Quel âge a-t-il/elle?
- Quelle est sa nationalité?
- Quelle est sa profession?
- Qu'est-ce qu'il/elle aime?

Élève 2: - Elle s'appelle (surname and first name)

- Il/Elle a (age number) ans
- Il/Elle est ghanéenne.
- Il/Elle est élève.
- Il/Elle aime jouer à la marelle.

READ – Compréhension Écrite

Read and understand the personality of a character in a novel or short story.

1. Learners should work in groups of four for this exercise.

- a. Learners read the text provided and look up any new words in a dictionary. It must describe a specific, well-known character that learners should be able to recognise and easily identify. Adapt the text to ensure that your learners are able to understand the grammar and vocabulary of it.

b. Fill in Eugene's ID card

Listen to the pronunciation of “an, am” in French.

The sound “an - am”:

Study of “an - am” – [ã] (the phoneme)

Key sentence: Doudou danse sur le banc devant la maison

Key words: danse – banc - devant

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

The image is relatively simple to read.

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

- Doudou danse sur le banc devant la maison.
- Fifine est montée sur le mur.
- Le père de René est dans le champ.
- René tombe sur le sol.

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

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 new image and ask specific questions to the learners

M: What do you see in the picture?

(Qu'est-ce que vous voyez dans l'image ?)

E: Un singe danse. (A monkey is dancing.)

Un garçon est tombé. (A boy has fallen down)

Un homme est dans le champ. (A man is in the farm.)

M: Tu les connais? (Do you know them?)

E: Non. (No)

M: Que fait la chèvre (Fifine)? (What is the goat (Fifine) doing?)

E: Elle mange une mangue. (It is eating a mango.)

N.B.: At the end of the sequence learners should be able to guess the meaning of the key sentence:

Doudou danse sur le banc devant la maison.

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

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

- The facilitator will write the key sentence on the board. Then he will ask the following question:

M: Is there any word that you understand from the sentence in the book?

The learners only recognize the word **Doudou**; it will be named and shown on the board and in the book.

Then 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: **danse – jambe**.

He highlights the sound(s) to be studied with colour chalk/marker.

This: Doudou **dan**se sur le **ban**c dev**an**t la maison

Identify the part of the word in which we hear “**an - am**”

He makes the words recognized then breaks them down into syllable to cut out the different elements.

dan – se **ban** – c de – **van**t

He observes: **an – am**

He draws the children’s attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

- **Sequence 5: Auditory and visual discrimination**

We can use: **jante – banque – rang** to find the sound **jan – ban – ran**

Search for words in which we hear [ã]: the small drawings and the illustration of the book allow you to find: **champ – mangue – danse – banc – devant – pantalon –**

jambe – bambou – ramper – manger – plante – tambour – lampe.

If it happens that the children come up with words that include the spelling (**en**) the facilitator can act as for the study of (**j**)

1. Read again the key sentence, emphasizing the word containing the sound [ã].
2. **In an oral activity:** in the list of spoken or read words by the facilitator, learners must locate the words containing [ã].
Instruction: raise your hand when you hear [ã] (**Jeu de pigeon vole**)
3. **Section I hear an, I see am** in the learner’s book
These are key words that make it easier to memorize a sound.
 - let learners read from the book.
 - let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.
 - then ask learners to name these drawing based on what they have read from the book.

- **Sequence 6: Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

“**I can read**” (Learner’s Book 2 p.27)

- Silent reading of the sentences.
 - Reading aloud
 - Best reading competition.
- **Sequence 7: Assessment and exercises**
The facilitator can invent others based on those proposed to him.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners identify these words in the table:
2. Learners complete the words with the following syllables.
3. Learners complete the sentences with the following prepositions.
4. Learners form a correct sentence with these words in French:
5. Learners read and draw:
6. Learners fill in the space with the appropriate words from the brackets.
7. Learners read the biography of His Excellency John Dramani Mahama.
8. Learners fill in His Excellency John Dramani Mahama's ID card based on the information given in the text.
 - Guide and correct the learners as necessary.



Answers

1.	ou	une moule – la poupée – un cou
	on	la ronde – non – un melon
	an	du sang – il danse – un ruban

2. a. Il **danse**. b. Une **lampe**.
c. Une **mandarine**.
3. a. René est **devant** la porte de la classe.
b. Ama met le riz **dans** la marmite.
4. Doudou monte sur le banc.
5. Une lampe – A lampe.
6. a. Elles **vont** à Kumasi. b. Il **est** noir.
c. Je **suis** élève. d. Tu **es** belle.
7. Learners read the biography of His Excellency John Dramani Mahama and pay attention to the new vocabulary.
8. **Nom:** Mahama
Prénom: John Dramani
Nationalité: Ghanéen(ne)
Age: 67 ans
Lieu de naissance: Damongo

Notes:

UNITÉ 4 Qu'est-ce qu'il porte?/Qu'est-ce qu'elle porte?



Suggested teaching time:

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

Décrire quelqu'un



Introduction

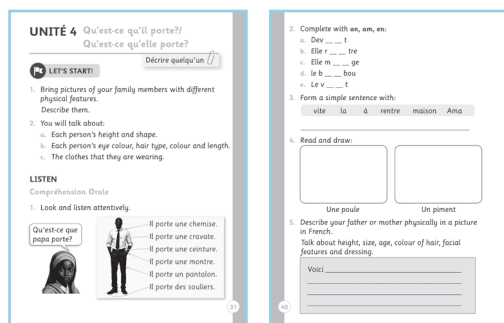
In this unit, learners will be describing people, expanding on the vocabulary (adjectives) that they have already learnt on this topic. Learners are reminded that adjectives in French will almost always need to agree in gender and in number with the nouns they are qualifying.

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



RESOURCES

- Learner's Book pp.31-40



Optional extra materials:

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



KEY WORDS

- ★ Grand (e) - Petit(e)
- ★ Gros (se)/Maigre/Mince
- ★ Jeune/Âgé(e)
- ★ Cheveux blonds/roux/noirs/bruns (marron) /longs/courts/raides/ondulés/frisés/bouclés
- ★ Œil (Pl. Yeux) vert(s)/bleu(s)/marron/noirs

- ★ Jupe - chemisier -chaussures veste
- pantalon - chemise cravate – robe
- chapeau – sandales – short - tee-shirt
casquette – pull - maillot de sport – lunettes
- barbe - moustache

- ★ Il/Elle porte.../barbe...

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

- ★ Comment est-il?
- ★ Comment est-elle?
- ★ Qu'est-ce qu'il porte?
- ★ Comment est-il / elle habillé (e)?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

1. Learners bring pictures to class. Each picture will have a specific feature to talk about.
2. **a.** and **b.** The teacher will help learners

show each person's height, shape and eye colour, as well as their hair type, colour and length.

- c. In their various pictures, learners should also talk about the clothes that the people are wearing.
- Assist the learners in understanding the extra vocabulary that they might find a bit more challenging in the videos.

LISTEN – Compréhension Orale

Listen or watch and understand an audio/audio-visual document on the physical characteristics and the clothing of a person.

D. Observation des images

I. Observation libre

Turn learners' attention to the pictures on pages 31 to 32 of the Learner's Book.

- Also bring learners' attention to the questions in speech bubbles of the girl and the boy on the pages.

II. Observation dirigée

1. Slowly read each caption aloud to the learners.
2. Learners should listen attentively, as you re-read each caption, and repeat each one after you.
 - The teacher will lay emphasis on the statement "Il /Elle porte...". He/She explains that those statement are used to talk about what people wear.
 - Pay attention to their pronunciation
 - Find some elements of the description to ask precise questions so that they achieve an effective understanding of the situation presented.
 - You may use this structure.

The boy and the girl are asking people about what their father and their mother are wearing. What clothing items are they wearing?

Which French verb did they use to talk about what they are wearing?

Why did they use "Il" for the man and "Elle" for the woman?

SPEAK – Production Orale

Ask and answer questions about a person's physical features and clothing.

A. Présentation globale du dialogue en situation

The teacher reads slowly and clearly the dialogue to the learners.

Your learners repeat after you.

Pay attention to their pronunciation and correct them if necessary.

2. Explication du dialogue

The explanation should base on the complexion, part of the body and dressing.

3. Mémorisation du dialogue

For a proper re-use.

D. Dramatisation

1. Learners work in pairs. They take turns and practise the dialogue with their partner.
 - Monitor, guide, check and correct the learners as necessary.
2. Learners work in pairs for this activity.
 - They should use the pictures that they brought during the "Let's start!" exercise (at the beginning of this unit).
 - Learners describe their family members to their partners.

They should speak in French, referring to the vocabulary in the pictures on pages 33-34 of the Learner's Book, following the pattern on page 35.

- Monitor, guide, check and correct the learners as necessary.
- 3. Learners work in pairs for this activity and then take turns to ask and answer questions.
 - a. Each learner should point at a person in the pictures.
 - b. They should then take turns to describe the person.
- Monitor, guide and correct the learners as necessary.

PRACTICAL ACTIVITY

The use of variants

- Comment est-il/elle?
- Comment sont ses cheveux?
- Comment est son nez?
- Qu'est-ce qu'il/elle porte?

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 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 a friend or a parent physically and their dressing.

Study case 1

Ma ami s'appelle + (name). Il est + (adjective).
Il a + (hair style)). Il a (part of the body) + (adjective) .Il porte + (clothing).

Study case 2

Ma sœur s'appelle + (name). Elle est + (adjective). Elle a + (hair style)). Elle a (part of the body) + (adjective). Elle porte + (clothing).

Study 3

The facilitator brings a learner near to him and asks him or her to describe a friend, a sister or a brother to the class.

Prof: Ton ami (e), comment est-il/elle?

Écolière: Il/Elle est + (adjective)

Prof: Comment sont ses cheveux?

Écolière: Il/Elle a des cheveux noirs.

Prof: Comment est son nez?

Écolière: Il/Elle a un nez + (adjective).

Prof : Qu'est-ce qu'il/elle porte?

Écolière: Il porte + (clothing).

2. Systematization

You have two learners say quickly and mechanically, taking turns

- Comment est ta sœur?
- Comment sont ses cheveux?
- Comment est son nez?
- Qu'est-ce qu'elle aime porter?
- Elle est grande/petite
- Elle a des cheveux blonds.
- Elle a un nez plat.
- Elle aime porter une jupe et une robe.

READ – Compréhension Écrite

Read and understand simple texts that describe a person's physical features and clothing.

1. Learners read the text in the Learner's Book.
2. Learners re-read the texts and complete the table, indicating if each statement is true or false.



Answers

- a. Vrai
- b. Vrai
- c. Faux
- d. Faux

Listen to the pronunciation of “**en, em**” in French.

Study of “en - em” – [ã] (the phoneme)

Key sentence: La **tempête** arrive, le **vent** **em**porte le pagne

Key words: **tempête** – **vent** – **em**porte

Global acquisition: Le pagne

- Help with the reading of the image
The image is relatively simple to read.
We will take advantage of this to train the learners in orderly reading:
 - Une femme ramasse les pagnes.
 - Un garçon emporte une marmite à la maison.
 - Le vent se lève.
- **Sequence 1: Free observation of the image, overall apprehension of the situation: understanding**
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 new image and ask specific questions to the learners
M: What do you see in the picture?
(Qu’est-ce que vous voyez dans l’image?)

E: Le vent souffle. (**The wind is blowing.**)
Un garçon emporte un pot. (**A boy is carrying a pot**)

Une femme ramasse les pagnes. (**A woman is picking cloths.**)

M: Tu les connais? (**Do you know them?**)

E: Non. (**No**)

M: Que fait la femme? (**What is the woman doing?**)

E: Elle ramasse des pagnes. (**She is picking cloths.**)

N.B: At the end of the sequence learners should be able to guess the meaning of **the key sentence**: La **tempête** arrive, le **vent** **em**porte le pagne.

- **Sequence 3: Study of the key sentence**
The book closed, the facilitator writes the key sentence on the board.
- Then the facilitator will write the key sentence on the board. Then he will ask the following question:
M: Is there any word that you understand from the sentence in the book?
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: **tempête** – **vent**. He highlights the sound(s) to be studied with colour chalk.

This: La **temp**ête arrive, le **ven**t **em**porte le pagne.

Identify the part of the word in which we hear “**en** - **em**”

He makes the words recognized then breaks them down into syllable to cut out the different elements: **tem** – pête **ven** – t

He observes: **en** – **em**

He draws the children’s attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

- **Sequence 5: Auditory and visual discrimination**

We can use: **temps** – **pendant** – **gens** to find the sound **tem** – **pen** – **gen**

Search for words in which we hear [ã]: the small drawings and the illustration of the book allow you to find: **Maman est penchée – le vent emporte les vêtements – le pagne s’envole – Ama emporte sa dent.**

1. Read again the key sentence, emphasizing the word containing the sound [ã].
2. **In an oral activity:** in the list of spoken or read words by the facilitator, learners must locate the words containing [ã].

Instruction: raise your hand when you hear [ã] (**Jeu de pigeon vole**)

Section I hear **en** and I see **en** or **em** in the learner’s book.

These are key words that make it easier to memorize a sound.

- let learners read from the book.
- let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to

pronunciation.

- then ask learners to name these drawing based on what they have read from the book.

- **Sequence 6: Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

“I can read” (*Learner’s Book 2 p.38*)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.

- **Sequence 7: Assessment and exercises**

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

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners complete the following words with these syllables.
2. Learners complete the following words with the syllables.
3. Learners form a correct sentence out of these words in French.
4. Learners read and draw:
5. **a.** and **b.** This is a great homework activity.



Answers

1. **a.** Une dent **b.** Un banc
 c. La **temp**ête **d.** La **jam**be
2. **a.** Dev**an**t **b.** Il mang**e**
 c. Elle rent**re** **d.** Un bamb**ou**
 e. La mang**ue**
3. Ama rentre vite à la maison.
4. **Une poule** = A hen **Un piment** = A pepper
5. ● Learners describe their father or their

mother physically as well as what he/she is wearing.

- Check, guide and correct learners as necessary.
- Allow learners to rewrite their work once you have checked it.
- Clarify any queries that learners might

still have about the feminine and plural forms that some adjectives can take when describing the colour of an item.

- Remind learners about the invariable ones (like “marron”, for example).

In this last unit of Theme 1 of the Learner's

Notes:

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal blue lines running across the entire width of the page. The background is a solid off-white color, providing a clean surface for writing practice. There are no margins, text, or other markings present.

UNITÉ 5 J'ai une famille large!



Suggested teaching time:

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

Décrire la famille et les liens familiaux



Introduction

Book, the emphasis is on vocabulary related to the extended family.

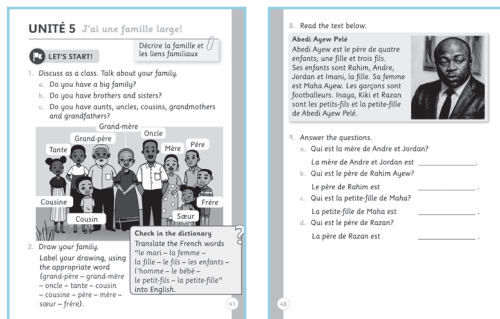
Learners will also keep practising key concepts

and vocabulary from the previous units.



RESOURCES

- Learner's Book: pp. 41-53



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.
- ★ Grande/petite.
- ★ Père, mère.
- ★ Sœur, frère.
- ★ Grand-père, grand-mère.
- ★ Oncle, tante.
- ★ Cousin, cousine.

In addition to the key words, this unit also introduces (and gives learners the chance to

revise) key sentences for a basic dialogue in French, such as:

- ★ Comment est ta famille?
Vous êtes combien dans la famille?/
Il y a combien de personnes dans la famille?
- ★ Qui sont dans ta famille?
- ★ Quelle est la profession des membres de ta famille?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will learn more words in French to talk about their family.

Throughout this unit, be sensitive to the fact that there may be a variety of different family structures and family employment histories represented in your class.



LET'S START!

1. Have a class discussion about learners' families. Let them have a look at the family picture therein.
2. Learners draw pictures of their families and label them using the words provided (which they learnt in Basic 1 on the same topic).
 - While labelling their drawings and this time around, learners are likely to notice that they don't yet know the French words for

“grandfather”, “grandmother”, “aunt”, “uncle” and “cousin”.

- Explain to the learners that those words are part of the new vocabulary that they will learn in this unit.

LISTEN – Compréhension Orale

Watch or listen and understand an audio-visual/audio document that describes an extended family.

A. Observation des images

Play the video “Family Words in French part 1 and part 2 (Basic vocabulary from learn French” with Alexa on YouTube <https://youtu.be/L5-3kpXaEi4> for learners to watch and listen to the words.



I. Observation libre

- Allow learners time to engage with the video and with the respective family key words they have just listened to. Put to the writing board the various family key words in the video. Read them and let learners repeat after you. Key words written on the writing board, ask learners some precise questions so that they can understand the video.
- Turn learners’ attention to the words ““grandfather”, “grandmother”, “aunt”, “uncle” and “cousin” on the board.
- Ask the learners: “What is the meaning?”. Learners should give possible answers in English.
- Explain to the learners that those words are additional people in a family to make it an extended family. Ask the learners to listen attentively as

you read those words once again.

- Learners should follow along as you slowly read the words. Clarify and explain further, as necessary.

SPEAK – Production Orale

Ask and respond to questions about extended family relation.

A. Présentation globale du dialogue en situation

1. The teacher reads slowly and clearly the dialogue with one learner in class. The class repeat after you. Pay attention to their pronunciation and correct them if necessary.

B. Explication du dialogue

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

- Comment est ta famille?
Elle est petite ou grande.
- Vous êtes combien dans la famille? / Qui sont dans ta famille?
Nous sommes sept: mon grand-père, ma grand-mère, mon père, ma mère, mon frère, ma sœur, et moi.
- Tu as des oncles et des tantes?
Oui, J’ai deux oncles et trois tantes et aussi des cousins et des cousines.

C. Mémorisation du dialogue

D. Dramatisation

2. In pairs, learners take turns to read dialogue as a class.
3. a.-c. Learners work in pairs and take turns to ask and answer questions about their extended families. They

should talk about the size by stating the number of aunties and uncles.

4. a. Still in pairs, learners share the drawings of their families with each other.
- Learners tell their partners the job/occupation of each family member.

PRACTICAL ACTIVITY

The use of variants

- Comment est ta famille?
- Vous êtes combien dans la famille?
- Qui sont dans ta famille?
- Quelle est la profession des membres de ta famille?

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 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/describe members of the extended family to a friend or a visitor.

Study case 2

Two other learners in a question describe the members of the family.

Élève 1: Parle-/moi/nous de ta famille.

Élève 2: Je m'appelle + (name). Ma famille est + (size). Nous sommes/Il y a + (number) personnes dans la famille. Il y a + (people in the family). J'ai des oncles et trois tantes. J'ai aussi (other relative). Mes grands-parents sont + (occupation), mes parents sont + (profession), mon frère et ma sœur sont + (occupation).

2. Systematization

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

Élève 1: Comment est ta famille?

Élève 2: Ma famille est grande/élargie/large.

Élève 1: Il y a combien de personnes dans la famille?

Élève 2: Nous sommes/Il y a neuf personnes dans la famille.

Élève 1: Qui sont dans ta famille?

Élève 2: J'ai mes grands-parents, mes parents, mes oncles et mes tantes.

Élève 1: Quelle est la profession des membres de ta famille?

Élève 2: Mes parents sont infirmiers.

Study case 3

Two learners come before the class to describe their family in a conversation.

Élève 1: Comment est ta famille?

Élève 2: Elle est + (size).

Élève 1: Vous êtes combien dans la famille?

Élève 2: Nous sommes + (number) personnes dans la famille.

Élève 1: Qui sont dans ta famille?

Élève 2: Dans ma famille, il y a + (people in the extended family)

Élève 1: Quelle est la profession des membres de ta famille?

Élève 2: Mes grands-parents sont + (occupation), mes parents sont + (profession), mon oncle et ma tante sont + (profession) et mon frère et ma sœur sont + (occupation).

READ – Compréhension Écrite

Read and understand a simple text about the family members of a public figure.

1. Learners read about another celebrity from Ghana. This time, the person is Nana Ama McBrown.
 - This is another great opportunity to reinforce the importance of using a dictionary effectively when learning a foreign language. (Answers: The French words for “son” and “grandson” are “fils” and “petit-fils”, respectively.)
2. Learners check their understanding of the text that they have just read by answering the questions.
 - Remind learners to answer the questions in full sentences.



Answers

- a. La mère de Maxine est Nana Ama McBrown.
- b. Le père de Nana Ama est Kwabena Nkrumah.
- c. La petite-fille de Cecilia est Maxine Mawushi Mensah.
- d. La mère de Nana Ama est Cecilia Agyenim Boateng

Listen to the pronunciation of “f” in French.

The sound “f”: La fête

Study of “f” – [f] (the phoneme)

Key sentence: C’est la fête, la foule danse au son des balafons

Key words: fête – foule– balafon

- Help with the reading of the image
The image is relatively simple to read.
We will take advantage of this to train the learners in orderly reading:
 - C’est la fête.
 - Un homme joue au balafon.
 - Les femmes et les hommes dansent.

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

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 new image and ask specific questions to the learners

M: What do you see in the picture?

(Qu’est-ce que vous voyez dans l’image ?)

E: Un homme joue au balafon. (A man is playing balafon.)

Les femmes dansent. (The women are dancing.)

M: Tu les connais? (Do you know them?)

E: Non. (No)

N.B.: At the end of the sequence learners should be able to guess the meaning of the key sentence: C’est la fête, la foule danse au son des balafons.

- **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 question:

M: Is there any word that you understand from the sentence in the book?

The learners only recognize the word “**balafons**”, it will be named and shown on the board and in the book. Then 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: **fête – foule – balafon**. He highlights the sound(s) to be studied with colour chalk/marker.

This: C’est la **f**ête, la **f**oule danse au son des **f**alafons.

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

He makes the words recognized then breaks them down into syllable to cut out the different elements. **f**ê – te **f**ou – le bala – **f**ons

He observes: **f**

He draws the children’s attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

- **Sequence 5: Auditory and visual discrimination**

We can use: **f**olie – **f**enfant – **f**ils to find the sound fo – fan– fi

Search for words in which we hear [**f**]: the small drawings and the illustration of the

book allow you to find: fille – faire – farine – face – faux – fil – flamboyant.

7. Read again the key sentence, emphasizing the word containing the sound [**f**].

8. **In an oral activity:** in the list of spoken or read words by the facilitator, learners must locate the words containing [**f**].

Instruction: raise your hand when you hear [**f**] (**Jeu de pigeon vole**)

Section I hear **f** in the learner’s book.

These are key words that make it easier to memorize a sound.

- let learners read from the book.
- let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.
- then ask learners to name these drawing based on what they have read from the book.

- **Sequence 6: Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

“**I can read**” (*Learner’s Book 2 pp.45*)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.

- **Sequence 7: Assessment and exercises**

Work out exercises proposed in the book.

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

WRITE – Production Écrite

Work out all the exercises suggested in the textbook

1. Learners circle the letter “f” in the following words.
2. Learners complete the captions.
3. Learners match each word to the correct syllables:
4. Learners complete with the correct subject pronouns.
5. Learners identify the words in the table below:
6. Learners write a simple sentence with these words in French.
7. Learners name the following pictures in French.
8. Learners read the text to themselves.
9. Learners answer the question about **Abedi Ayew Pelé**.



Answers

1. de la farine – une forêt – un enfant – Fatou
2. La fumée La farine La fille
3. a. Fatou → fa
d. Fumée → fu
e. Forêt → fo

- f. Fête → fê
g. Ffine → fi

4. a. Papa est assis ; il boit du café.
b. Ama va à la fête ; elle est contente.
c. Ffine est dans la forêt ; il a vu la fumée.

N.B : Explain to the learners that the choice of the appropriate pronoun is subject to the gender of the subject in the sentence.

5.	f	Fête – étoffe – fini
	v	Lave – navire – devant

6. Papa s’assoit sous le flamboyant
7. a. La forêt b. L’enfant
c. Du fil d. La fenêtre
e. Le balafon
8. Learners read the text to themselves.
9. a. La mère d’Andre et Jordan est **Maha Ayew**.
b. Le père de Rahim est **Abedi Ayew Pelé**.
c. La petite-fille de Maha est **Inaya**.
d. Le père de Razan est **Jordan Ayew**.
(This relation was not provided in the text so allow learners to use the internet.)

FUN TIME!

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



Answers

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

PROJECT TIME

LB p. 50

L'ARBRE GÉNÉALOGIQUE D'UNE FAMILLE ÉLARGIE

- This Project time gives learners the opportunity to think creatively about how their family will look like in a picture.
- Encourage learners to be as creative and detailed as possible in drawing the family tree

of their various families.

1. **a.** Learners should look for nice pictures of people in their families.
- b.** They should create a nice design for their tree and add the professions of the people in the family to the trees.
- c.** Learner identify himself/herself on the tree.

PRACTISE, PRACTISE, PRACTISE

LB p. 51

In this exercise, learners revise and practise the topic of introductions in French (giving one's name - first name and surname - age and nationality, as well as saying where one lives). Learners should look at the pictures and

imagine what each person pictured might be saying.

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

NB: Learners may provide different answers. Accept any correct and appropriate answers.

2. **a.** and **b.** Learners should provide a physical description of each person in the picture. Sample answers are provided here, but accept any correct and appropriate answers. Learners indicate what each person in the picture is wearing.

The picture in the Learner's Book will guide us.

You may use these sentences:

- Il est jeune et gros. Il porte un pantalon noir et une chemise blanche. Il porte aussi des lunettes.
- Elle est mince. Elle a les cheveux courts. Elle porte une robe jaune.
- Il est âgé. Il a les cheveux gris. Il porte un short et un T-shirt vert.
- Elle porte des lunettes et une robe violette. Elle est grosse. Elle a les cheveux longs.

Notes:

[illegible]

UNITÉ 1 J'habite dans une grande maison



Suggested teaching time:

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

Parler de sa maison



Introduction

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

Learners will revise vocabulary related to pets

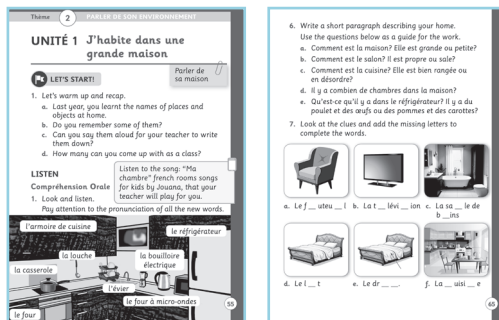
as well as the use of “Il y a...” or “Il n’y a pas...”

Learners will add new adjectives to their “Notebook”.



RESOURCES

- Learner’s Book pp.55-65



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 maison (les différentes pièces: la chambre, la cuisine etc. habiter, bien arrangé(e) éclairé(e), propre, grand(e), violet(te), large, jolie, /Il y a... /Il n’y a pas ...

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

French, such as:

- ★ Qu’est-ce que c’est?
- ★ Comment est ta maison?
- ★ Où habites-tu?
- ★ Est-ce que tu as...?
- ★ Qu’est-ce qu’il y a dans..?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- a.–d.** This is a warm-up and recap activity that will help learners to revise the home environment vocabulary they learnt in Basic 1.

Ask learners if they can still remember the French names for places and objects at home. Ask learners to say the words that they can remember and write these down on the writing board.

To revise the vocabulary and pronunciation of French words on the topic of home environment.

Let learners observe the picture in the Learner’s Book.

LISTEN – Compréhension Orale

Watch or listen and understand an audio-visual on rooms, objects of a house and domestic animals.

A. Observation des images

I. Observation libre

1. Turn learners' attention to the pictures on page 55 of the Learner's Book.

Let your learners look attentively at the pictures and their caption.

- This is a free and visual observation of the pictures.

II. Observation dirigée

- Prepare an audio about the pictures on page 55 of the Learner's Book where you will read all the caption to your learners:
 - Objects in the kitchen. (La cuisine)
 - Objects in the bedroom. (La salle à coucher)
 - Objects in the bathroom. (La salle de bains)
 - Objects in dining room. (La salle à manger)
 - Object. in the sitting room (Le salon/La salle de séjour)

You can as well add names of some domestic animals (le chien, le chat, le mouton, la poule, le canard. etc.) in French which you will put on the writing board, though they are not yet on this page of the Learner's Book.

Make sure in the audio, the reading is slow and clear for learners to hear the pronunciation of each words.

- Play the audio to your learners thrice.
- Let learners follow along in reading

on the second and third playing of the audio.

- Pay attention to their pronunciation.
- Correct them if necessary.

SPEAK – Production Orale

Ask and answer questions about objects and animals in the house.

A. Présentation globale du dialogue en situation

1. Present the speech bubble in the learner's Book to your learners.
Read the speech bubbles to your learners.

Learners repeat after you.

Check their pronunciation and correct them.

B. Explication du dialogue

C. Mémorisation du dialogue

Since this is learners second year of the learning of the house, rooms, objects and animals, learners should try and memorise the key words in the topic.

4. Dramatisation

1. **a.-b.** In pairs, learners role-play the dialogues. They will talk about objects, rooms and animals that they have at home. They also use the expressions "**Il y a**" or "**Il n'y a pas**" in mentioning the objects, animals and rooms.
2. In pairs, learners take turns to practise the dialogue on page 58 of the Learner's Book by mentioning the rooms, some items and pets in the house.
3. **a.-b.** In pairs, learners take turns to ask and answer questions about their house. They talk about what is - and is not - inside their houses.

4. The same pattern like “3” follows here but they will use the **Hint box** for their examples. Make sure that learners understand by checking their answers and correcting them, if necessary.

EXTRA ACTIVITY

This activity gives learners another opportunity to discuss the illustration under Let's start! And to practise the use of “**Oui, il y a ...**” and “**Non, il n'y a pas ...**”.

Ask your learners some questions, for example:

- Est-ce qu'il y a un lit dans la chambre?
- Est-ce qu'il y a de la louche dans la maison?
- Est-ce qu'il y a une éponge dans la maison?
- Est-ce qu'il y a des chaises dans la cuisine?

PRACTICAL ACTIVITY

The use of variants

- Comment est ta maison?
- Quelles sont les pièces dans ta maison?
- Qu'est-ce qu'il y a dans ta chambre à coucher?
- Qu'est-ce que tu as dans ta salle de séjour?
- Qu'est-ce qu'il y a dans ta cuisine?
- Qu'est-ce qu'il y a dans ta salle de bains?
- Qu'est-ce qu'il y a dans la maison? - Tu as un animal dans ta maison?

E. Re-use – systematization

1. Re-use

Let 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 teacher assigns a role to the learners: male or female facilitator, learner...each learner

must, according to their role, talk about where they live and what they have at home and their pets.

Study case 2

Écolier: Parle-moi de ta maison.

Ecolière: J'habite dans une grande/petite maison. Dans ma maison; il y a cinq pièces. J'ai une chambre à coucher, une salle de séjour, une cuisine, une salle à manger et une salle de bains. Dans ma chambre à coucher, j'ai un lit, un oreiller, une commode et une lampe. Dans ma salle de séjour, il y a une télévision, un fauteuil, une table centrale, des rideaux, un canapé, un tapis et un système audio. Dans ma cuisine, j'ai une casserole, une louche, une bouilloire électrique, un réfrigérateur, le four, l'évier et un four à micro-onde. Dans ma salle de bains, il y a le miroir, l'éponge, la serviette, la baignoire, le savon, le papier hygiénique, le savon, le lavabo et les toilettes et, j'ai un chien et un chat à la maison.

Study case 2

In pairs a teacher and a learner practise in turns, the question and answer session in class to talk about their house, objects and animals in the house.

Prof: Comment est ta maison?

Élève: Ma maison est grande/petite.

Prof: Quelles sont les pièces dans ta maison?

Élève: Dans ma maison, il y a une chambre à coucher, une salle de séjour, une salle à manger, une salle de bains et une cuisine.

Prof: Qu'est-ce qu'il y a dans ta chambre à coucher?

Élève: Dans ma chambre à coucher, j'ai un lit, un oreiller, une commode et une lampe.

Prof: Qu'est-ce que tu as dans ta salle de séjour?

Élève: Dans ma salle de séjour, il y a une télévision, un fauteuil, une table centrale, des rideaux, un canapé, un tapis et un système audio.

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

Élève: Dans ma cuisine, j'ai une casserole, une louche, une bouilloire électrique, un réfrigérateur, le four, l'évier et un four à micro-onde.

Prof: Qu'est-ce qu'il y a dans ta salle de bains?

Élève: Dans ma salle de bains, il y a le miroir, l'éponge, la serviette, la baignoire, le savon, le papier hygiénique, le savon, le lavabo et les toilettes.

Prof: Tu as un animal à la maison?

Élève: Oui, j'ai un chien et un chat à la maison.

2. Systematization

Let learners say quickly and mechanically, taking turns

Mon – ton – son – ma – ta – sa – mes – tes – ses.

Mime the actions using an object.

Ma maison-Mon palais-Mon salon-Ma cuisine.

READ – Compréhension Écrite

Read and understand a text about objects, parts, animals and fruits.

1. Learners read the text in the Learner's Book to themselves.
2. Explain any other words that the learners do not understand. They should then add any new words to their "Notebook".
 - Tell the learners to re-read the text and then to answer the questions based on the text by completing the sentences with the appropriate words from the

above passage. Select five learners to share their answers aloud while the rest of the class listens attentively. Correct and assist where necessary.



Answers

- a. Ma **jolie** maison!
- b. J'ai une chambre **à coucher** éclairée.
- c. J'ai un petit **chien** et un chat.
- d. Sur la cour, **il y a** des poules et derrière la maison, il y a des arbres.
- e. La cuisine est **petite** et la salle de bain est **jolie**.

Listen to the pronunciation of "g/gu" in French.

The sound "g": Au marigot

The study of g-gu [g] (The phoneme)

Key sentences: René joue dans le marigot.

La pirogue glisse sur l'eau.

Key words: marigot – pirogue - glisse

Global acquisitions: l'eau.

- **Help with the reading of the image**
- The image is relatively simple to read. We will take advantage of this to train the learners in orderly reading:
 - Un garçon joue dans le marigot avec ses amis.
 - Un homme rame une pirogue sur l'eau.
 - Une femme emporte des fruits.
- **Sequence 1: Free observation of the image, overall comprehension of the situation: understanding**

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 new image and ask specific questions to the learners

M: What do you see in the picture?

(Qu'est-ce que vous voyez dans l'image?)

E: Un homme est dans une pirogue sur l'eau. **(A man is in the canoe on water)**
Les enfants jouent dans la rivière. **(The children are playing in the river)**
Une femme porte des fruits sur la tête. **(A woman is carrying fruits on her head.)**

M: Tu les connais? **(Do you know them?)**

E: Non. **(No)**

N.B: At the end of the sequence, learners should be able to guess the meaning of **the key sentence: René joue dans le marigot. La pirogue glisse sur l'eau.**

- **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 question:

M: Is there any word that you understand from the sentence in the book?

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: **marigot – pirogue – glisse**. He highlights the sound(s) to be studied with colour chalk/marker.

This: René joue dans le marigot. La pirogue glisse sur l'eau.

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

He makes the words recognized then breaks them down into syllables to cut out the different elements. mari – got piro – gue gli – sse
He observes: **g – gu**

He draws the children's attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

- **Sequence 5: Auditory and visual discrimination**

Search for words containing **g** using the illustration: **marigot – pirogue – fagot – légume – regarde – guêpe...**

The small drawings of exercise 1 allow you to note the syllables: **ga – gu – gou – go as well as: gue – gui – guê – gué**

List of complementary words: **galette – figure – goutte – guidon – guérir**

In an oral activity: in the list of spoken or read words by the facilitator, learners must locate the words containing [**g**].

Instruction: raise your hand when you hear [**g**] (**Jeu de pigeon vole**)

Section I hear **g**, and I see **g** or **gu**: in the learner's book

These are key words that make it easier to memorize a sound.

- let learners read from the book.
- let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.

- then ask learners to name these drawing based on what they have read from the book.

- **Sequence 6: Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

“I can read” (*Learner’s Book 2 pp.62*)

Silent reading of the sentences.

Reading aloud

Best reading competition.

- **Sequence 7: Assessment and exercises**

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners identify the words in the table.
Explain to learners that “**g**” before letters like “**a, o, u**” sounds the same in words like “**gu**” in French.
2. Learners complete the words with the following articles.
3. Learners form a correct sentence in French out of the words:
4. Learners write five words with the sound “**gu**” by reading through the passage of their textbook.
5. Learners read and draw:
6. The teacher will guide the learners to use the vocabulary below to talk about their house.

Use the questions below as a guide for the work.

7. Learners look at the picture clues then they complete the words by adding the missing letters



Answers

1.	Je vois g	Je vois gu
	Galope – gare – marigot	Pirogue – guitare – guêpe

2. **a. Une** pipe. **b. Un** marigot.
c. Une figure. **d. Un** navire.
e. Un vélo. **f. Un** guidon.
g. Une guitare. **h. Une** légume.
3. René joue dans le marigot avec ses camarades
4. **a. La Guitare** **b. La pirogue**
c. La guêpe **d. Le guidon**
e. Le guide
5. **Une télévision**
6.
 - Elle est grande/petite?
 - Il est propre/sale?
 - Elle est bien arrangée/désordonnée?
 - Il y a combien de chambres dans la maison?
 - Il y a du poulet et des œufs/la pomme et la carotte dans le frigidaire?
7. **a. Le fauteuil.** **b. La télévision.**
h. La salle de bain. **d. Le lit.**
i. Le drap. **g. La cuisine.**

UNITÉ 2 Mon école est belle!

Parler de son école



Suggested teaching time:

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

Introduction

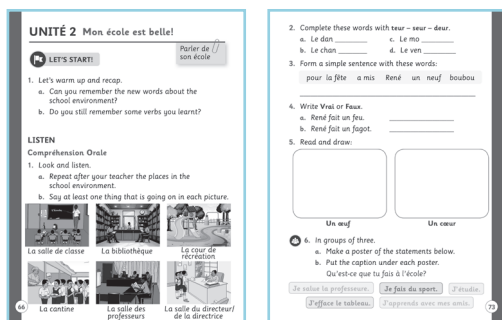
This is a short unit in which learners will revise the French vocabulary related to the school environment.

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



RESOURCES

- Learner's Book: pp.66-76



Optional extra materials:

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



KEY WORDS

- ★ Manger, Jouer avec les ami(e)s, Je lis, Protéger, J'étudie, J'apprends, Je salue le professeur – Je fais du sport – J'efface le tableau – Je balaie la cour – Je travaille en groupe.
- ★ Bibliothèque, Cantine Terrain de sport, le bureau du directeur/ de la directrice Salle de classe, Salle des professeurs, Cour de récréation

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 ton école?
- ★ Comment est ton école?
- ★ Qu'est-ce que tu fais à l'école?
- ★ Qu'est-ce qu'il y a dans ton école?

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will revise and build on the vocabulary that they learnt in Basic 1 about objects/places in the school environment.
- They will also learn new sentences to describe activities that take place at school.



LET'S START!

1. This is a warm-up and recap activity that will help learners to revise the school environment vocabulary that they learnt in Basic 1. Ask learners if they can still remember the French names for places and objects at school. Ask the learners to say the words that they can remember and write these down on the writing board.
 - a. - b. Ask the learners to list the French school environment verbs that they remember from Basic 1. Add these words to the list on the writing board.

LISTEN – Compréhension Orale

Watch or listen to and understand an audio-visual document on school environment.

A. Observation des images

I. Observation libre

Ask the learners to attentively look at the pictures and the pictures of places in the school environment on page 66 of the Learner's Book.

II. Observation dirigée

Prepare an audio recording on the vocabulary of places in a school environment in the Learner's Book, page 66 where you read slowly and clearly the following: *“la salle de classe, la cantine, la salle des professeurs, la salle du directeur/de la directrice, la bibliothèque”* et *“la cour de récréation.”*

The book closed, play the recording three times for the learners.

Let the learners listen and repeat the words alongside the audio.

Put the words on the writing board and point at each word while learners are repeating them.

By so doing ask them for the meaning of each words in English.

Let them say it again in groups of four.

SPEAK – Production Orale

Ask and answer questions about the school environment.

A. Présentation globale du dialogue en situation

Introduce your learners to the dialogue of the Learner's Book on page 67.

Read the dialogue to them and let the

learners repeat the sentences in groups of three after you.

Check the pronunciation and correct them if necessary.

B. Explication du dialogue

C. Mémorisation du dialogue

D. Dramatization

1. In pairs, learners take turns to practise the dialogue with their partners.
 - The teacher guide them and correct their pronunciation..
2. a. As a class, learners take turns to ask and answer questions about the size, the name, the location and how the school environment looks like.
3. For each school activity, learners choose the correct one to match the picture.



Answers

- a. Je salue le/la professeur (e).
- b. Je fais du sport.
- c. J'étudie.
- d. J'efface le tableau.
- e. Je balaie la cour.
- f. Je travaille en groupe.

PRACTICAL ACTIVITY

The use of variants

- Où se trouve ton école?
- Comment est ton école?
- Comment est l'environnement de ton école?
- Qu'est-ce qu'il y a dans ton école?
- Qu'est-ce que tu fais à l'école?

E. Re-use – systematization

1. Re-use

This 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, be able to describe school and talk about the activities they do at school.

Study case 1

Élève 1: Parle-moi de ton école.

Élève 2: Mon école s'appelle + (name of school.). Elle se trouve à + (location). L'environnement est (petit/grand).
Dans l'école, il y a la salle de classe, la cantine, la salle des professeurs, la salle du directeur/de la directrice, la bibliothèque et la cour de récréation. À l'école, j'efface le tableau, je salue le/la professeur (e). Je balaie la cour. Je fais du sport. Je travaille en groupe et j'étudie.

Study case 2

In pairs, the teacher guides learners through question and answer session where they take turns to talk about the location, the size of their school and the environment, places and what they do at school.

Élève A: Où est ton école ?

Élève B: Mon école se trouve à + (place).

Élève A: Comment est ton école?

Élève B: Mon école est + (jolie et petite/jolie et grande).

Élève A: Comment est l'environnement de ton école?

Élève B: L'environnement de mon école est + (petit/grand).

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

Élève B: Dans mon école, il y a la salle de

classe, la cantine, la salle des professeurs, la salle du directeur/de la directrice, la bibliothèque et la cour de récréation.

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

Élève B: À l'école, j'efface le tableau.
Je salue le/la professeur (e).
Je balaie la cour. Je fais du sport.
Je travaille en groupe.
J'étudie.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Comment est ton école?

Élève 2: Mon école est grande

Élève 1: Il y a combien de salles de classe?

Élève 2: Il y a douze salles de classe

Élève 1: Comment est la cour ?

Élève 2: La cour est petite.

Élève 1: Qu'est-ce que tu fais à l'école?

Élève 2: À l'école, j'apprends et je lis mes livres.

READ – Compréhension Écrite

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

1. Learners look at the pictures and read each description to themselves. Learners should be able to understand the meaning of each one by looking at the pictures.

- Read the descriptions aloud to the learners. Learners then repeat each description after you.
- If learners are unsure about any words in the text, they can research them as part of their homework or look them up in a dictionary.

Listen to the pronunciation of “**eu**”/ “**œu**” in French.

The sound “**eu œu**”: Le feu de brousse

The study of **eu – œu** [Ø] (The phoneme)

Key sentence: Le **feu** dévore la brousse. Il fait **peur** aux **bœufs**.

Key words : **feu** – **peur** – les **bœufs**

Global acquisitions : la brousse.

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

The image is relatively simple to read.

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

- L'enfant court dans la brousse.
- Un homme va secourir l'enfant.
- Le feu brûle tout.
- Les bœufs s'enfuient dans la brousse.

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

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 new image and ask specific questions to the learners

M: What do you see in the picture?

(Qu'est-ce que vous voyez dans l'image ?)

E: L'enfant court dans la brousse. (The child is running in the bush)

L'homme va secourir l'enfant. (The man is going to rescue the kid)

Le feu brûle tout. (The fire burns/is burning everything.)

Les bœufs s'enfuient dans la brousse. (The oxen or cows are fleeing into the bush.)

M: Tu les connais? (Do you know them?)

E: Non. (No)

N.B: At the end of the sequence learners should be able to guess the meaning of the **key sentence: Le feu dévore la brousse. Il fait peur aux bœufs.**

- **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 question:

M: Is there any word that you understand from the sentence in the book?

The learners could not make out any word. 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: feu – peur – bœufs. He highlights the sound(s) to be studied with colour chalk.

This: Le feu dévore la brousse. Il fait peur aux bœufs.

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

He makes the words recognized then breaks

them down into syllable to cut out the different elements.

feu peu – r bœu – fs.

He observes: **eu – œu**

He draws the children's attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

● **Sequence 5: Auditory and visual discrimination**

Let learners hear the difference in sound with these words: **un nœud – un vœu – deux – peureux – cheveux – heureux – jeudi – vieux – peur – cœur – seul – neuf – joueur – chanteur – danseur – etc.**

Observe the difference in pronunciation between:

Un œuf - **des œufs**

Un bœuf - **des bœufs**

In an oral activity: in the list of spoken or read words by the facilitator, learners must locate the words containing [**eu – œu – eur**]. Instruction: raise your hand when you hear [**eu – œu – eur**] (**Jeu de pigeon vole**)

Section I can hear the sounds correctly:

eu – œu – eur in the learner's book

These are key words that make it easier to memorize a sound.

- let learners read from the book.
- let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.
- Then ask learners to name these drawing based on what they have read from the book.

● **Sequence 6: Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

"I can read" (*Learner's Book 2 p.71*)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.
- **Sequence 7: Assessment and exercises**

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners identify the words in the table.
2. Learners complete the words with the following syllables in French.
3. Learners form a correct sentence with these words in French.
4. Learners read the passage on page 71 to answer the questions.
5. Learners read and draw:
6. **a.** Learners make a poster about how to protect their school environment. The poster can include any of this statements.:



Answers

1.	Eu	Jeu – veux
	œu	Nœud – bœuf – sœur

2. **a.** Le danseur. **b.** Le chanteur.
c. Le moteur. **d.** Le vendeur.
3. René a mis un boubou neuf pour la fête.
4. **a.** Vrai.
b. Faux.
5. Un œuf = An egg. Un cœur = A heart.

6. a. “ Je salue la professeure. Je fais du sport. J’efface le tableau. J’apprends avec mes amis. J’étudie”.

b. Let the learners put up their posters around their school for all to see!

PROJECT TIME

LB p. 73

MA MAISON IDÉALE ET MON ÉCOLE IDÉALE

- This Project time gives learners the opportunity to think, draw and write in a creative way while practising the key

vocabulary learnt and revised in the theme.

- Encourage learners to be as creative and detailed as possible in their drawings and descriptions.
- Check that their drawings match the written descriptions.

1. a. Learners draw a picture of their ideal house and one item from each room.

2. a.–b. Learners draw a picture of their ideal school and poster in some corners of the school.

Learners label their drawings in French and write a paragraph to describe each one.

PRACTISE, PRACTISE, PRACTISE!

LB p. 75

Answer these questions in your exercise book.

1. Learners look at the pictures and label each one in French.
 - a. Le lit.
 - b. La pomme.
 - c. Le chien.
 - d. Le salon.
 - e. La table.
 - f. Le rideau.
2. a.–b. Learners write a small text to describe their school in French. They start their sentence with the French : “**Dans mon école, il y a.....**” and they make sure that they list some places and objects (library – classroom – staff room – compound – canteen) in their school.



Answers

Dans mon école, il y a une bibliothèque, des salles de classe, une salle des professeurs, une cour de récréation et une cantine.

3. Learners read the text and complete the sentences with the correct words :
 - a. J’ai une chambre à coucher **éclairée**.
 - b. Mon lit est **propre/large**.
 - c. Le salon est **grand**.
 - d. Ma télévision est **bien rangée**.
 - e. La cuisine est **petite** et la salle de bain est jolie.
 - f. J’ai un petit chien et un **chat**.
 - g. Dans mon **réfrigérateur**, j’ai des pommes et la fraise.

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

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

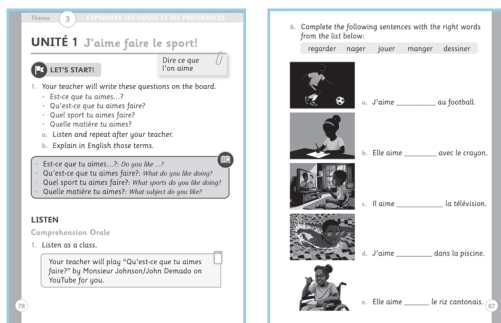
Learners will be introduced to some new

vocabulary, including the verbs “Je préfère” (“I prefer”) and “J’adore” (“I adore”).



RESOURCES

- Learner's Book pp.78-87



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

- ★ Le français /L'anglais.
- ★ Le sport/La lecture.
- ★ J'adore /J'aime faire.
- ★ Je préfère.
- ★ J'aime..., mais je préfère ...
- ★ le foot/le basket.
- ★ le chien/le cheval.
- ★ matière/plat/sport préféré(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:

- ★ Qu'est-ce que tu aimes (faire)
- ★ Quelle est ta matière préférée?
- ★ Quel est ton plat favori?
- ★ Quel est ton sport préféré?
- ★ Quelle est ta matière préférée?

GUIDELINES AND SUGGESTIONS

Start this theme by asking the learners to examine the unit title. Ask the learners to say what they understand. Can they guess what they will be learning about in this new theme?

Tell the learners that, in this theme, they will revise and learn more about expressing likes and dislikes in French.

Ask the learners to think of questions to express what people's likes are.

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



LET'S START!

- a. The teacher writes the questions on the writing board and then read them to the learners.

Learners repeat after the teacher.

- b. Ask learners for the meaning of those questions in English.

LISTEN – Compréhension Orale

Watch or listen and understand an audio-visual document on someone's tastes : dishes, sports, subjects, professions, etc.

A. Observation des images

I. Observation libre

Introduce your learners to this topic by asking them to attentively and silently watch and listen to a video you will play on YouTube for them and look at the picture on page 79 of the Learner's Book.

II. Observation dirigée

Play the video: "Qu'est-ce que tu aimes faire?" by Monsieur Johnson/ John Demado on YouTube <https://youtu.be/Lun0GwJVFD4> for the learners.

Allow your learners time to listen to the words in the video.

Ask your learners questions for better understanding of the key words related to the topic.

Key words: "Qu'est-ce que tu aimes faire?"

J'aime/J'adore....

Explain to the learners that most of the time we express our taste in French with these two verbs: "aimer" and "adorer".

- Prepare a recording of the speech bubbles on page 79 of the Learner's Book. In this recording you should read clearly and slowly the speech bubbles to your learners and explain to them that the picture is about a mother and her son at a restaurant where the mother looking through a menu chart, is asking her son what

he likes in French: "Qu'est-ce que tu aimes?" The boy replies by saying: "J'aime le riz au gras et la salade" to express his taste.

Play the recording to the learners in class three times.

Read the speech bubbles yourself again to your learners.

Learners listen to the sentences and repeat after you.

Now play the audio once again.

This time learners repeat the words alongside the audio.

SPEAK – Production Orale

Ask and answer questions about tastes and preferences.

A. Présentation globale du dialogue en situation

The teacher reads the dialogue to the learners.

They repeat after him as a class.

B. Explication du poème

Explain these words: *J'aime faire - J'aime - J'adore - Quelle matière - Quel/Quelle*

C. Mémorisation du dialogue

D. Dramatisation

1. In pairs and taking turns, learners role-play the dialogue while reading it. Then guide them and check their pronunciation.
2. **a.-b.** Learners work in pairs. They take turns to ask and answer the questions, using the vocabulary that they have been provided with. Walk around the classroom listening to the learners. Assist and correct them where necessary.

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

Form groups of three, learners discuss their favourite sports, school subjects and activity.

Turn learners' attention to the vocabulary provided for their use. Point out to them the words provided will help them answer correctly the questions. So anyone can choose from them.

PRACTICAL ACTIVITY

The use of variants

- Qu'est-ce que tu aimes faire: danser ou apprendre?
- Quel sport tu aimes faire: le foot ou le basket?
- Quelle matière tu préfères: le français ou les mathématiques?
- Quel animal adores-tu : le chien ou le cheval?

E. Re-use – systematization

1. Re-use

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

A learner will replace the teacher to ask and answer questions or talk about people's tastes. 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 to a friend.

Tell learners to think of the dish, sports or school subjects that they prefer. In pairs, they should talk about their own taste, but, this time, giving their own preferences.

Check their pronunciation. Correct and assist where necessary.

Study case

In pairs, learners practise a dialogue where they will talk about their tastes.

Élève 1: Qu'est-ce que tu aimes faire: danser ou apprendre?

Élève 2: J'aime apprendre.

Élève 1: Quel sport tu aimes faire: le foot ou le basket?

Élève 2: J'aime jouer au foot.

Élève 1: Quelle matière tu préfères: le français ou les mathématiques?

Élève 2: Je préfère le français

Élève 1: Quel animal adores-tu: le chien ou le cheval?

Élève 2: J'adore le cheval.

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1: Qu'est-ce que tu aimes faire: regarder la télé/ jouer au ludo?

Élève 2: J'aime regarder la télé.

Élève 1: Quel sport il aime: la course ou la natation?

Élève 2: Il aime la natation.

Élève 1: Quel oiseau adores-t-elle: le pigeon ou le canard ?

Élève 2: Elle adore le pigeon.

READ – Compréhension Écrite

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

1. Learners read question and answer session in the Learner's Book. Check their understanding and assist them where necessary.

You allow them to role-play the questions and the answers in pairs. Check the learners' pronunciation. Correct and assist where necessary.

FUN TIME!

In this activity, tell your learners to think of the dish, sports or school subjects that they prefer. In pairs, they should repeat the dialogues, but, this time, giving their own preferences. Check their pronunciation. Correct and assist where necessary.

Listen to the sound “**ch**” in French.

The sound “**ch**”: Au **ch**amp

The study of ch [ʃ] (The phoneme)

Key sentence: Dans le **ch**amp, papa arrache les ar**ch**ides.

Key words: arrache - ar**ch**ide

Global acquisitions : le **ch**amp.

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

The image is relatively simple to read.

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

- Un homme est dans son champ.
- Il y a des chèvres dans le champ.
- Un petit garçon chasse les chèvres.

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

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 new image and ask specific questions to the learners.

M: What do you see in the picture?

(Qu'est-ce que vous voyez dans l'image ?)

E: Un homme est dans son champ. (A man is in his farm.)

Il y a des chèvres dans le champ.

(There are goats in the farm.)

Un petit garçon chasse les chèvres. (A little boy is chasing away the goats.)

M: Tu les connais? **(Do you know them?)**

E: Non. **(No)**

N.B: At the end of the sequence learners should be able to guess the meaning of **the key sentence:** Dans le **ch**amp, papa arrache les ar**ch**ides.

- **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 question:

M: Is there any word that you understand from the sentence in the book?

The learners could make out the word “**papa**”. The facilitator will read the sentence severally, showing and emphasizing on 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: **champ – arrache – arachides**. He highlights the sound(s) to be studied with colour chalk/marker.

This: Dans le **ch**amp, papa arrache les arach**id**es.

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

He makes the words recognized then breaks them down into syllables to cut out the different elements.

cham – p arra – **ch**e ara – **ch**i – de.

He observes: **ch**

He draws the children’s attention to the sound that can be heard.

The facilitator writes on the board and plays the following sound.

- **Sequence 5: Auditory and visual discrimination**

Let learners learn few words with the sound **ch**: **chat - chaussure – chère – chérie – cheveux – chose – chercher – chanteur – chantier**.

In an oral activity: in the list of spoken or read words by the facilitator, learners must locate the words containing [**ch**].
Instruction: raise your hand when you hear [**ch**] (**Jeu de pigeon vole**)

Section I hear **ch** in the learner’s book

These are key words that make it easier to memorize a sound.

- let learners read from the book.
- let them observe the drawings and their names. If necessary, the facilitator will reproduce some of the drawings on the board. He should pay particular attention to pronunciation.
- then ask learner to name these drawing based on what they have read from the book.

- **Sequence 6: Reading**

Lecture silencieuse (Silent reading)

Learners read the passage silently which does not present any difficulty in understanding.

“**I can read**” (*Learner’s Book 2 p.84*)

- Silent reading of the sentences.
- Reading aloud
- Best reading competition.

- **Sequence 7: Assessment and exercises**

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners identify the following syllables in the words.

Exemple: biche

2. Learners read the passage on page 83 and reply the questions.
3. Learners form a correct sentence out of the words in French.
4. Learners write down three words with: **ch**
5. Learners match two syllables that form the following words in French.
6. Learners complete the following sentences with the right words from the list below.

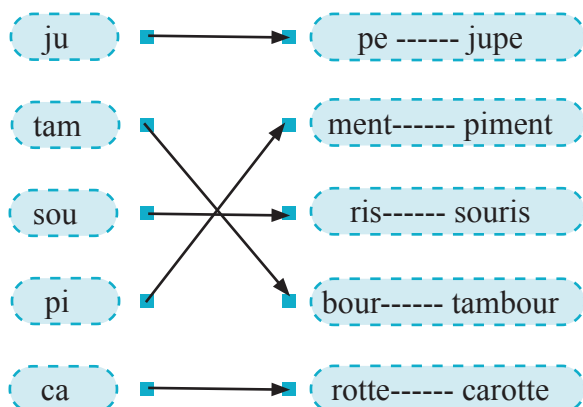


Answers

1. a. La biche. che
b. La chasse. chas
c. Le chou. chou
d. La chiorée. chi
e. Un fichu. chu
2. a. Faux.
b. Faux.
c. Vrai.
3. Papa accroche sa chemise à une branche.
4. a. chat. b. branche.
c. chemise.

N.B: Learner may get different answers.

5.



6. a. J'aime **jouer** au football.

- g.** Elle aime **dessiner** avec le crayon.
- h.** Il aime **regarder** la télévision.
- i.** J'aime **nager** dans la piscine.
- j.** Elle aime **manger** le riz cantonais.

Notes:

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

UNITÉ 2 Je n'aime pas le citron!



Suggested teaching time:

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

Dire ce que l'on
n'aime pas



Introduction

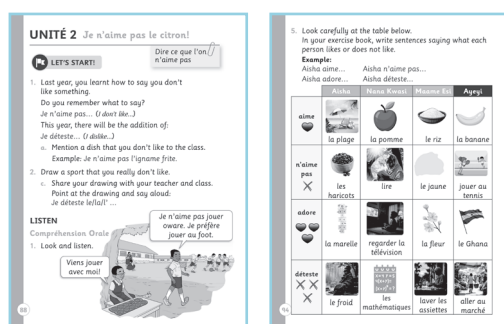
In this unit, learners will revise how to express their own dislikes as well as the dislikes of

others. They will also revise the use of “Je n'aime pas” as well as “Je déteste”.



RESOURCES

- Learner's Book: pp.88-97



Optional extra materials:

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



KEY WORDS

- L'ananas/Les fruits
- Je déteste.../Je n'aime pas...
- Les dessins animés/
- L'école/La salade/La laitue/L'igname frite
- Ce jeu/ Le harmattan
- Le printemps/L'hiver
- C'est trop amer

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

French, such as:

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

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will revise and build on the vocabulary they learnt in Basic 1 to be able to discuss their own dislikes and the dislikes of others.

In the previous unit, they discussed likes.

In this unit, the focus changes to dislikes.



LET'S START!

- This is a warm-up and recap activity that will help learners to revise the vocabulary learnt in Basic 1. Ask the learners if they can remember how to say, in French, that they do not like something. Ask them to say any words that they can remember and write them down on the writing board. Revise the vocabulary with the learners.
 - Learners mention the dish that they do not like to the class in French following the statement “Je n'aime pas...”
- Learners draw a picture of a sport that they do not like. Allow them to show it to the class.
 - Invite some learners to describe their

drawings, saying aloud: “**I don’t like or I dislike + the sport.**” in French.

- Check their pronunciation and correct them, if necessary.

LISTEN – Compréhension Orale

Watch or listen to and understand an audio-visual document on someone’s tastes : dishes, sports, subjects, professions, etc.

A. Observation des images

I. Observation libre

Ask your learners to attentively and silently look at the pictures on page 88 of the Learners Book.

Let them keep their observation to themselves for further assessment.

II. Observation dirigée

Prepare an audio of the speech bubbles on page 88 of the Learner’s Book. In this recording you should read clearly and slowly the speech bubbles to your learners and explain to them that it is about school children expressing their tastes. The learners are playing different games on the school compound. A girl is playing “oware” while inviting a boy to play with her, but the boy prefers football to “oware”.

Play the recording to the learners in class three times.

Read the speech bubbles yourself again to your learners.

Learners listen to the sentences and repeat after you.

Now play the audio once again. This time learners repeat the words alongside the audio.

Explain to learners that to express dislike in French one uses “Je n’aime pas...” or

“Je deteste...”

SPEAK – Production Orale

Ask and answer questions about tastes and preferences.

A. Présentation globale du dialogue en situation

Read the dialogue to the learners.

B. Explication du dialogue

Explain the following: le citron – Pourquoi - c’est trop amer - regarder les dessins animés – Je déteste

C. Mémorisation du dialogue

D. Dramatization

1. In pairs and taking turns, learners role-play the dialogue while reading it. Guide them and check their pronunciation.

2. **a.-b.** Read the questions and the answer prompts and ask the learners to repeat them after you.
In pairs, learners should share their dislikes by taking turns to ask and answer the questions.

Walk around the classroom listening to the learners. Assist and correct them where necessary.

PRACTICAL ACTIVITY

The use of variants

- Quel/Quelle.... tu n’aimes pas?
- Qu’est-ce que tu détestes?
- Pourquoi tu n’aimes pas...?

E. Re-use – systematization

1. Re-use

A learner will replace the teacher to tell the class about his/her tastes and preferences.

However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and grammatically correct. Learner should be able to express their own dislikes as well as the dislikes of others.

Study case

In pairs, learner ask and answer questions using the structure used in the dialogue.

Élève A: Quel fruit tu n'aimes pas?

Élève B: Je n'aime pas le tamarin.

Élève A: Pourquoi tu n'aimes pas le tamarin?

Élève B: Je n'aime pas le tamarin parce que c'est trop amer.

Élève A: Tu détestes le sport ou regarder les dessins animés?

Élève B: Je déteste le sport.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Quel sport tu n'aimes pas?

Élève 2: Je n'aime pas le grimper.

Élève 1: Quelle nourriture elle déteste?

Élève 2: Elle déteste banku et la sauce au gombo.

Élève 1: Quel animal il n'aime pas?

Il n'aime pas le singe.

Élève 2: Quelle couleur tu n'aimes pas?

Je n'aime pas le noir.

READ – Compréhension Écrite

Read and understand a simple text on some natural phenomena.

1. Learners look at the picture and read the sentences.

- Discuss any words that the learners may not understand. Correct and assist where necessary.
- Remind learners to add any new words to their “Notebook”.

2. Learners read the questions. Ask them to answer the questions using the clue sentences provided. Walk around the class, listening to the learners. Assist and correct where necessary. Ask a few volunteers to share their answers in front of the class.

Listen to the pronunciation of “**ac, or, is, os**” in French.

Le sac de René

Etude de: **ar – or – ir – ac – oc – ic – as – os – is**

Extensions: **al – ol – il**

Key sentence: René **porte** son **sac** sur le **dos**.

Key words: **porte – sac**

Note: In this lesson, there is no new contribution. It is a lesson which should allow you to receive certain acquired knowledge from the previous year. It involves systematically studying forms of writing which have already been encountered and used occasionally for the needs of a text. It is possible for learners to easily read the entire key sentence.

Prof: Est-ce que vous le connaissez? (**Do you know him?**)

Élève: Il s'agit de René. (**It is about René.**)

Prof: Où est-il? (**Where is he?**)

Élève: Il va à l'école. **Ou** Il est à l'école. (**He is going to school.**) **Or** (**He is in school.**)

Prof: Pourquoi pensez-vous cela? (**Why do you think so?**)

Élève: Parce qu'il a son sac d'écolier au dos.

Ou Parce qu'il est sur le chemin de l'école. (**Because** he has his schoolbag on his back.) **Or** (**Because** he is on the way to school.)

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: **un cheval – Kipic – l'os**. During this first session, the facilitator will lead the learners to state the key sentence, in a very progressive manner.

Example:

Les enfants portent leur sac sur le dos.

René et Moussa

René porte son sac sur le dos.

Moussa

- **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 the picture.**
(Qu'est-ce que vous voyez dans l'image ?)

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

The facilitator will observe the new 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 question:

M: Is there any word that you understand from the sentence in the book?

The learners could make out the words "le sac – René". 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: **porte – sac**.

He highlights the sound(s) to be studied with colour chalk/marker.

This: René **porte** son **sac** sur le **dos**.

He makes the words recognized then breaks them down into syllables to cut out the different elements **por te – sac**.

He observes: **por – sac**

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

The facilitator writes on the board and plays the following sound: **ar - or**

- **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 a un **sac** sur le **dos**.

Moussa a un **sac**.

Kipic **porte** un **sac** sur le **dos**.

Aminata a un **sac**.

Le père de Simon **porte** une daba.

- **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.61**"

- The facilitator repeats the same work with the words on the board. He emphasizes on the following syllables: **ec – oc – ar – our – eur - euf**
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)

“Le jour de la rentrée” (*Learner’s Book 2* p.92)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De qui parle le texte?
- Où vont-ils?
- Pourquoi? Nous sommes en quel mois?
- Ils rencontrent qui?
- Que remarque René?
- Qui a donné un sac neuf à Issa?
- Pourquoi faut-il que les enfants se dépêchent?

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**

Work out exercises proposed in the book.

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

“Prends ton crayon” (*Learner’s book* pp.92-94)

The facilitator will choose exercises relating to the lesson.

La comptine

It constitutes above all an exercise in articulation and pronunciation. It is very easy to remember due to its composition.

Revision

1

1. Read and copy

Une jupe – il danse – la chèvre – une lampe – la fête – la tempête – la pirogue – le marigot – le vent – le feu – les bœufs – les arachides.

- These are key words that make it easier to memorize sounds.

2. You read and write these tool words

Dans – devant – avec – sur – ou – pour – sous – qui – en – avant – que – il – elle – vers – au – c’est – on – je – voilà

- Tool words to know
- Have learners read these words quickly. Have them used in short sentences.

3. You read these:

Le pantalon	Un jeu	une bouche
La guitare	la lagune	la fumée
Une carafe	le menton	le tambour
La peur	un bijou	une guêpe
Le judo	la chasse	jeudi
La pendule	un ruban	la joue
Un chou	du café	la véranda

- The facilitator can either have these words read aloud or give different instructions.

a. Find a word from a definition given by the facilitator.

Prof: C’est un objet qui sert à donner l’heure.

Ans: la pendule.

b. Trouver un mot à partir d’un trait sémantique.

Prof: Trouver le nom d’une partie du corps humain.

Ans: le menton, la joue.

c. le son “en”

Prof: Trouver des mots qui contiennent “en”

Ans: pendule, menton.

4. You can still read

Un fagot	un banc	un moment
La forêt	les radis	un nid
Le vent	une souris	le repas
Du jus	un enfant	le piment
Le chat	un nœud	le champ

Words ending with a silent consonant. Do a quick reading and use them in a sentence.

GRAMMATICAL EXERCISES

5. In the exercise, add “qui” or “que” to each sentence

- a. C’est René.....joue dans le marigot
- b. C’est le journalRené a acheté.
- c. C’est Amina.....a vu René.
- d. C’est la jupemaman repasse.

Do you remember?

- a. Qui repasse la jupe de Fatou?
- b. Qui joue dans le marigot?
- c. Qui emporte le pagne?
- d. Qui danse au son des balafons?
- e. Qui arrache les arachides?

- It is a recall of the key sentences which were used to discover the sounds.

7. Can you read this story?

René est allé à la boutique. Il a acheté la farine, le journal, du café et une gomme. Il a acheté aussi des médicaments. En sortant de la boutique, il voit Amina. Elle lui demande: “Tu es malade, René?”

- Non, pas du tout. Répond-il.
- Pour qui sont ces médicaments?
- C’est pour ma mère, elle est malade.

Elle est au lit. Avec ces médicaments, elle sera vite guérie”

- Let the learners read silently, then the facilitator asks comprehension questions.
- Reading aloud by three learners:
 - A narrator
 - One plays the role of René
 - Another one plays the role of Anima.

WRITE – Production Écrite

Work out all the suggested exercises.

1. Learners write the following sentences in negative using: “ne...pas”
2. Learners give the negative form of the following sentences using: “n’...pas”.
3. Learners copy and circle words with: “our”
4. Learners circle the bold words in the list.
5. Learners look at the illustrations and the text in the table on page 94 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”.



Answers

1. a. Il ne va pas à Tamale.
b. Tu ne parles pas l’anglais.
c. Je ne suis pas à l’école.
d. Thérèse ne fait pas la cuisine.
e. Roland ne visite pas le zoo.
2. a. Elle n’écoute pas le maître.
b. Luc n’aide pas son père.
c. Nous n’habitons pas ici.
d. Angèle n’est pas présente.
e. Ils n’ont pas le chiffon.
3. cour – four – sour
4. Cour: coup – cru – cour – crou – cour –

coru – cuor – **cour**.

Bec: bac – ceb – boc – **bec** – bouc – **bec** –
bce – bic – **bec**.

5. Learners write sentences for each picture, indicating what each person likes or does not like. Review the learners' sentences to check for understanding, spelling and grammar.

Example: Aisha aime la plage.

Aisha n'aime pas les haricots.

Aisha adore la marelle.

Aisha déteste le froid.

PROJECT TIME

LB p.95

L'interviewer!

- This project gives learners the opportunity to practise what they have learnt in this theme. They will be interviewing friends or family members, recording the interviews and making a nice big poster to show other people's likes and dislikes.
1. - 2. Learners should interview five different friends or family members to find out

about their likes and dislikes. They should take notes and also record the interviews, if possible.

3. Learners should write out the words and sentences that they plan to use on their posters. Check these. Then correct and advise the learners where necessary.
- a. - c. Learners should draw a family tree for their work. Encourage learners to draw or add a picture of each person that they interviewed and to write their names across the tree.
- Learners fill in the tree with a simple drawing / picture to show each person's likes and dislikes. Learners should add an appropriate French caption to each picture.
4. Below and inside each branch, learners should write down a complete sentence about each person's likes and dislikes.
5. Encourage learners to put their trees up in their houses. That will be something fun to share while giving them the opportunity to revise the French verbs and other vocabulary that they have learnt.

PRACTISE, PRACTISE, PRACTISE!

LB p. 96

Answer these questions in your exercise book

1. Learners complete the table with what they like and what they don't like.

a. Quel est ton plat favori?	Mon plat favori est + (favorite dish)
b. Qu'est-ce que tu aimes faire?	J'aime + (what one likes doing)
c. Qu'est-ce que tu n'aimes pas faire?	Je n'aime pas + (what one dislikes doing)
d. Est-ce que tu aimes la pomme?	Oui, J'aime la pomme?/ Non, je n'aime pas la pomme.
e. Tu détestes?	Je déteste + (what you dislike)
f. Tu aimes les mathématiques?	Oui, J'aime les mathématiques/Non, je n'aime pas les mathématiques.

N.B: The teacher should help the learners answer with their choice.

7. Learners write four sentences using:
 “**J’aime**”, “**Je préfère**”, “**Je n’aime pas**”
 and “**Je déteste**”

Exemples: J'aime le riz simple mais je préfère le riz au gras.

J'aime la fraise mais je déteste l'orange.

N.B: The teacher should guide the learners to make correct sentences in French.

8. Learners fill with missing words to complete the sentences while they look at the picture clues.

- a. Je n'aime pas aller à la **plage**.
- b. J'aime **le tennis**.
- c. J'adore **regarder** la télévision avec mon frère.
- d. Je déteste la **banane**.

Notes:

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

UNITÉ 1 Compter de un à trente!



Suggested teaching time:

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

Compter et faire
des calculs

Introduction

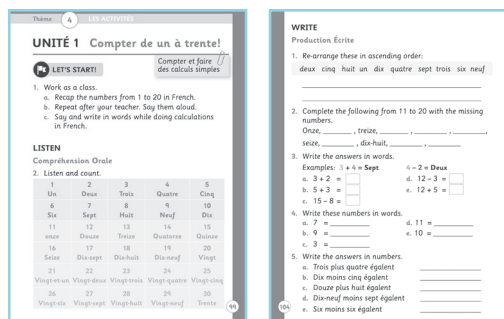
In this unit, learners will revise the numbers 1 to 20 in French. They will expand their number vocabulary by learning numbers from 20 to 30

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



RESOURCES

- Learner's Book: pp.99-104



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 30 in French/
Je peux compter/Cela coûte/plus/
font/mois/divisé par/ égalent
Écrire en lettres/Écrire en chiffre/Cela s'écrit
- Bonbon/oiseau/le plat de riz/le tas
d'ignames/le litre d'huile/la fraise/le tas de
tomates/le bol de piments/cela fait/c'est/
cela coûte.

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

- ★ Il y a combien de....?
- ★ Tu as combien....?
- ★ Combien coûte....?

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- This is a warm-up and recap activity that will help learners to revise the numbers learnt in Basic 1. Ask the learners if they can remember the names of the numbers from 1 to 20 in French. Ask the learners to say the numbers that they can remember and write these on the writing board.
 - Say each number from 1 to 20 aloud and ask the learners to repeat them after you. Do this a few times to make sure that the learners are confident, before moving on to the next.
 - Learners say and write in words while doing calculations in French.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual on the numbers in French.

A. Observation des images

I. Observation libre

Let learners silently observe and if possible read the print to themselves. This will serve as an assessment of observation of the print.

II. Observation dirigée

1. Prepare an audio recording based on the numbers of the Learner's Book on page 99.

Play the audio to your learners.

- Learners should now listen and recognise the numbers from 1 to 30.

In the audio, the teacher should count the numbers from 1 to 30 clearly and slowly.

Replay the audio for the learners and ask them to point to the words on the page as they hear the numbers.

- Write the number on the writing board, point and read each number aloud to the learners. Tell them to follow the words on the page as you read them aloud. Stop at 10 and tell them that they are listening to the numbers from 1 to 30 in French.

- Learners to listen carefully.

2. Let learners listen to you as you read aloud the operation on the page of their book.

They should pay attention to the pronunciation of the words in French.

SPEAK – Production Orale

Count out aloud objects and people in your environment.

A. Présentation globale du dialogue en situation

Read the dialogue to your learners twice.

Let them repeat after you some key words in the dialogue.

B. Explication du dialogue

In calculation we have some symbols that we use in English. So the learners will know their names in French through this topic: **Plus (+)** – **Moins (-)** – **Divisé par (÷)** (**Font**, **Égalent (=)**)

C. Mémorisation du dialogue

The various symbols should be learnt by heart and learners must practice them.

D. Dramatisation

1. Learners should be now ready to start doing some basic calculations in French, using all the numbers that they have already learnt in French.

- a. In pairs, learners take turns to read the dialogue to solve the operations in the Learner's Book orally.
- b. Still in pairs the teacher should guide learners to say and write in words while doing calculations in French based on the dialogue in the Learner's Book. You should check their pronunciations and correct them if necessary.

2. Tell learners to look in the Learner's Book. Ask them to now notice the tiny details in the picture.

In pairs, learners look at the picture on pages 101-102 of the Learner's Book. Learners answer the questions based on the picture and by counting the objects, people and animals in it.



Answers

2. a. Il y a quatre voitures.

c. Il y a deux chiens.

d. Il y a vingt-et-une chaises.

e. Il y a quatorze personnes.

f. Il y a trois maisons.

Tell learners to look at the pictures and do the mental maths. At this initial stage of the activity, learners shouldn't yet pay attention to the question "**Cela fait combien?**"

- Guide and assist the learners where necessary.
- Once learners have done the calculations in a. to d., tell them that you are now going to play a quick "purchaser and seller" game, as a class, to practise asking and answering the question "Cela fait combien?" once more. Tell learners to listen to you very carefully while you tell them a little story about each situation for a to d.
- Say, for example:

a. Naomi went to the market to buy yam and onions.

- Ask learners: "What did he then ask the seller, in French?"

(Answer: "*Cela fait combien l'igname et les oignons?*")

- "The yam costs 15 cedis and the onions costs 10 cedis", explained the seller.

- Ask learners: "How much did the yam and the onions then cost in total? .".

(Answer: "*Cela fait vingt-cinq cedis.*" or "*C'est vingt-cinq cedis.*" or "Le total est vingt-cinq cedis" or "Le total fait vingt-cinq cedis.")

- The main purpose is for learners to practise using "combien" for "how

much" (by asking and answering related questions), while doing some basic calculations in French.

3. a. Cinq bouteilles **plus** deux bouteilles égalent sept bouteilles.

b. Quatre jupes **fois** trois égalent douze jupes.

c. Dix tomates **moins** six tomates égalent quatre tomates.

d. Seize stylos **divisé par** quatre égalent quatre stylos.

PRACTICAL ACTIVITY

The use of variants

- Combien de... au total?
- C'est combien...?
- Cela fait combien?

E. Re-use – systematization

1. Re-use

A learner will practise how to do mental and write in words the calculations in French. However, it will be necessary to accept the variations that the learners may make, provided that they are relevant and well spelt. The teacher assigns roles to learners. Each learner should be able to count and do simple calculations as well as writing in words and letters.

Study case

In pairs, a teacher and a learners practise the use of "**combien (de/d)**" in a conversation based on the numbers in French.

Prof: Combien coûte le pantalon?

Élève: Le pantalon coûte 12 cedis

Prof: Tu as douze crayons et ta sœur ajoute cinq crayons. Cela fait combien?

Élève: Cela fait dix-sept crayons.

Prof: Les parents ont au total combien d'enfants.

Élève: Les parents ont au total six enfants

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1:

$$2 + 6 = 8$$

$$12 - 4 = 8$$

$$9 \div 3 = 3$$

Écris en lettre $4 + 5 = 9$

Écris en lettres $6 \times 2 = 12$

Écris en lettres $9 \div 3 = 3$

Ça s'écrit: quatre plus cinq égalent neuf.

Cela s'écrit six fois deux égalent à douze.

Cela s'écrit neuf divisé par trois égalent à trois.

Élève 2:

$$9 - 6 = 3$$

$$15 + 3 = 18$$

$$6 \times 2 = 12$$

READ – Compréhension Écrite

Read and understand prices.

1. Learners look at the people and speech bubbles at the top of page 103. Ask learners if they can guess what the people are saying.
 - Point out the Teaching box at the bottom of the page and discuss it with the learners. Learners understand that, apart from the quick and easy form “Cela fait combien?”, “il y a aussi” other ways to ask for a price (“How much does/do this ... cost?”) in French.
 - Then read the speech bubbles to the learners and ask them to repeat after you. Check for understanding and pronunciation.
 - Tell learners to look at the pictures in the catalogue and to read the name of each product.

- Tell the learners to look at the numbers indicating the price of each item in the catalogue and to say each number aloud.
- Learners practise asking for the price of an item, and answering the question, in French.

WRITE – Production Écrite

Work out all the suggested exercises.

1. Learners re-arrange the numbers in ascending order.
2. Learners complete the following with the missing numbers with words in French
3. Learners write the answers to the calculation in words in French.
4. Learners write the following numerals in words.
5. Learners write the answers in figures.



Answers

1. **Un – deux – trois – quatre – cinq – six – sept – huit – neuf – dix**
2. Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.
3. **a.** $3 + 2 =$ Cinq. **b.** $5 + 3 =$ Huit.
c. $15 - 8 =$ Sept. **d.** $12 - 3 =$ Neuf.
e. $12 + 5 =$ Dix-sept.
4. **a.** $7 =$ Sept. **b.** $9 =$ Neuf.
c. $3 =$ Trois. **d.** $11 =$ Onze.
e. $10 =$ Dix.
5. **a.** Trois plus quatre égalent 7.
b. Dix moins cinq égalent 5.
c. Douze plus huit égalent 20.
d. Dix-neuf moins sept égalent 12.
e. Six moins six égalent 0.

UNITÉ 2 Le bus quitte à....



Suggested teaching time:

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

Demander et
donner l'heure



Introduction

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

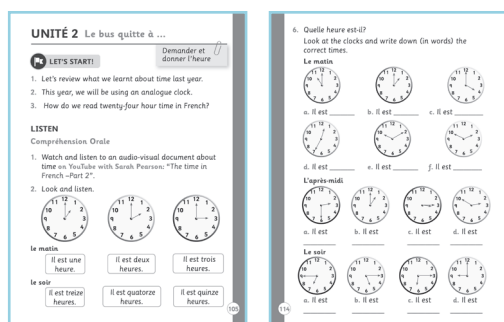
Learners will be introduced to the French

expressions “. et demi(e)” (“half past ...”) and ... et quart (quarter past ...).



RESOURCES

- Learner's Book: pp.105-114



Optional extra materials

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



KEY WORDS

- ★ Midi/Minuit/ Et demi(e).
- ★ Il est à l'heure.
- ★ Et demie.
- ★ Et quart.

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

- ★ Il est quelle heure?
- ★ Quelle heure est-il?
- ★ Est-ce que tu as l'heure?

GUIDELINES AND SUGGESTIONS

1. This is a recap activity for learners to revise the French vocabulary of time learnt in Basic 1.

The teacher will refer to an analogue clock that has been provided in the Learner's Book. Read the question “**Quelle heure est-il?**” to the learners in the Oral. Ask them what it means (Answer: “What is the time?”). Tell the learners to repeat the question after you.



LET'S START!

More about giving the time in French make it known to the learners that in French people deal with Greenwich Meridian Time meaning twenty-four hour time in a day.

Guide learners through the use of analogue clock. Building on what they learnt in Basic 1, learners will now learn to use minutes when they tell the time.

Say each French sentence aloud and provide the English meaning for each sentence.

Check their understanding. Provide further examples and exercises, if needed.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on simple hours.

A. Observation des images

Introduce your learners to this topic by asking them to attentively and silently watch and listen to a video you will play on YouTube for them and look at the various clocks on page 105 of the Learner's Book.

I. Observation libre

Play the video: "*The time in French-Part 2*" by Sarah Pearson on YouTube <https://youtu.be/PiEb6fvSc9o> for the learners.



Allow time to your learners to listen to the words in the video.

Learners also repeat the words in the video alongside the audio.

Ask questions to your learners for better understanding of the key words related to the topic.

Key words: "Quelle heure est-il?" and "Il est..."

Explain to the learners that most of the time we tell the time in French with the expression: "Il est... heure (s)..... minute (s)"

2. Prepare an audio on time telling with the pictures on page 105 of the Learner's Book. In this recording you should read clearly and slowly the time to your learners and explain to them that because of Greenwich Meridian Time, hours beyond 12 a.m will continue with 13hr. and so on up to 24hr. for p.m in French. Play the audio to the learners in class three times.

Read the time in the Learner's Book again to the learners.

Learners listen to the sentences and repeat after you.

Now play the audio once again.

This time learners repeat the words alongside the audio.

SPEAK – Production Orale

Find out the time with an analogue clock.

A. Présentation globale du dialogue en situation

Read the dialogue to your learners twice.

Let them repeat after you some key words in the dialogue.

B. Explication du dialogue

C. Mémorisation du dialogue

Continuous practice will help them memorize the terms in the topic

D. Dramatisation

1. **a.-b.** In pairs, learners role-play the dialogue in the Learner's Book. Check their pronunciation and remind learners to add any new words to their "Notebook".
2. **a.-d.** Learners take turns to play the role. The teacher uses various times with the analogue clock to assess the learners' understanding of time telling in French. Then he asks a question in French about time with the clock. Assist and correct where necessary.
3. In pairs, Learners ask and answer questions about the departure and the arrival of a schoolbus within Tema Communities.

PRACTICAL ACTIVITY

The use of variants

- Quelle heure est-il?
- À quelle heure....?

E. 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 be able to ask for and give the time in French with analogue clock. Moreover they differentiate between times telling in French from that of English.

Study case

The teacher invites the learners in a conversation to tell time in French using Greenwich Meridian

Élève 1: Quelle heure est-il?

Élève 2: Il est 7h:30.

Elève 1: À quelle heure tu vas à l'école?

Élève 2: Je vais à l'école à 8 heures.

Elève 1: À quelle heure tu vas au lit?

Élève 2: Je vais au lit à 21 heures

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Elève 1: A quelle heure
le match va commencer?

Élève 2: Le match va commencer à
17h 12.

Elève 1: A quelle heure vas-tu au lit?

Élève 2: Je vais au lit à 21 heures.

Elève 1: Quelle heure est-il?

Élève 2: Il est 7h 30.

Elève 1: Il est 13h.

Élève 2: Il est 1 heure de l'après-midi.

Elève 1: Il est 14h 30.

Élève 2: Il est 2 h 30 de l'après-midi.

READ – Compréhension Écrite

Tell us what one does at certain times of the day.

1. Learners read Alice's schedule for Monday in the Learner's Book. Draw learners' attention to the new vocabulary. Discuss any words that the learners may not understand and remind them to add those new words to their "Notebook".

Listen to the pronunciation of "cl", "gl", "fl", "bl" in French.

Claude glisse

Étude de: cl – gl – fl – bl

Extensions: pl

Key sentence: Claude a glissé dans une
flaque d'eau

Key words: Claude – glissé – flaque

À l'aide de l'observation de l'image

Au centre de l'image, des enfants discutent sous un arbre. Ils sont dans la cour de l'école.

On reconnaît Ama qui porte une robe bleue.

Dans le coin à droite, Kipic tient une plume.

A gauche, devant la classe, des enfants jouent au ballon. L'un d'eux a glissé et est tombé dans une flaque d'eau. Ce maladroit s'appelle Claude.

Using observation of image

At the center of the picture, children are discussing under a tree. They are on a school compound. We recognize Ama who is wearing a blue dress. In the corner on the right, Kipic (hedgehog) is holding a feather. On the left, in front of the classroom, children are playing ball. One of them slipped and fell in the pool. This clumsy guy is called Claude.

Based on this description we can have the following questions:

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

Élèves: Nous voyons les enfants jouer. (We see children playing.)

Prof: Où sont-ils? (Where are they?)

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

Prof: Pourquoi pensez-vous cela? (Why do you think so?)

Élèves: Parce qu'il y a une jante accrochée à une branche pour la cloche./Parce qu'ils sont en uniforme scolaire. (Because there is a rim hung on a branch)/(Because they are in school uniform).

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: **Claude – glissé – flaque**. During this session, the facilitator will lead the learners to state the key sentence, in a very progressive manner.

Example:

Les enfants glissent dans la flaque

René et Moussa

Claude glisse dans la flaque.

Claudine

- **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 question:

M: Is there any word that you understand from the sentence in the book?

The learners could make out the word "Claude". 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: **Claude – glissé – flaque**. He highlights the sound(s) to be studied with colour chalk.

This: **Cl**aud e **gl**issé dans une **fl**aque d'eau

He makes the words recognized then breaks them down into syllable to cut out the different elements.

Clau – de **gli** – ssé **fla** – que

He observes: **Claude – glissé – flaque**

He draws the children's attention to the final sound (**cl – gl – fl**) that can be heard.

The facilitator writes on the board and plays the following sound: **cl – gl – fl – bl – pl**.

- **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:

Abla achète une glace.

Moussa a une **plaque**.

Ama porte une robe **bleue**.

- **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.110*”

- The facilitator repeats the same work with the words in the table. He emphasizes the following syllables: **cl** – **gl** – **fl** – **bl** – **pl**.

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)

“**Dans la cour**” (*Learner’s book p.110*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De qui parle le texte?
- Où sont-ils?
- De quoi ils discutent?
- Qui siffle?
- Qu’est-ce que les enfants vont planter autour de l’école?

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**

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

“**Prends ton crayon**” (*Learner’s book pp.110 -111*)

The facilitator will choose exercises relating to the lesson.

La comptine

It was chosen for its illustrations.

The redundancy of sounds constitutes an excellent articulation exercise. It does not involve any difficult on a semantic detailed explanation.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners complete the following words.
2. Learners read and complete the sentence with **plante** or **planches**.
3. Learners look for the corresponding word to each picture and write.
4. Learners form a correct sentence out of these words in French.
5. Learners colour “**un oiseau**” nicely with colours of their own choice.
6. Learners read the time and write it down correctly in French.

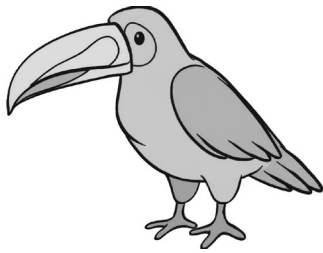
Quelle heure est-il? Answers in words



Answers

1. **a.** Le bec. **b.** Un col.
c. Une planche. **d.** Un masque.
e. Une enclume. **f.** Un cartable.
g. Une tortue. **h.** Une cloche.

2.
 - L'oncle d'Ama a cloué les **planches** de la clôture de l'école.
 - L'oncle de René **plante** des salades dans son jardin.
3. Une marmite.
Un **cartable**.
Une **planche**.
Un **cheval**.
Un **masque**.
4. Kipic glisse sur une planche.



6. Le matin
- a. Il est onze heures.
 - b. Il est une heure.
 - c. Il est quatre heures.
 - d. Il est douze heures trente-cinq minutes.
 - e. Il est dix heures dix minutes.
 - f. Il est deux heures cinquante minutes.
- L'après-midi
- a. Il est quatorze heures trente minutes.
 - b. Il est treize heures.
 - c. Il est quinze heures quinze minutes.
 - d. Il est quatorze heures cinquante minutes.
- Le soir
- a. Il est dix-huit heures quarante-cinq minutes.
 - b. Il est dix-sept heures et quart.
 - c. Il est dix-huit heures quinze minutes.
 - d. Il est vingt-et-une heures.

Notes:

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

UNITÉ 3 Les activités hebdomadaires!



Suggested teaching time:

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

Parler des jours de la semaine



Introduction

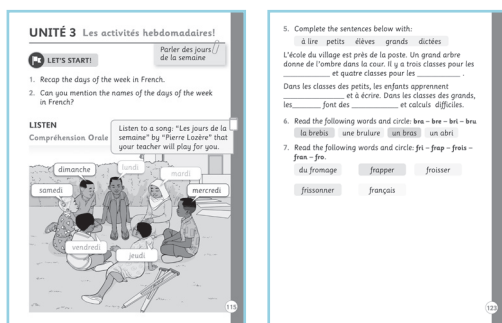
In this unit, learners will revise how to say the seven days of the week in French and how to

use those words when describing weekly activities.



RESOURCES

- Learner's Book: pp.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

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

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

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will learn how to talk about the days of the week in French. They will build on what they learnt in Basic 1 about this same topic.



LET'S START!

- This is a quick, warm-up activity that will help learners to revise the French vocabulary for the days of the week that they learnt in Basic 1.
 - Ask learners whether they can remember the days of the week in French. Invite them to say the days that they are able to remember.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on the days of the week in French.

A. Observation des images

I. Observation libre

Learners look carefully at the picture on page 105 of the Learner's Book. Ask them to read all the days of the week in the circle silently to themselves.

II. Observation dirigée

1. Tell learners to say the names of the days aloud from the first day to the last day in French.

Write the days of the week on the writing board as the learners say them. Say each day and ask learners to repeat it after you. Pay attention to their pronunciation.

Assist and correct them where necessary.

Draw their attention to the fact they will be learning about the use of "Yesterday – Today and Tomorrow" in French as well.

Play the following video "Les jours de la semaine" by Pierre Lozère on Youtube <https://youtu.be/BiHYehk0tYo>.



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

SPEAK – Production Orale

Say the days of the week and answer the questions about the week's activities

A. Présentation globale du dialogue en situation

- The teacher reads the song to the learners.
- Tell the learners to listen carefully to the song. Repeat it twice for learners to become familiar with the words.

B. Explication du dialogue

The facilitator should let learner understand some words from the song.

Le mariage – déjà finie – commencer – des devoirs – le temps de repos – des plages

C. Mémorisation du dialogue

This song should be taught so that learners can absorb the days of the week in French and feel at ease when singing it all alone.

D. Dramatisation

1. Draw learners' attention to the vocabulary in the song. Read the words lyrics by lyrics aloud and ask learners to repeat each one after you. Check their pronunciation and guide learners as necessary.
 - Remind learners to add any new words to their "Notebook".
2. Before learners begin their pair work, read the question and answer prompts aloud to the class. Ask learners to repeat each one after you. Check their pronunciation and understanding. Assist and correct them where necessary.
 - a. - b. In pairs, learners take turns to ask and answer the questions about yesterday, today, tomorrow and the day one was born.
 - Walk around the classroom listening to the learners. Assist and correct them where necessary.

PRACTICAL ACTIVITY

The use of variants

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

E. Re-use – systematization

1. Re-use

A learner will replace the facilitator to say the day of the week on the model given in the practical activity. However, it will be necessary to ask them to write the day while they are singing the song. The facilitator assigns a role to the learners. Each learner should be able to say the days of the week in French.

Sudy case

In pairs, learners ask and answer questions about yesterday, today, tomorrow and what he/she does.

Élève 1: Quel est le jour d'aujourd'hui?

Élève 2: Le jour d'aujourd'hui c'est + (day).

Élève 1: Et demain, c'est quel jour?

Élève 2: Demain, c'est + (day).

Élève 1: Et hier, c'était quel jour?

Élève 2: Hier, c'était + (day).

Élève 1: Qu'est-ce que tu fais le (day)?

Élève 2: Le (day), je (action verb + activity)/ vais à (place).

Élève 1: Qu'est-ce qu'elle fait le (day)?

Élève 2: Elle + (action verb).

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Aujourd'hui, c'est quel jour?

Élève 2: C'est jeudi aujourd'hui.

Élève 1: Demain, c'est quel jour?

Élève 2: Demain, c'est vendredi.

Élève 1: Qu'est-ce que tu fais chaque jeudi?

Élève 2: Chaque jeudi je fais du sport.

Élève 1: Quelle est le jour d'aujourd'hui?

Élève 2: Le jour d'aujourd'hui est mardi.

Élève 1: Hier, c'était quel jour?

Élève 2: Hier, c'était lundi.

Élève 1: Qu'est-ce qu'il fait les dimanches?

Élève 2: Les dimanches, il va à l'église.

READ – Compréhension Écrite

Read and understand a simple text about a person's activities during the week.

1. a. This is a "Read and speak" activity. Tell learners to look at the table of the Learner's Book. Ask them to read the text and look at the pictures.

2. Read the question aloud to the learners. Ask them to repeat after you. Learners answer this question of activities that Yayah does over the weekend with their own sentences.

a. – b. In pairs, learners take turns to ask and answer the question. Walk around the classroom listening to the learners. Assist and correct where necessary.

Listen to the pronunciation of "gr", "br", "vr", "tr", "pr" and "cr" in French.

L'arbre de la cour

Etude de: **br – gr – vr – tr – pr – cr**

Extensions: **dr**

Phrase clé: Il y a un **grand arbre** au milieu de la cour.

Mots clés: **grand – arbre**

Remark: The bold words contain the sound studied.

À l'aide de l'observation de l'image

Cette illustration représente une partie de la cour de l'école. Au milieu de la cour se **dresse** un grand **arbre**. Peut-être un manguier. Au fond, **trois élèves entrent** dans la classe, le **maître** les accueille à la porte. On insistera sur la présence du **grand arbre** au milieu de la cour.

Using image observation

This illustration represents part of the school playground. In the middle of the courtyard stands a tree. Perhaps a mongo tree. In the background, three learners enter the class, the teacher welcomes them at the door. We will emphasize the presence of the large tree in the middle of the courtyard.

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

Élèves: Nous voyons un grand arbre. (We see a large tree.)

Prof: Quoi d'autre? (What else?)

Élève 1: Trois élèves entrent en classe.
(Three learners entering the class.)

Élève 2: Il y a aussi une jante accrochée au grand arbre. (There is also a rim hanging on the big tree)

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

- **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.

(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. 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: **grand – arbre**.

He highlights the sound(s) to be studied with colour chalk/marker.

This: Il y a un **grand** **arbre** au milieu de la cour

He makes the words recognized then breaks them down into syllable to cut out the different elements. **gran – d ar – bre**

He observes: **grand – arbre**

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

The facilitator writes on the board and plays the following sound: **br – gr – vr – tr – pr – cr**.

- **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:

Abla achète une glace.

Moussa a une **plaque**.

Ama porte une robe **bleue**.

- **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:

br – gr – vr – tr – pr – cr

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)

“L’école du village” (Learner’s book p.120)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De quoi parle le texte?
- Où est-elle?
- Combien d’élèves entrent en classe?
- Qu’est-ce que les petits et les grands apprennent?
- Comment est l’arbre?

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**

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

The facilitator will choose exercises relating to the lesson.

La comptine

It constitutes above all an exercise in articulation and pronunciation. It is very easy to remember due to its composition.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners state the days of the week in French.

Les jours de la semaine sont: **lundi – mardi – mercredi – jeudi – vendredi – samedi – dimanche**

2. Learners say the number of days in a week in French.

Dans la semaine, il y a 7(**sept**) jours.

3. Learners look at their timetable and write the days they have French and Maths. They start their answers with the following statement.

J’ai le français + (day) et les mathématiques + (day).

4. Learners complete the table with their daily activities within the week in French.

5. Learners complete the text with the following words in French.

L’école du village est près de la poste. Un grand arbre donne de l’ombre dans la cour. Il y a des classes pour les **petits** et quatre classes pour **les grands**.

Dans les classes des petits, on apprend à lire et à écrire. Dans les classes des grands, les élèves font aussi des **dictées** et des calculs difficiles.

6. In the following words, learners circle the following syllables.

la **bre**bis – une **bru**lure – un **bra**s – un **abri**

7. In the following words, learners circle the following syllables.

du **fra**mage – **fra**pper – **fri**ssonner – **fra**nçais – **froi**sser

In this unit, learners revise the months

UNITÉ 4 Les saisons de l'année!



Suggested teaching time:

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

Situer les mois et les
saisons dans le temps



Introduction

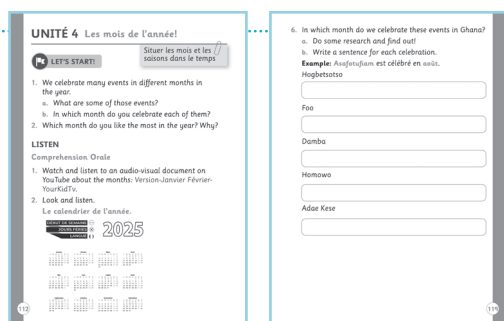
of the year in French. Learners will briefly look at national celebrations. This unit will expand learners' knowledge of the seasons and

introduce them to the names of clothing items in French.



RESOURCES

- Learner's Book: pp.124-132



Optional extra materials:

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



KEY WORDS

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

- | | |
|-------------------|------------------|
| ★ Septembre | ★ Maintenant |
| ★ Octobre | ★ Harmattan |
| ★ Il fait chaud | ★ Il fait froid. |
| ★ Il fait du vent | |

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

- ★ En quel mois?
- ★ En quel mois il y a la pluie?
- ★ En quel mois, il y a le harmattan?
- ★ La saison sèche est en quel mois?
- ★ Il y a combien de saisons au Ghana?

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn French words to describe the months and the different seasons of the year. They will build on what they learnt in Basic 1. They will also learn new French words for clothing.



LET'S START!

- This is a quick, warm-up activity that will help learners revise the French vocabulary for the months of the year that they learnt in Basic 1. Ask learners whether they can remember the months of the year in French. Ask the learners to say the months that they can remember.

- a. Say the months of the year and ask the learners to repeat each one after you. Remind your class that, in French, the days of the week, the months of the year and the seasons are all written in small letters. They don't start with a capital letter.
- b. Ask learners what their favourite month of the year is and why. Allow them to explain in English.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document about poems or seasons in French.

A. Observation des images

I. Observation libre

Ask learners to silently observe the picture, then encourage them to repeat the months of the year after you

II. Observation dirigée

1. Prepare the cards that you need for this activity ahead of time, so that you have everything ready for the learners to play the game.
Write the names of the 12 months of the year on 12 different cards. Write the number of the month on the back of each card. Place all 12 cards inside a bag or a hat.

Tell learners that they will play a game called “Le jeu du calendrier!” in groups. They should listen carefully as you tell them the instructions.

Organise your class into 12 groups.

- a. Each group should draw out one card from the bag or hat.
 - In their groups, learners look at the number/month they have drawn.
 - Ask the class: “Who has the

first/second/third, etc. month of the year?”.

- When their number is called, learners in the groups should, together, say “We do!”, followed by the French name of the month.
- b. Once all of the groups have been called, ask them to stand in the correct (12 month) order. Say “Now, let's say the months all together!”
 - Each group says the name of their month in French, ensuring that the months are said in the right order.

Play the following video “Les mois de l'année” by Pierre Lozère on Youtube <https://youtu.be/2odJakoOVVI>



- Tell the learners to listen carefully to the song. Repeat it twice for learners to become familiar with the words.

Sing the song together as a class, revising the months of the year in French.

Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly.

SPEAK – Production Orale

Ask and answer questions about the seasons.

A. Présentation globale du dialogue en situation

Introduce learners to the topic by telling them that they are going to talk about the various seasons in Ghana.

B. Explication des mois de l'année

There are twelve months in the year as it has been taught in the previous year. The first month is always “**Janvier**”. The words “*La saison – la saison des pluies – le harmattan – la saison sèche – le printemps – l’été – l’automne – l’hiver*” should be explained.

C. Mémorisation du dialogue

D. Dramatisation

1. **a.–b.** In pairs, learners take turns to talk about the two main seasons in Ghana. Check their pronunciation. Assist and correct where necessary.
2. In pairs and taking turns, learners read the dialogue on page 125 to talk about the months in which seasons happen in Ghana.
3. **a.–c.** In pairs, learners take turns to ask and answer the questions. These questions are based on the research they did earlier about the months of the two main seasons in Ghana. Walk around the classroom listening to the learners. Assist and correct them where necessary.
4. Learners look at the pictures of the Learner’s Book. Learners should complete the sentences to answer the questions and say in which month each activity is celebrated. It may be helpful to allow learners to look at a calendar for this activity.



Answers

- a. C’est en juillet.
- b. This will vary from year to year. Learners should consult a calendar for the correct answer.

- c. C’est en novembre.
- d. C’est le 1er janvier.

PRACTICAL ACTIVITY

The use of variants

- Il y a combien de saisons au Ghana?
- Quels sont les deux saison au Ghana?
- En quel mois il y a la saison des pluies au Ghana?
- En quels mois, il y a la saison sèche au Ghana?
- En quel mois, il y a le harmattan?

E. 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 locate the months and the seasons of birth of some people in a family.

A teacher brings a learner next to him. He guides him/her to ask and answer questions about the seasons and the months in which they happen in Ghana in French.

Study case

Prof: Il y a combien de saison au Ghana?

Elève: Il y a deux saisons au Ghana.

Prof: Quelles sont les deux saisons au Ghana?

Elève: Les deux saisons au Ghana sont la saison sèche et la saison pluvieuse

Prof: En quel mois, il y a la saison des pluies au Ghana?

Elève: Il y a la saison de pluie au Ghana de mars jusqu’en juillet et de septembre à octobre.

Prof: En quels mois, il y a la saison sèche au Ghana?

Elève: Il y a la saison sèche au Ghana de novembre à mars.

Prof: En quel mois, il y a le harmattan?

Elève: Il y a le harmattan en décembre jusqu'à mi-mars.

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1: En quel mois il y a la pluie?

Élève 2: Il y a la pluie en juillet.

Élève 1: En quel mois ta mère est née?

Élève 2: Ma mère est née en mars.

Élève 1: En quel mois on célèbre l'indépendance?

Élève 2: L'indépendance est en mars.

READ – Compréhension Écrite

Read and understand a simple text about the seasons where events take place.

1. Allow time for learners to read the text to themselves. Read the words and sentences and ask the learners to repeat each one after you. Check their pronunciation. Assist and correct them as necessary.

Discuss any words that learners may not understand. Remind the learners to add any new words to their "Notebook".

After this session let learners answer the questions. You may wish to start by reading the text aloud to the learners. Assist, guide and correct learners where necessary. Invite learners to give their answers in front of the class.



Answers

2. Complete the sentences.
 - a. En décembre, il fait **chaud** au Ghana.
 - b. En décembre, il fait **froid** en Belgique.
 - c. René célèbre le **noël** avec sa tante.

FUN TIME!

- Learners are re-introduced to the vocabulary related to clothing items.
- This is a great activity for learners to recap the vocabulary already learnt and to build on that.

1. Learners tick the clothing items that René should pack to keep warm on his holiday.
2. Read the names of the clothing items to the learners. Ask them to repeat each name after you.

Remind learners to add any new words to their "Notebook".

Listen to the pronunciation of "oi" in French.

L'arbre de la cour

Étude de: **oi** (graphème) [**wa**] (phonème)

key sentence: La petite Fatou **voit** une étoile.

key words: **voit** – étoile

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

À l'aide de l'observation de l'image

C'est le **soir** (il fait presque noir). Les enfants arrivent au carrefour. Sur le panneau, on **voit** une **croix**. Des voitures circulent dans la rue. Il y a un tas de **bois** près de la mare et une étoile brille dans le ciel, par-dessus les **toits**.

Using image observation

It is evening (It is almost dark). The children arrive at the crossroads. On the sign board, we see a cross. Cars drove along the street. There is a pile of woods near the pond and a star shines in the sky above the roofs.

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

Élèves: Nous voyons des enfants au carrefour. (We see children at a crossroad.)

Prof: Où vont-ils? (Where are they going?)

Élèves: Ils vont à la maison. (They are going home.)

Prof: Qu'est-ce qu'il y a au-dessus dans le ciel? (What is above in the sky?)

Élèves: Il y a une étoile au-dessus dans le ciel.

(**There is a star above in the sky.**)

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: **voit – étoile**.

- **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.

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: **voit – étoile**.

He highlights the sound(s) to be studied

with colour chalk/marker.

This: La petite Fatou **voit** une **étoile**.

He makes the words recognized then breaks them down into syllable to cut out the different elements. **voi** – t **étoi** – le

He observes: **voit – étoile**

He draws the children's attention to the final sound (oi) 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:

Fatou **voit** une **étoile**.

Moussa dessine une **étoile**.

Antoine **voit** son frère.

- **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.130**"

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

"**L'étoile**" (*Learner's book p.130*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De quoi parle le texte?
- Qui montre une étoile?
- Que dit le maître aux élèves?
- Qui voit une étoile?
- Qui arrive chez lui?

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

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

Additional exercise

On each line, how many times do you see the bold word? Circle it each time:

Fois	fou	fois	fais	fois
	font	soif	fois	foin
Voit	soit	vert	voit	croit
	vais	voit	voit	toi
Joie	joie	juin	joue	oie
	joie	j'ai	joie	joint
Foire	boire	foire	faire	faim
	foire	froid	foire	

La comptine

It constitutes above all an exercise in articulation and pronunciation. It is very easy to remember due to its composition.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners read the following words and

identify them in the table.

2. Learners complete the words of the sentence with the following sounds.
3. Learners arrange the following words in the table.
4. Learners name the following pictures in French.
5. Learners answer with **Vrai** or **Faux** after reading the passage of page 130 of the Learner's Book.
6. Learners read the passage and copy the words with the sound “**oi – oir**”
7. Learners draw a calendar of the year of their choice and fill in with the following months and various events in it.
8. Learners draw their nuclear family tree and they label it with each family member's names and age. They should write a short sentence to say their months of birth. Start with the pattern given in the book.



Answers

1.	tr	Un ventre – le trou – la fenêtre
	vr	La chèvre – un livre – pauvre
	pr	Près – propre – il prend

2. Le **tracteur** **entre** dans la cour avec un **grand bruit**.

3.	ou	Le cou – un fou – il roule – Doudou
	oi	Le roi – une noix – une voile – une étoile

4. **a.** Un poisson. **b.** Un toit.
c. Une étoile.
5. **a.** Faux. **b.** Vrai.
f. Faux.

6. Soir – foire – le trottoir – voitures – croisent
7.
 - Ton mois de naissance.
 - Le mois de la saison des pluies.
 - Les mois de la saison sèche.
 - Le Jour de la République.
8. **a.–b.** Learners draw their nuclear family tree and they label it with each family

member's names and age. They should write a short sentence to say their months of birth. Start with the pattern given in the book.

Notes:

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

UNITÉ 5 Appel téléphonique!



Suggested teaching time:

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

Entrer en contact
par téléphone



Introduction

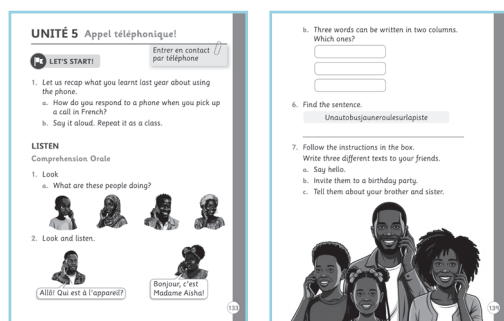
In this unit, learners will revise and reinforce the importance of oral communication as one of the key skills when learning a foreign language.

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



RESOURCES

- Learner's Book: pp.133-139



Optional extra materials:

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



KEY WORDS

- ★ Allô!
- ★ S'il te plaît!
- ★ Ne quitte pas.
- ★ Je te le/la passe.
- ★ Je veux...
- ★ Il n'y a pas de problème.
- ★ Rappelle plus tard, s'il te plaît.
- ★ Je t'en prie.

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?
- ★ Appel téléphonique!

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 about communicating over the telephone in French.



LET'S START!

1. **a.– b.** This is a warm-up and recap activity that will help learners to revise the vocabulary that they learnt in Basic 1. Ask the learners if they can remember what to say in French when answering the phone. Ask them to share the words that they can remember and write these down on the writing board. Revise the vocabulary with the learners. Say the words as a class.

LISTEN – Compréhension Orale

Listen or watch and understand a clip on two people who communicate by phone and answer questions

A. Observation des images

I. Observation libre

Ask learners to silently and carefully observe the pictures at scenes 1 and 2 on page 133 of the Learner's Book.

- Prepare an audio on the speech bubbles of scene 2.

2. Observation dirigée

- a. What can you see in these pictures of scene 1?

Learners should be able to say that people are making phone calls.

- Play the audio to the learners. In the audio read out the speech bubbles clearly and slowly.

Learners listen to the words and the pronunciation.

Read the speech bubbles again to the learners.

Learners repeat after you.

Then play the audio again.

SPEAK – Production Orale

Simulate a telephone conversation between two interlocutors

A. Présentation globale du dialogue en situation

1. Draw the learners' attention to the new words and sentences in the Vocabulary. Read the words aloud and ask the learners to repeat after you.

- a. Check their pronunciation. Remind the learners to add any new words to their "Notebook".

- Tell the learners to listen as you read the dialogue. They should follow along as you read.
- Re-read the dialogue and ask the learners to repeat after you.
- Learners may have some difficulty in pronouncing the

words "l'appareil, n'est pas là".

Bring this word to their attention in the text. Read the word slowly to the learners and ask them to repeat it after you.

- Ask your learners if they still remember what those words mean. If not, let them use their dictionaries.

B. Explication du dialogue

C. Mémorisation du dialogue

D. Dramatisation

2. In pairs, learners role-play the dialogue.
 3. Learners simulate to phone their partners. You may ask them to bring some toy phone to school for this activity. Learners take turns to describe their family members relationship and tell their partner about their respective jobs/occupations.
- If possible, record the role plays. Learners can then review the recordings and correct their own pronunciation.
 - Guide and assist them where necessary.

PRACTICAL ACTIVITY

The use of variants

- Qui est à l'appareil?

E. 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 make use of vocabularies when communicating on the phone.

Study case 1

Élève X: Allô! Qui est à l'appareil?

Élève Y: Bonjour, c'est + (name)
Je veux parler à/auIl/Elle est là?

Élève X: Oui, attends s'il te plaît. Je te le/la passe

Study case 2

Élève 1: Allo, + (name)! Je t'invite à la fête de mon anniversaire.

Élève 2: Merci. C'est quand?

Élève 1: (Date, time and place)

Élève 2: D'accord, on se voit à

2. Systematization

Let two learners say quickly and mechanically, taking turns.

Élève 1: Allô, qui est à l'appareil

Élève 2: Bonjour, c'est (name), je veux parler à...

Élève 1: Je veux parler à...

Élève 2: Attends! Je te la passe.

Élève 1: Je t'en prie.

Élève 2: Ne quitte pas!
Il/Elle n'est pas là. Rappelle plus tard.

READ – Compréhension Écrite

Read and understand short scenes of telephone conversation between two people.

1. Learners look at the pictures and read the telephone conversations of the Learner's Book.

Allow time for learners to re-read each dialogue a few times. Discuss and explain any words that the learners do not understand.

Listen to the pronunciation of “**au**, **eau**” in French.

Au tableau

Etude de: **au** – **eau** – (révision de **o**) [**o**]

Key sentence: **Moni** efface le **tableau**

Key words: **au** – **tableau**

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

À l'aide l'observation de l'image

La classe a commencé. Un élève (**Moni**) est **au** tableau. Il l'essuie avec l'éponge. Sur le **tableau** à moitié essuyé, on peut encore voir une **auto** et un **bateau**. Le maître assis à son **bureau** regarde **Moni**.

Using image observation

Class has started. A student (Moni) is at the blackboard. He wipes it with the sponge. On the half-wiped painting, we can still see a car and a boat. The teacher sitting at his desk looks at Moni.

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

Élèves: Nous voyons un maître et un élève au tableau. (**We see a teacher and a pupil at the blackboard.**)

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

Élèves: Ils sont en classe. (**They are in the classroom.**)

Prof: Qu'est-ce que l'élève fait? (**What is the pupil doing?**)

Élèves: Il essuie le tableau avec une éponge. (**He is wiping the board with a sponge.**)

After this questions/answers session, 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: **au** – **tableau**.

- **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.

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: **Moni – tableau**.

He highlights the sound(s) to be studied with colour chalk/marker.

This: Moni efface le **tableau**.

He makes the words recognized then breaks them down into syllable to cut out the different elements. **Mo – ni ta – bleau**

He observes: **Moni – au – tableau**

He draws the children's attention to the final sound (**o – au – eau**) 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 **tableau** est noir.

Kojo va **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.

Refer to “*Phonetic reinforcement p.137*”

- The facilitator repeats the same work with the words in the table.

He emphasizes the sound: **o – au – eau**

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 classe**” (*Learner's book p.137*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De quoi parle le texte?
- Comment s'appelle le maître?
- Qui n'écoute pas?
- Qu'est-ce qui flotte au bout du mât?
- Qu'est-ce que le maître donne aux élèves?

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**

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

La comptine

It is a word game that should be considered vocal entertainment.

Revision

2

We have already underlined the revision lessons which mark a break in the rhythm of learning. They constitute a moment of evaluation, reinforcement and structuring of acquired knowledge. They allow the student to organize and memorize his knowledge and the teacher to evaluate learning.

Exercise 1

Recognize key words:

1. Read and copy or dictation

Porte – sac – Claude – flaque – arbre – étoile – tableau.

Exercise 2

- #### 1.
- Have them read the words (written on the board). It is about doing a quick reading in any order.

Le doigt	le bureau
la piste	la sœur
Un veau	un problème

trois	un taureau
Un cri	une trousse
Kipic	une étoile
Un bol	un cheval
une voiture	une croix
La torture	le calcul
un sac	de l'eau

2. Find a word from the list using the following instructions.

- Trouver un nom à partir d'une définition donnée par le maître.

Example:

Prof: C'est un animal qui porte sa maison sur le dos.

Élève: La tortue.

- Trouver un mot à partir d'un trait sémantique

Example:

Prof: Trouver un nom d'une parente

Élève: La sœur

- Trouver un nom qui contient **eau** comme dans **tableau**. Réponse: **un veau**

Exercise 3

The questions asked, are from previous lesson (lesson 1 to 5). They call on the students' memory.

Do you remember?

1. Qui a glissé dans une flaque?
2. Qui va au tableau?
3. Où est le grand arbre?
4. Qui porte un sac sur son dos?
5. Qui voit une étoile?

Exercise 4

The tool words which allow the articulation of sentences must be recognized globally, without failure, just as children must know how to write them almost automatically.

The teacher can have them read but can also ask the learners to use them to complete sentences.

Je – tu – il – elle – nous – vous – eux – avec – dans – sur – par – autour – vers – sous – devant – entre – en – au milieu – déjà – que – qui – c'est – voilà – il y a – il n'y a pas.

Example:

Les enfants font une clôture.....de la cour. (autour)

René dit :.....suis arrivé chez moi. (Je)

N.B: This exercise 4 constitutes an approach to grammar. Before having it done, the teacher should give several examples verbally.

Exercise 5 and 6

Have the passage copied on the board and read silently.

Then ask questions to check the learners understanding of the passage.

Have learners read aloud the sentences or parts of the sentences that contain the answer.

Example:

Question: Où vont les femmes du village?

Réponse: (correspond à la phrase clé du texte): Les femmes du village sont allées au champ.

1. Les femmes du village vont au champ. Elles ramassent le maïs. Le soir, elles rentrent au village avec leur récolte sur la tête.
2. En passant, elles se moquent du vieux Simon qui est déjà retourné de son champ. Il n'est pas en retard !
3. Ama arrive, elle voit que sa mère est fatiguée. Elle prend la récolte de maïs et l'emporte à la maison.

Questions

1. As – tu compris l'histoire?
2. Où sont allées les femmes du village?

3. Comment portent – elles leur récolte?
4. Qui est déjà retourné de son champ?
5. Pourquoi Ama prend – elle la récolte de sa mère?

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners write words containing the sound **o**:
2. Learners complete the following sentences with the words provided.
3. Learners name the following pictures in French.
4. Learners complete the following sentences.
5. **a.** Learners classify the words by distributing them over three columns.
b. Learners find the three words that can be written in two columns.
6. Learners find the correct sentence out of these words.
7. Learners follow the instructions below to write three different texts to their friends.



Answers

1. Un seau – une auto – le château.
2. Il fait chaud; maman a mis un **chapeau** sur sa tête.
Le **chameau** marche lentement sur la piste.
3. **a.** Le poids. **b.** Le bois.
d. Le doigt.
4. Fatou a une **belle** robe; René a un **beau** boubou.
Moussa a un **beau** vélo; Ama a une **belle** poupée.

UNITÉ 6 Je t'invite chez moi!



Suggested teaching time:

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

Inviter quelqu'un et
accepter une invitation



Introduction

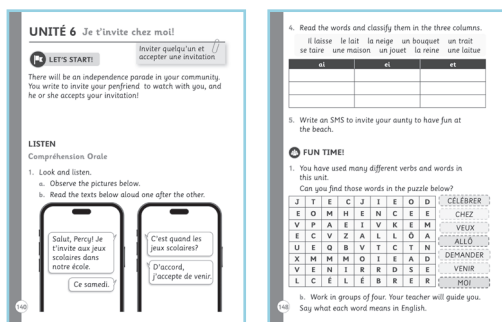
The focus in this unit is on receiving and sending invitations to parties and special occasions. Learners will revise how to write an invitation as well as how to respond when

accepting or refusing an invitation. They will also be able to give a reason for their responses, using “parce que” and “car” (“because”) in their sentences for the first time.



RESOURCES

- Learner's Book: pp.140-148



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 te propose de ...
- Je t'invite ...
- Parce que ... / Car ...
- J'ai le plaisir ...
- Oui, merci./Avec plaisir.
- Oui, je suis libre.

- J'accepte ton invitation.
- Non, je suis désolé (e).
- Non, je ne peux pas.
- Je suis occupé (e).
- Jusqu'à / Quand/De ... à...
- Lieu
- 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:
- Tu veux ...?
- Tu viens ...?
- Veux-tu?
- Tu es libre?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 about offering and responding to invitations in French.



LET'S START!

- This is a warm-up activity for learners to revise their vocabulary. Learners write to a friend and invite him / her to a play at their school.

LISTEN – Compréhension Orale

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

A. Observation des images

I. Observation libre

- a. Ask learners to silently observe the picture, then encourage them what they can see and what they look like.
Can you read what is written inside?

II. Observation dirigée

- a. Learners read the sentences by themselves. Encourage them to use a dictionary to look up any words that they do not understand.
 - Read the text message so your learners can become familiar with the words.
 - Learners listen carefully repeat as you read the words of the text message.
 - Pay attention to the pronunciation of the words. Assist learners with the correct pronunciation. Ask them to correct and repeat any words that they may have pronounced incorrectly. Explain and discuss any words that the learners do not know or understand.

SPEAK – Production Orale

Invite someone over phone

A. Présentation globale du dialogue en situation

1. a.-b. Read the dialogue to your learners. Re-read it in turns with your learners, if necessary, and check your learners' understanding.

Draw learners' attention to the vocabulary box below the dialogue, used to accept or

decline an invitation in French. Read the words aloud and ask the learners to repeat them after you. Check their pronunciation.

B. Explication du dialogue

C. Mémorisation du dialogue

D. Dramatisation

2. Learners read the mixed-up conversation on page 142 of the Learner's Book and do the activity individually. Tick with numbers how the sentences should be arranged in you and your friend's telephone conversation. They should tell you their answers as you walk around the classroom and listen to them. Assist and correct them where necessary. Invite volunteers to role-play the dialogues in front of the class. .



Answers

At school; break-time

C-Allô! Qui est à l'appareil?

A&B- Bonjour, Jack! C'est Sarah!

D- Jack, je t'invite à déjeuner avec moi.

H- Quand et à quelle heure?

F- Aujourd'hui, à midi.

G- Désolé car je serai au cours.

E- Ok, au revoir!

I- Au revoir, Sarah!

PRACTICAL ACTIVITY

The use of variants

- Tu veux venir...?
- Tu viens...?
- Veux-tu venir....?
- Tu es libre de venir.....?
- Je t'invite à.....

E. 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 invite someone and accept an invitation.

In pairs, learners will pretend making a phone call to invite their friends

Study case 1

Accept an invitation by a phone call

Élève x: Allô! Qui est à l'appareil?

Élève: (Greetings in french) ! C'est + (name).

Élève x: Tu veux venir à + (event)?

Élève: C'est quand + (event)?

Élève x: (Date and time).

Élève: D'accord, j'accepte/Avec plaisir etc.

Study case 2

Decline an invitation

Élève 1: (Greeting in French) + (name)!

Élève2: (Greeting in French) + (name)!

Élève 1: Je t'invite/Veux-tu venir....

Élève 2: Quand et c'est à quelle heure?

Élève 1: (Date and time).

Élève 2: Désolé (e) car + (reason)!/Non, je ne peux pas.

Élève 1: Au revoir!

Élève 2: Au revoir!

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Je t'invite à un diner.

Élève 2: Avec plaisir, je serai là.

Élève 1: Peux-tu me visiter lors de mon anniversaire ?

Élève 2: Non, je suis désolé car j'irai au marché.

READ – Compréhension Écrite

Read and understand a letter or invitation card.

1. Learners read the invitation letter of the Learner's Book. Check their understanding and assist them as necessary. Remind the learners to add any new words to their "**Notebook**".

2. Learners answer the questions based on invitation

Walk around the classroom reviewing the learners' answers. Assist and correct them where necessary. Invite volunteers to share their answers in front of the class. The rest of the class should say whether they agree or disagree with the answers given. Correct and assist them where necessary.



Answers

- C'est la carte d'invitation de la fête de l'Indépendance.
- La célébration commence à 15 heures 30 minutes.
- La célébration finit à 18 heures.
- Le lieu de la fête, c'est à l'école.
- La fête est dans le mois de mars.

Listen to the pronunciation of "**ai**", "**aï**", "**ei**" in French.

La toilette

Etude de: **ai** – **ei** – (= è) [ɛ]

Phrase clé: "**Fais** ta toilette et **peigne**-toi" dit maman à Ama.

Mots clés: **fais** – **peigne**

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

À l'aide de l'observation de l'image

Nous reconnaissons les deux personnages:

Ama et sa mère. Elles sont dans le cabinet de toilette (ou la salle d'eau, ou la salle de bains ;

le maître choisira le terme le plus approprié au contexte local). Maman donne un peigne à Ama. En même temps, elle lui dit “**Fais** ta toilette et **peigne**-toi”

Using image observation

A girl and her mother in the bathroom. Her mother is giving her a comb to comb her hair.

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

Élèves: Nous voyons une fille avec sa maman. (We see a girl with her mother.)

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

Élèves: Elles sont dans la salle de bains. (They are in the bathroom)

Prof: Qu’est-ce qui se passe? (What is happening?)

Élèves: Maman donne un peigne à Ama. (Mummy is giving a comb to Ama.)

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:

fais – peigne.

- **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.

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: **fais** – **peigne**. He highlights the sound(s) to be studied with colour chalk/marker.

This: “**Fais** ta toilette et **peigne**-toi ” dit maman à Ama.

He makes the words recognized then breaks them down into syllable to cut out the different elements. **fai** – s **pei** – gne

He observes: **fais** – **peigne**

He draws the children’s attention to the final sound (**ai** – **ei**) 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:

Je **fais** mon devoir.

Abena se **peigne**.

- **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.145*”

- The facilitator repeats the same

work with the words in the table. He emphasizes the sound: **ai – ei**
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 fait sa toilette**” (*Learner’s book p.145*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De quoi parle le texte?
- Que fait maman?
- Qui fait sa toilette?
- Qu’est-ce qu’Ama a dans une boîte?
- Qu’est-ce que maman dit quand elle entre dans la chambre?

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**

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 word game that should be considered vocal entertainment.

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners complete the dialogue with the following words.
2. Learners complete the words in French with the correct article.
3. Learners find the correct sentences out of these words in French.
4. Learners read the words and classify them in the columns.
5. Learners write an invitation in French to invite their aunty to the beach.

Answers

1. **Bella:** Allô, bonsoir Percy!

Percy: Allô, bonsoir Bella!

Bella: Je t’invite à mon anniversaire.

Percy: C’est quand ton anniversaire?

Bella: C’est samedi.

Percy: Ok, j’accepte ton invitation!

2. **L’hommes-La nuit-Les serpents-La fleur-La gomme-Les maisons-L’étoile-Les écoles**

3. **a.** L’eau de la douche est fraîche.

b. Maman entre dans la chambre.

4.	Ai	ei	et
	Il laisse	La neige	Un bouquet
	Le lait	La reine	Un jouet
	Un trait		
	Une laitue		
	Se taire		
	Une maison		

3. The teacher should guide and correct them.

FUN TIME!

The teacher guides learners to find different verbs and words learnt in this unit.

a.	J	T	E	C	J	I	E	O	D
	E	O	M	H	E	N	C	E	E
	V	P	A	E	I	V	K	E	M
	E	C	V	Z	A	L	L	Ô	A
	U	E	K	B	V	T	C	T	N
	X	M	M	M	O	I	E	D	D
	V	E	N	I	R	R	D	S	E
	L	C	É	L	É	B	R	E	R

- b. Learners work in groups of three. They should discuss and say what each verb from the word search puzzle means. Allow them to do research or to use a dictionary, if necessary.

CÉLEBRER: TO CELEBRATE

CHEZ: AT SOMEONE'S HOUSE
/PLACE

VEUX: WANT

ALLÔ: HELLO

DEMANDER: TO ASK

VENIR: TO COME

MOI: ME/MYSELF

UNITÉ 7 Je veux devenir...



Suggested teaching time:

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

Identifier les professions
et les métiers



Introduction

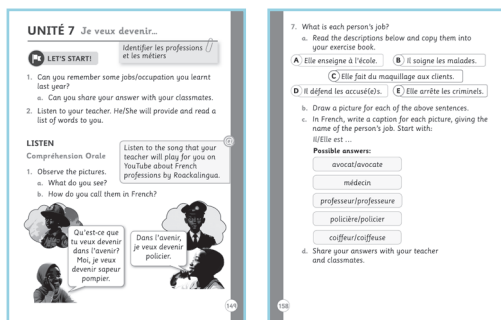
Learners will revise the topic of jobs and occupations. They will learn more French vocabulary and extra grammatical structures to describe other people's jobs or indicate what

job they would like to do when they grow up. Learners will also expand their vocabulary by using "Ils sont/Elles sont" and "Ils ont/Elles ont".



RESOURCES

- Learner's Book: pp.149-158



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

- ★ Métier – Profession – Occupation.
- ★ Dans l'avenir.
- ★ Docteur/avocat/journaliste.
- ★ Menuisier/tresseuse/esthéticienne/chauffeur/.
- ★ Cultivateur/policier.
- ★ J'aime ce métier parce que/car...
- ★ J'aime cette profession parce que/car...

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 tu exerces?
- ★ Quelle profession tu veux exercer dans l'avenir?
- ★ Qu'est-ce que tu veux être dans l'avenir?
- ★ Qu'est-ce que tu veux devenir?
- ★ Qu'est-ce qu'il/elle veut être dans l'avenir?

GUIDELINES AND SUGGESTIONS

Let learners know that, in this unit, they will build on what they learnt in Basic 1 about professions, occupations, jobs and trades.



LET'S START!

- This is a warm-up activity that will help learners to revise the French words that they have learnt for jobs and occupations.
 - Ask the learners if they can remember any French words for jobs and occupations. Ask the learners to share the jobs and occupations that they can remember and write these down on the writing board.
- Read the list aloud to the learners and add in the rest of the words that they learnt in Basic 1.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document on professions and jobs.

A. Observation des images

I. Observation libre

Introduce learners to this topic by turning learners' attention to the pictures. Ask learners to observe and guess about the thinking aloud pictures of the children.

II. Observation dirigée

Refer learners to page 138 of the Basic 1 Learner's Book for a review of the French names of jobs and occupations that they learnt last year.

In Book 2 on page 149, you may ask the learners to see and tell what the children are thinking about.

Obviously, learners should be able to identify the professions and their names in French in the bubbles.



Answer

The girl is thinking about becoming a firefighter and the boy is thinking about becoming a policeman.

Read the speech bubbles on page 149 of the Learner's Book to the learners.

- Draw learner's attention to any vocabulary in the speeches.

Tell learners that they will now watch a video together: "Les Professions" by Rockalingua on YouTube <https://youtu.be/OkA63EB6HOo> to learn the names of even more jobs and occupations in French.



SPEAK – Production Orale

Ask and answer question about what family members do.

A. Présentation globale du dialogue en situation

Read dialogue on page 150 of the Learner's Book to the learners.

Draw learner's attention to the vocabulary of jobs and occupation.

Tell learners that they are listening to a conversation of family members' and one's future professions in French.

Help learners read the speech bubbles first. Check their pronunciations and correct them if necessary.

B. Explication du dialogue

Explain these words and expressions of the dialogue:

*Étudiant(e) - tu veux exercer dans l'avenir
- Je veux être – médecin – menuisier –
banquier - métier*

C. Mémorisation du dialogue

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

D. Dramatisation

1. In pairs, learners take turns to role-play the dialogue about the jobs and occupations of their own and that of their family members. Check and correct their pronunciation if necessary.
2. Learners should say aloud, and in full sentences, what their parents are doing as jobs or occupations.
3. In pairs, learners take turns to ask and answer questions about the jobs and occupations of their family members.

Ensure that learners provide the jobs/occupations of different family members (including aunts, uncles, cousins, older sisters/brothers, etc.) and that they use the masculine or feminine version of the word correctly. You can provide the masculine and the feminine gender for the jobs on the writing board so that they will do effective work. Walk around the classroom listening to learners' answers. Assist and correct them where necessary.



Answers

3. a. Dans l'avenir, il veut être.... /Il veut devenir....
- b. Dans l'avenir, elle veut être... /Elle veut devenir... **Also accept:** Dans l'avenir, elle veut être/devenir....
4. Read the questions to the class: "*Qu'est-ce que Emilie veut devenir?*" / "*Qu'est-ce que Dan veut être dans l'avenir?*"
 - a. –b. Learners answer the questions by following the answer pattern provided in the learner's Book and choose from the list. Ensure that learners provide the jobs/occupations of Emilie and Dan and that they use the masculine or feminine version of the word correctly.
5. Learners draw pictures of themselves doing the job that they would like to do one day.
 - a. –c. Learners should add a caption to their drawings. They should then write a full sentence, in French, to indicate why they would like to do that particular job one day. You may wish to give them some sentence prompts to start, such as:
Je veux être dans l'avenir parce que .../car...
Je veux devenir ... parce que .../car.

- d. Invite volunteers to share their drawings and answers in front of the class. Correct and assist them where necessary.

PRACTICAL ACTIVITY

The use of variants

- Quel métier tu exerces?
- Quelle est ton occupation?
- Quelle profession tu veux exercer dans l'avenir?
- Qu'est-ce que tu veux être dans l'avenir?
- Qu'est-ce que tu veux devenir?
- Qu'est-ce qu'il/elle veut être dans l'avenir?

E. 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 identify and associate professions with jobs.

In this activity two learners practise a dialogue to talk about their family members' jobs and their own future jobs and the reason for their future professions.

Study case

Élève X: Quelle est la profession de ta sœur?

Élève Y: Ma sœur/Elle est + (job).

Élève X: Quel métier ton père exerce?

Élève Y: Mon père/Il est + (profession).

Élève X: Quelle profession tu veux exercer dans l'avenir?

Élève Y: Je veux être + (profession) dans l'avenir.

Élève X: Pourquoi tu veux devenir + (job)?

Élève Y: Je veux devenir + (job) parce que/ car + (reason)

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Quelle est la profession de ta mère?

Élève 2: Elle est couturière.

Élève 1: Quel métier exerce ton oncle?

Élève 2: Mon oncle est mécanicien.

Élève 1: Quelle profession tu veux exercer dans l'avenir?

Élève 2: Je veux être avocat.

READ – Compréhension Écrite

Identify and associate the names of professions and trades with their drawings

1. Learners look at the pictures and read the sentence below each picture to themselves in the Learner's Book.
 - Read the sentences to the learners and ask them to repeat after you. Invite them to come forward and read aloud to the class. Check their pronunciation and correct where necessary.

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

Le blouson

Etude de: **z** – s – (= **z**) [**z**]

Phrase clé: **Z**ato s'amuse avec un vieux blouson.

Mots clés: **Z**ato – s'amuse – blouson

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

• À l'aide de l'observation de l'image

Le maître fera observer: Ali qui joue avec un **arrosoir**; son camarade **Z**ato qui a un **blouson**; le fauteuil, le lézard. Les enfants s'amuse**nt**.

• Using image observation

The teacher will let observe: Ali who is playing with a watering can; his friend Zato

who has a jacket; the chair, the lizard. The children are playing.

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

Élèves: Nous voyons des enfants.
(**We see children.**)

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

Élèves: Ils sont à la maison. (**They are in the house**)

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

Élèves: Ils jouent dans la cour de la maison. (**They are playing in the courtyard of the house.**)

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: **Zato – s'amuse – blouson.**

• Sequence 1: **Observation libre de l'image et compréhension 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.

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: **Zato** – **s’amuse** – **blouson**. He highlights the sound(s) to be studied with colour chalk.

This: **Z**ato s’amu**se** avec un vieux blou**son**.

He makes the words recognized then breaks them down into syllable to cut out the different elements.

Za – to s’amu – **se** blou – **son**

He observes: **Z**ato – s’amu**se** – blou**son**

He draws the children’s attention to the final sound (**z – s**) 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 **blouson** jaune.

Zénab s’amuse dans le **gazon**.

- **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 p154*”

- The facilitator repeats the same work with the words in the table. He emphasizes the sound: **z – s**
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)

“**Zato et Ali s’amuse**” (*Learner’s book p.154*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De quoi parle le texte?
- Que font Zato et Ali?
- Qui écrase des mangues?
- Qui sort de la maison?
- Pourquoi Zato pleure?

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**

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

“**Prends ton crayon**” (*Learner’s book p. 97 - 98*)

The facilitator will choose exercises relating to the lesson.

La comptine

You may let them learn it by heart. You can help find the words with the sound [z] and don’t see [z].

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners form sentences with these words in the box. Assist and guide them with subject and verb agreement.
Example: René balaie la chambre.
2. Learners choose the correct name for each picture from the list.
3. Learners complete the following words with the letters:

a. Une calebasse.	b. Elle choisit.
c. Une chemise.	d. Elle s’amuse .
e. Un oiseau.	f. la lessive.
4. Learners answer the questions with Vrai or Faux.
5. Learners identify the bold word in the list
6. Learners look for words that designate an animal in the list and write them.
7. This exercise gives learners the opportunity to consolidate their French vocabulary for jobs and occupations and also introduces some new words. Explain to learners that the descriptions in the boxes serve as clues to the job/occupation of six different people.



Answers

1. a. René balaie la chambre.
b. Maman boit du lait.
c. La case est remplie de jouets.
d. Le chat mange du poisson.
e. René boit du lait.
2. a. La maison. b. La case.
c. Un poisson. d. Un zèbre.
4. a. Vrai.
b. Faux.
5. **Oiso:** osoi – **oiso** –ossoi – oizo – ozio – **oiso**
Aisan: assan – **aisan** – aissan – asain – **aisan**
Osse: esso – ose – **osse** – oze – **osse** – ezo
6. Un lézard – Un zébu – Un zèbre
7. a. Learners read the descriptions in the boxes and then copy the sentences into their exercise books. Encourage the learners to think about the sentences in context to try and work out the meaning of the new vocabulary. To simplify the sentences for the learners, isolate the new verbs from the other vocabulary.
 - Verbs: enseigner/soigner/faire du maquillage/défendre/arrêter
 - Give learners access to a dictionary and allow them to do extra research, if needed (as part of their homework). Correct and assist them where necessary.
 - Remind the learners to add the new words to their “**Notebook**”.

A. Elle enseigne à l’école. C’est **une enseignante.**

B. Il soigne les malades. C’est **un docteur.**

C. Elle fait du maquillage aux clients. C’est **une esthéticienne**

D. Il défend les accusé(e)s. C’est **un avocat.**

E. Elle arrête les criminels. C’est **une policière.**

b. Learners should draw a picture to

c. Learners should then write a French caption for each picture, giving the name of the person's job. Remind

- d. Invite volunteers to share their drawings and captions with their classmates. Correct and assist them where necessary.

[illegible]

UNITÉ 8 Où se trouve le cahier d'exercice?



Suggested teaching time:

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

Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres



Introduction

In this unit, learners will revise the French prepositions of place that they learnt in Basic 1. They will expand their vocabulary and learn new prepositions.

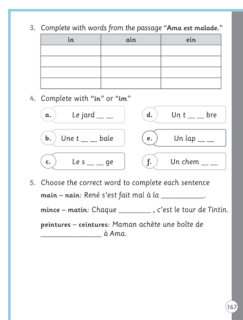
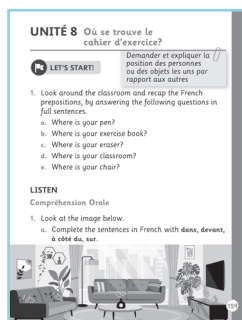
Through a number of visual and practical activities, learners will use the prepositions that they have learnt to locate objects, people and buildings.

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



RESOURCES

- Learner's Book: pp.159-167



Optional extra materials:

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



KEY WORDS

- ★ Dans/Devant/Proche de/Près de/Loin de/ au milieu de/Banque centrale/Pharmacie École/Musée d'arts.
- ★ Église.
- ★ Commissariat de police/Mosquée/ Bibliothèque/Hôtel Marché/Hôpital Restaurant.
- ★ Il/Elle se trouve ...
- ★ Il/Elle est ...
- ★ Sur/Sous/À côté de/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:

- ★ Qui est devant...
- ★ 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 about French prepositions and describing the location of objects, people and buildings.



LET'S START!

Read the title of this unit (“Où se trouve le cahier d’exercice?”) and then give the English meaning (“Where is the exercise book?”). Remind the learners that, in French, we can also start this same question with “Où est ...?”.

1. **a. – e.** Revise and practise the French prepositions with the learners. Learners should answer in full French sentences. Correct and assist them where necessary. This activity will depend solely on how the class is arranged.

LISTEN – Compréhension Orale

Listen or watch and understand an audio-visual document and note the positions of people and objects.

A. Observation des images

I. Observation libre

Ask learners to silently observe the picture and note the positions of the things in the sitting room.

II. Observation dirigée

The teacher turns learners’ attention to the objects in the room in the picture.

Ask learners if they could identify the objects in the living room.

Les objets de la salle de séjour sont:

Les deux canapés, les coussins, la table centrale et les trois pots de fleurs, les rideaux, les photos, la télévision, une lampe debout et la moquette.

1. Read the French prepositions of place (in the instruction) to the learners. Then read the incomplete captions. Learners should repeat each word or phrase after you. Check their pronunciation.

- For each caption, ask the learners to say the preposition which completes the sentence. Guide and correct them where necessary.



Answers

1. **a. i.** Le pot de fleurs est **à côté** du canapé.
ii. La table est **devant** la télévision.
iii. Les photos sont **sur** le mur.
iv. Les coussins sont **dans** le canapé.

SPEAK – Production Orale

Ask and answer questions about the position of a person or objects.

A. Présentation globale du poème en situation

1. **a.** The teacher reads the dialogue to the learners.
Repeat after him. Check the pronunciation.

B. Explication du dialogue

C. Mémorisation du dialogue

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

D. Dramatisation

2. In pairs, learners look at the family picture on page 160 of the Learner’s Book. They then take turns to ask and answer the questions about the relative positions of the people in the picture. Walk around the classroom listening to the learners’ answers. Guide and correct them where necessary.
Learners’ answers will vary. Accept any correct answers.

3. **a.– b.** Tell the learners to look at the

picture on page 161 of the Learner's Book. In groups of three, learners should take turns to describe the position of different objects in the living room. Learners start their sentences with: "**Il y a ...**"

- Walk around the classroom listening to the learners' answers. Assist and correct them where necessary.
- Learners' answers will vary. Accept any correct answers.



Answers

- Using the picture as a reference example, take this opportunity to introduce the preposition "au milieu de". Say the following sentence to the learners and ask them if they can guess what that new French preposition means: "La table centrale est au milieu du salon/entre le stand et le canapé." Ask the learners to repeat the sentence after you. Check their understanding and pronunciation.

PRACTICAL ACTIVITY

The use of variants

- Où se trouve...?
- Où est...?

E. 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 and explain the position of people or objects in relation to one another.

Study case 1

Facilitator will simulate the conversation with a learner next to him.

With the help of a family picture indicate the position of the members

Élève: Où est ton père?

Prof: Il est derrière ma mère.

Élève: Qui est entre les mains de ta mère?

Prof: Ma petite sœur est entre les mains de ma mère.

Élève: Où es-tu?

Prof: Je suis à côté de mon père.

Study case 2

Two learners converse with each other to show each other the position of the building in an area.

Élève 1: Où est le commissariat?

Élève 2: Le commissariat est à côté de la poste.

Élève 1: Où est la banque?

Élève 2: La banque est en face de la poste.

Élève 1: Où se trouve l'hôpital?

Élève 2: L'hôpital se trouve derrière la banque.

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Qui est au milieu de Kofi et Ama?

Élève 2: C'est mon frère.

Élève 1: Où est le stylo?

Élève 2: Le stylo est dans le cartable.

Élève 1: Où se trouve l'élève?

Élève 2: L'élève est entre les deux filles.

READ – Compréhension Écrite

Locate the position of public places on a map of the city.

1. Tell the learners to look at the picture and read the questions below in the Learner's Book.

Ask the learners to think about the location of the various buildings in relation to one another.

2. Learners use the table to describe the location of the buildings that are found in the picture above.



Answers

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

Listen to the pronunciation “**in**, **ain**, **ein**” in French.

La visite du médecin

Etude de: **in** – **ain** – ein

Phrase clé : Le médecin prend la main d'Ama et lui dit:

“Tu as le teint pâle”

Mots clés: médecin – **ain** – **teint**

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

À l'aide de l'observation de l'image

Ama est au lit. Elle n'a pas bonne mine et se plaint. Son **teint** est pâle. Quel est cet homme qui lui tient la **main**? C'est le **médecin**. Il va consulter Ama et trouver de quoi elle souffre. Puis il donnera des médicaments pour la guérir. En lui prenant la **main** que peut-il bien lui dire? “Tu as le **teint** tout pâle, ce **matin**!”

Using image observation

Ama is in bed. She doesn't look well and is complaining. Who is the man who is holding her hand? It is the doctor. He is going to examine Ama and find out what she is suffering from. Then he will give her medicine for her healing. By taking her hand, what can he possibly be saying to her? “You look very pale, this morning!”

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

Élèves: Nous voyons un homme et une fille qui est au lit. (We see a man and a girl who is on a bed.)

Prof: Où sont-ils? (Where are they?)

Élèves: Ils sont dans une chambre. (They are in a room.)

Prof: Qu'est-ce que l'homme fait? (What is the man doing?)

Élèves: L'homme examine la fille. (The man is examining the girl.)

Prof: Qui est cet homme? (Who is that man?)

Élève: C'est un médecin. (He is a doctor.)

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: médecin – **ain** – **teint**.

- **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: **médecin** – **main** – **teint**. He highlights the sound(s) to be studied with colour chalk/marker.

This: Le **médecin** prend la **main** d'Ama et lui dit:

“Tu as le **teint** pâle”

He makes the words recognized then breaks them down into syllable to cut out the different elements.

mé – de – **cin** **main** **tein** – t

He observes: **médecin** – **main** – **teint**

He draws the children's attention to the final sound (**ain** – **ein** – **in**) 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:

Je **fais** mon devoir.

Abena se **peigne**.

- **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.164*”

- The facilitator repeats the same

work with the words in the table. He emphasizes the sound: **ain** – **ein** – **in**
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 malade.**” (*Learner's book p.164*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following question:

- De qui parle le texte?
- Qu'est-ce que Ama a?
- Qui donne un médicament à Ama?
- Qu'est-ce que maman achètera à Ama?

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**

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

WRITE – Production Écrite

1. Learners fill in the gaps with the following prepositions.
2. Learners identify and complete this passage with the missing words.
3. Learners complete with words from the above passage “**Ama est malade.**”

4. Learners complete the words with the missing sound.
5. Learners choose from the possible words to fill the gaps.



Answers

1.
 - a. Le livre est **sur** la table.
 - b. L'élève est **derrière** la voiture.
 - c. Le chien est **sous** l'arbre.
 - d. Le lion est **dans** la cage.
2. Ama est malade.

Ce **matin**, le médecin est venu voir Ama.
Elle est au lit. Elle a le teint pâle.

“Qu’est – ce qu’il y a, ma petite Ama? Où as – tu mal?”

“J’ai mal au ventre!” Le médecin lui donne

des médicaments : du sirop, **des pilules**, de la tisane, “Demain matin, si tu **vas mieux**, tu pourras sortir dans le jardin.” “Et je t’achèterai une belle ceinture, si tu bois vite **la tisane!**” ajoute maman.

3.	in	ein	ain
	Le médecin	Le teint	Demain
	Matin	Ceinture	
	Le jardin		

4. a. Le **jardin**. b. Une **timbale**.
c. Le **singe**. d. Un **timbre**.
e. Un **lapin**. f. Un **chemin**.
5. René s'est fait mal à la **main**.
Chaque **matin**, c'est le tour de Tintin.
Maman achète une belle **ceinture** à Ama.

Notes:

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

UNITÉ 9 Assieds-toi!



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.

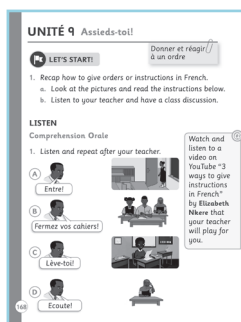
Learners will continue to use the imperative form (for "tu" and "vous" only) of some key

verbs that are frequently used in the classroom environment. The focus of this unit is on giving and receiving orders or instructions in French, following on from what was learnt in Basic 1.



RESOURCES

- Learner's Book: pp.168–175



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

- ★ Lis/Lisez!
- ★ Écoute/Écoutez!
- ★ Parle/Parlez!
- ★ Chante/Chantez!
- ★ Ouvre/Ouvrez!
- ★ Ferme/Fermez!
- ★ Lève-toi/Levez-vous!

- ★ Assieds-toi/Asseyez-vous!
- ★ Assois-toi/Assoyez-vous!
- ★ Répète/Répétez!
- ★ Traduis/Traduisez!
- ★ Sors/Sortez!
- ★ Réponds/Répondez!
- ★ Regarde/Regardez!
- ★ Écris/Écrivez!
- ★ Va/Allez!
- ★ Prends/Prenez!

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:

GUIDELINES AND SUGGESTIONS

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



LET'S START!

1. This is a warm-up and recap activity that will help learners to revise the vocabulary that they learnt in Basic 1. Ask learners whether they can remember how to give orders or instructions in French. Invite them

to share the words that they can remember and write these down on the writing board. Revise the vocabulary with the learners. Say the words as a class.

- a. Introduce some pictures with speech bubbles indicating how people give orders and other instructions to learners to look at.
- b. Read the speech bubbles to your learners. Then discuss the pictures and text as a class. Ask the learners to tell you what each instruction means.
- c. Remind learners to pay attention to the pronunciation of the vocabulary and to add any new words to their “Notebook”.

LISTEN – Compréhension Orale

Listen or watch an audio/audio-visual where people are asking about simple orders.

A. Observation des images

I. Observation libre

Learners look at the pictures and instructions on page 168 of the Learner’s Book.

II. Observation dirigée

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

Tell the learners that you are going to do a few activities with the instructions

You will give an instruction on page 168 of the Learner’s Book to which they should respond by doing the action.



Play the following video from YouTube <https://youtu.be/tcS4y64cEyg?si=meyWI6Bl4xeQRfea> for your learners to watch and listen.

“3 ways to give instructions in French” by Elizabeth Nkere that your teacher will play for you.

b. Appropriation du dialogue

SPEAK – Production Orale

1. Présentation globale du dialogue en situation

Read each instruction to the learners. Ask them to repeat each one after you. Check their pronunciation and understanding.

2. Explication Expressions

Explain the verbs used in the instructions.

3. Mémorisation du dialogue

The learners should be able to memorize the terms.

D. Dramatisation

1. In groups of six, learners now take turns to give orders to a group of people using the possible instructions on page 169 of the Learner’s Book. Walk around the classroom listening to your learners’ answers. Assist and correct them where necessary.
2. In pairs, learners give and respond to the following instructions.

Tell the learners that in group of five, one of them is going to give the rest an instruction to which they should respond by doing the action. First, read through the instructions listed on page 169 of the Learner’s Book and check learners’ understanding. Then call out instructions from the list at random.

Encourage the learners to act as quickly as they can.

The use of variants

E. 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. The learner should be able to give and react to order.

Study case 1

Learner gives the order learners

- Prenez vos livres!
- Ouvrez à la page cinq!
- Fermez vos livres!
- Maintenant prenez vos cahiers!
- Faites l'exercice au tableau!

Study case 2

Learner gives orders to another learner.

- Prends ton livre!
- Ouvres à la page cinq!
- Ferme ton livre!
- Maintenant prends ton cahier!
- Fais l'exercice au tableau!

2. Systematization

Let two learners say quickly and mechanically, taking turns

Élève 1: Lève-toi!

Élève 2: Assieds-toi.

Élève 1: Viens ici!

Élève 2: Vas-y!

Élève 1: Ferme ton cahier!

Élève 2: Prends le stylo!

READ – Compréhension Écrite

Read and understand instructions.

Learners read the instructions and look at the

pictures in the Learner's Book. They should match each instruction to the correct picture. Listen to the sound “e” in French.

Vous allez tomber!

Étude de: ez – er

Phrase clé: “Ne courez pas si vite, vous allez tomber!”

Extension: **ier**

Mots clés: courez – allez – tomber

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

À l'aide de l'observation de l'image

Au centre de l'image, Zato et Ali courent après la chèvre Fifine. À droite, Ama porte un panier à la main ; on voit aussi un bananier et à gauche un manguier. Ama parle aux deux garçons. Que peut-elle bien leur dire ?

Using image observation

In the center of the image, Zato and Ali run after the goat Fifine. On the right, Ama carries a basket in her hand . We also see a banana tree and on the left a mango tree. Ama speaks to the two boys . What is she possibly saying to them.

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

Élèves: Nous voyons deux garçons: Zato et Ali.

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

Élèves: Ils sont dans la rue. (**They are on the street**)

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

Élèves: Ils courent après la chèvre Fifine. (**They are chasing the goat Fifine**)

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: **courez – allez – tomber.**

- **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.

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: **courez** – **aller** – **tomber**. He highlights the sound(s) to be studied with colour chalk/marker.

This: "Ne courez pas si vite, vous allez tomber!"

He makes the words recognized then breaks them down into syllable to cut out the different elements: cou – rez allez
tom – ber

He observes: cou**ez** – alle**r** – tombe**r**

He draws the children's attention to the

final sound (ez – er) 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:

Vous **courez** si vite.

Abena va **tomber** dans le puits.

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.

Refer to "Phonetic reinforcement P.172"

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

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 malade." (*Learner's book p.172*)

Learners read the passage silently which does not present any difficulty in understanding.

Then he asks the following questions:

- De qui parle le texte?
- Qui dit "ne courez pas"?
- Qui n'écoute pas?
- Qui relève Ali?
- Qu'est-ce que Ama va chercher?

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

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

WRITE – Production Écrite

Work out exercises proposed in the book.

1. Learners find the name of the picture, then copy the words that end like that name
2. Learners choose from the box the correct words to fill the gaps.
3. Learners complete the words with the followings:
4. Learners read the sentences and reply with the following words.
5. Learners read and complete the sentences. This is also an opportunity for learners to learn about the name of some plants and their fruits in French.
6. Learners look at the pictures and think about the French verbs that can be used to describe the action shown in each picture. Learners write the instructions, using the correct imperative form. Walk around the classroom reviewing your learners' answers. Assist and correct them where necessary.



Answers

1. a. Le lapin bassin – jardin.

- b. Le goyavier manguier – bananier – avocatier.

2. Ali et Zato sont dans le **jardin**.

Ils courent après la **chèvre**.

Ali **tombe** sous le bananier.

Il a une **bosse** au front et le **nez** écorche.

3. Vous jouez Le nez Le dîner.

Le goûter. Un cahier. Vous dansez.

4. a. Vrai.

b. Faux.

c. Faux.

d. Vrai.

5. Il donne des bananes: c'est le **bananier**.

Il donne des mangues: c'est le **manguier**.

Il donne des goyaves: c'est le **goyavier**.

Il donne des oranges: c'est l'**oranger**.

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

PROJECT TIME

LB p. 176

LES PROFESSIONS ET LES MÉTIERS

This project time will give learners the opportunity to organise a career day where each of them will passionately talk about their future professions and share it with joy with their teachers and friends. They dress in the attire of future profession, and get an object/equipment in relation to that profession. They tag the object/equipment with the name in French.

- The learners also sing French songs on numbers or days of the week or months of the year.

- Then finally they role-play some of the dialogues and poems of their choice you

that have read/learnt throughout the year.

PRACTISE, PRACTISE, PRACTISE!

LB p. 177

- Revise all the vocabulary learnt throughout this theme with the learners before starting this activity. Look at the picture below and answer the questions that follow.

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

- a. Il y a sept personnes dans la salle de classe.
- b. Il y a six cahiers sur les tables.
- c. Il y a trois table dans la salle.

2. Learners practise basic calculations in French and write the answers in words.

- a. Quinze plus sept égalent **vingt-deux**.
- b. Vingt moins huit égalent **douze**.
- c. Trois fois neuf égalent **vingt-sept**.
- d. Seize divisé par quatre égalent **quatre**.

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

Je me réveille/me lève à six heures et demie/trente.

Je prends mon petit déjeuner à sept heures et quart/quinze.

Je me couche à vingt heures/huit heures du soir.

4. The purpose of this activity is for learners to practise not only the days of the week in

French but also the French words for today ("aujourd'hui"), tomorrow ("demain") and yesterday ("hier").

- Learners' answers will depend on when they do the exercise. Check their answers and ensure that they have indicated the correct days.
5. Learners draw their sister or brother. They label each drawing with the person's month of birth in French.
 - They should write a full sentence, starting with: "Il/Elle est né (e) en ...".
 - Learners' answers will vary. Accept any correct and appropriate drawings and labels.
 - Give learners the opportunity to rewrite their sentences correctly after you have checked them.
 6. Learners write an appropriate instruction, in French, for each action shown in the pictures.
 - a. Ferme le livre!
 - b. Écoutez!
 - c. Ouvrez les (vos) cahiers (or livres)!
 - d. Sors!
 - e. Entre!
 - f. Lève-toi!

FINAL ACTIVITIES

LB p. 179

1. Learners read and answer the questions below in French.

- a. Mon école est grande/petite.
- b. Mon école se trouve à + (place).

- c. La cour de mon école est petite/grande.
- d. Le tableau se trouve derrière/devant dans la classe.
- e. Il y a les arbres/les élèves/ le mât etc.

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

- b. Elle est policière. (A possible description: Elle assure la sécurité.)
- c. Il est conducteur/chauffeur. (A possible description: Il conduit une voiture.)
- d. Elle est infirmière. (A possible description: Il soigne les malades.)
3. Learners read the shopping list of Ama at Ashaiman Market and answer the questions.
- a. Les 4 pommes coûtent GHc 20.00. (vingt cedis)
- b. Le kilo de riz et le panier de piment coûtent GHc 7.00 plus GHc 4.00. (égalent onze cedis)
- c. Elle dépense au total GHc 20.00 plus GHc 11.00 (égalent trente-et-un cedis).
- d. La vendeuse va lui donner GHc 40.00 moins GHc 31.00 (égalent neuf cedis)

ESSENTIAL French Primary 2

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.

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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
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