

ESSENTIAL French Primary 6



Teacher's Guide



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ESSENTIAL
French
Primary 6

Teacher's Guide

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INTRODUCTION

Dear Teacher,

Welcome to our French series for Ghana. It was developed especially for you and for the upper primary (Basic 4 – Basic 6) learners.

This Basic 6 Teacher's Guide **has been developed in conjunction with the French Learner's Book** for Basic 6. We hope that you will find it an important and useful tool to assist and guide you as you introduce and teach the French language to your young learners through a task-oriented, communicative approach.

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

Both the Learner's 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 4 – Basic 6)**

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

Section B: Lesson plans

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

Section C: Extra resources

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

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

With warm wishes,
The Author

1. THE NEW PRIMARY CURRICULUM AND THE FRENCH SYLLABUS (UPPER PRIMARY: BASIC 4 – BASIC 6)

1.1 THE NEW PRIMARY CURRICULUM

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

1.1.1 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.

1.1.2 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

1.1.3 Organisation

The new curriculum has a four-column structure:

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

1.1.4 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.

1.2 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).

1.2.1 General Scope and Sequence

STRANDS	SUB-STRANDS	CONTENT STANDARDS
1. Définir les aspects de l'identité	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 réagir à un ordre 	Compréhension Orale Production Orale Compréhension Écrite Production Écrite

1.2.2 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

1.2.3 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 un ordre
12 (30 min × 2 periods)			

1.3 HOW THIS FRENCH SERIES COVERS THE NEW CURRICULUM AND SYLLABUS FOR BASIC 6

BASIC 6					
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	B6.1.1.1.1 B6.1.1.2.1 B6.1.1.3.1 B6.1.1.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	2–5	15–16
	2. Se présenter	B6.1.2.1.1 B6.1.2.2.1 B6.1.2.3.1 B6.1.2.4.1 B6.1.2.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	6–9	17–19
	3. Présenter quelqu'un	B6.1.3.1.1 B6.1.3.2.1 B6.1.3.3.1 B6.1.3.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	10–12	20–21
	4. Décrire quelqu'un	B6.1.4.1.1 B6.1.4.2.1 B6.1.4.2.2 B6.1.4.3.1 B6.1.4.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	13–20	22–25
	5. Décrire la famille et les liens familiaux	B6.1.5.1.1 B6.1.5.2.1 B6.1.5.2.2 B6.1.5.3.1 B6.1.5.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	21–27	26–28

BASIC 6

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	B6.2.1.1.1 B6.2.1.2.1 B6.2.1.2.2 B6.2.1.2.3 B6.2.1.3.1 B6.2.1.4.1 B4.2.1.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	32–38	30–34
	2. Parler de son école	B6.2.2.1.1 B6.2.2.2.1 B6.2.2.2.2 B6.2.2.2.3 B6.2.2.3.1 B6.2.2.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	39–46	35–37
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime	B6.3.1.1.1 B6.3.1.2.1 B6.3.1.2.2 B6.3.1.3.1 B6.3.1.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	52–56	40–42
	2. Dire ce que l'on n'aime pas	B6.3.2.1.1 B6.3.2.2.1 B6.3.2.2.2 B6.3.2.3.1 B6.3.2.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	57–59	43–45
4. Les activités	1. Compter et faire des calculs simples	B6.4.1.1.1 B6.4.1.2.1 B6.4.1.2.2 B6.4.1.2.3 B6.4.1.3.1 B6.4.1.3.2 B6.4.1.4.1 B6.4.1.4.2	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	66–75	47–51

BASIC 6

4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
	2. Demander et donner l'heure	B6.4.2.1.1 B6.4.2.2.1 B6.4.2.2.2 B6.4.2.3.1 B6.4.2.3.2 B6.4.2.4.1 B6.4.2.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	76–81	52–54
	3. Parler des jours de la semaine	B6.4.3.1.1 B6.4.3.2.1 B6.4.3.2.2 B6.4.3.3.1 B6.4.3.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	82–86	55–56
	4. Situer les mois et les saisons dans le temps	B6.4.4.1.1 B6.4.4.2.1 B6.4.4.2.2 B6.4.4.3.1 B6.4.4.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	87–93	57–59
	5. Entrer en contact par téléphone	B6.4.5.1.1 B6.4.5.2.1 B6.4.5.2.2 B6.4.5.3.1 B6.4.5.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	94–98	60–62
	6. Inviter quelqu'un et accepter une invitation	B6.4.6.1.1 B6.4.6.2.1 B6.4.6.2.2 B6.4.6.3.1 B6.4.6.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	99–103	63–66
	7. Identifier les professions et les métiers	B6.4.7.1.1 B6.4.7.2.1 B6.4.7.2.2 B6.4.7.3.1 B6.4.7.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	104–110	67–69

BASIC 6


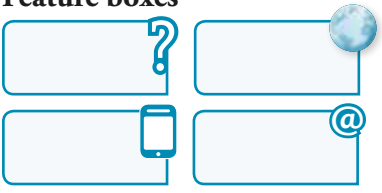


4 STRANDS 4 Thèmes	18 SUB-STRANDS 18 Unités	INDICATORS	CONTENT STANDARDS	Pages in the Learner's Book	Pages in the Teacher's Guide
	8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres	B6.4.8.1.1 B6.4.8.2.1 B6.4.8.3.1 B6.4.8.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	111–118	70–73
	9. Donner et réagir à un ordre	B6.4.9.1.1 B6.4.9.2.1 B6.4.9.3.1 B6.4.9.4.1	Compréhension Orale (LISTEN) Production Orale (SPEAK) Compréhension Écrite (READ) Production Écrite (WRITE)	119–125	74–76


1.4 STRUCTURE AND SPECIAL FEATURES OF THE LEARNER’S BOOK

1.4.1 Structure

- 4 Thèmes (following the four strands of the syllabus)
- 18 Unités (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)

1.4.2 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.

Feature	Description
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 that reflect gender balance and social inclusiveness. ✓ Gender balance and no gender stereotypes.
<p>* New words/Vocabulary boxes</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Vocabulaire</p> <ul style="list-style-type: none"> ★ la cloche: <i>the bell</i> ★ sonner: <i>to ring</i> </div> <p style="font-size: 2em; margin-left: 10px; vertical-align: middle;">A B C</p>	<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"> ✓ The 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.

UNITÉ 1 Bonsoir!



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 6 Learner's Book and its focus will be on French greetings.

In this unit, learners will have the opportunity to revise and expand on what they learnt about French greetings in Basic 4 and Basic 5.

Following the pattern of previous years, encourage your learners – from this very first unit – to keep adding any new vocabulary to their own “petit-dictionnaire”.

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



RESOURCES

- Learner's Book: pp. 2–5



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

- ★ Bonjour
- ★ Salut
- ★ Bonsoir

GUIDELINES AND SUGGESTIONS

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



LET'S START!

- and 2. This is a warm-up and recap activity to begin the topic of greetings.
 - Learners greet their classmates in French, revising what they still remember from the previous grades.
 - Guide and correct them where necessary.

Play this song to the learners:

- <https://www.youtube.com/watch?v=Kkff4xjkWjE>

- All sing together as a class.
- Replay the song as many times as needed.



Indicator:

- B6.1.1.1.1: *Écouter/Regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent.*

LISTEN – Compréhension Orale

1. Learners look and listen while you read speech bubbles A and B.

Play this video to the learners:



• <https://www.youtube.com/watch?v=TcBelFXMpOE>

- Prompt learners to answer the question at the bottom of the page: “At what time of the day do we say ‘Bonsoir’?”.
 - Highlight the use of “Bonjour” for daytime and “Bonsoir” for the evening.
2. Learners look at the pictures.
 - Read the four dialogues to them.
 - Check their understanding. At this stage, they should all be familiar with the French vocabulary used, including both when and how to use it appropriately.
 - Do a quick recap of the informal and formal “you” in French.

Indicator:

- B6.1.1.2.1: *Saluer et répondre oralement aux salutations en respectant le code et les valeurs sociales.*

SPEAK – Production Orale

1. a) In pairs, learners role-play the dialogues on page 3 of the Learner’s Book.
b) As they act out the dialogues, they complete the blank speech bubbles that need to be filled in for each one.
 - If possible, record the role plays and replay them back to the learners.
 - Guide and correct learners where necessary.

Answers

Learners’ answers will vary. Possible answers for all four dialogues are:

- “Je vais bien, merci.”; “Ça va bien, merci.”; “Très bien, merci.”; “Très bien, oui!”.
2. a) As a class, learners discuss the question. They should say that d) takes place in the evening.
b) They should indicate that the word “Bonsoir” shows that it is evening.

Indicator:

- B6.1.1.3.1: *Lire et comprendre un texte, regarder une image qui décrit une scène de personnes qui se saluent.*

READ – Compréhension Écrite

1. Learners read dialogues A, B and C by themselves.
 - Allow them enough time to notice the different greetings used in each dialogue.
2. Learners work in groups of four and take turns to role-play the dialogues.
 - If possible, record the dialogues and play them back for the learners to listen to and check their pronunciation.
 - Guide and correct learners where necessary.

Indicator:

- B6.1.1.4.1: *Écrire une note pour saluer quelqu’un.*

WRITE – Production Écrite

1. Learners copy one of the dialogues from page 4 of the Learner’s Book into their exercise books.
2. Learners read the question and tick the correct answer. Learners then copy the question and correct answer into their exercise books.

Answers

- d) Ça va bien, merci. Et toi?

UNITÉ 2 Quel est ton numéro de téléphone?

Se présenter

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Introduction

In this unit, learners will revise how to introduce themselves in French and how to ask questions about the identity of others (such as their date and place of birth, address and telephone number).

RESOURCES

- Learner's Book: pp. 6–9



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

- ★ Date de naissance
- ★ Lieu de naissance
- ★ Numéro de téléphone
- ★ Cloche
- ★ Sonner
- ★ Habiter

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Quel est ton / votre numéro de téléphone?
- ★ Mon numéro de téléphone c'est / est le ...

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will review how to introduce themselves in French. They will also learn about how to ask for personal details from others. They will build on what they learnt in Basic 4 and Basic 5 about introducing themselves.

LET'S START!

- Learners should look at the two pictures.
 - Read the speech bubbles in A and B to the learners and revise how we say our name, age and where we live in French.
 - Read the speech bubbles once again.
 - Learners now introduce themselves to the class, in French, by saying their name, age and where they live.
 - Check their pronunciation. Guide and correct them as necessary.

Indicator:

- B6.1.2.1.1: *Écouter / Regarder et comprendre un dialogue où des personnes se présentent.*

LISTEN – Compréhension Orale

- Introduce yourself to the class. Say your name (first and surname), age, date and place of birth, as well as your phone number.
- Learners look at the pictures.
 - Read the speech bubbles in A and B to the learners.
 - Re-read the speech bubbles. Check learners' understanding and clarify any queries that your learners might have.

- Explain that another common way to provide a phone number in French is by saying: “Voici mon numéro de téléphone: ...”
- Bring learners’ attention to the Teaching box.

LOOK AND LEARN

Personal details

- Learners should read through the Look and Learn box at the top of page 7 of the Learner’s Book. They will learn more about how to ask someone for his / her personal details (date and place of birth and telephone number).

Indicator:

- *B6.1.2.2.1: Demander et donner sa date de naissance, son lieu de naissance, son adresse, son numéro de téléphone.*

SPEAK – Production Orale

- 1. a) – b)** In pairs, learners ask and answer questions regarding their date and place of birth, phone number and where they live. They should follow the question and answer prompts provided in the Learner’s Book.
- Point out the Question box on page 7 of the Learner’s Book.
 - Explain the use of the prepositions *à / au / en* and *aux* when answering the French questions: “Quel est ton / votre lieu de naissance?” or “Où habites-tu? / Où habitez-vous?”
 - Write the following table on the writing board and ask learners to copy it into their exercise books.

French preposition	Examples
À (used when referring to areas or cities)	Il/Elle est né(e) à Accra. Tu habites à Buenos Aires. Je suis né(e) à Tokyo. Nous habitons à Ashanti.
Au (used when referring to countries , masculine starting with a consonant, singular)	Vous êtes né(e)s au Ghana. Elles habitent au Portugal.
En (used when referring to countries , feminine or masculine starting with a vowel, singular)	Tu es né(e) en Côte d’Ivoire. Il/Elle est né(e) en Israël. Vous habitez en France. Nous habitons en Angola.
Aux (used when referring to countries , masculine or feminine, plural)	Je suis né(e) aux Seychelles. Elle habite aux États-Unis.

- Explain that there are some exceptions when we want to refer to some particular islands. For example, we say: **à** Hawaï, **à** Cuba, **à** Madagascar, **à** Malte, **à la** Martinique, **à la** Jamaïque. Depending on the academic level of your learners, you may decide to explain these exceptions further. Prepare your lesson carefully so that you’re able to provide your learners with some extra examples or exercises, as needed.
- Take the opportunity to revise the use of the verbs “être” and “naître”.

LOOK AND LEARN

To live

- Take some time to go through the Look and Learn box at the bottom of page 7 of the Learner’s Book with the learners.
- Learners should pay attention to the conjugation of the verb in the present tense.
- We suggest that you give your learners the opportunity to practise the conjugation of this verb by providing them some specific exercises

(sentences with gaps to be filled in, for example). These could be done as part of their homework.

Indicator:

- B6.1.2.3.1: Lire et comprendre un texte où des personnes se présentent.

READ – Compréhension Écrite

1. Learners read the dialogue by themselves.
 - Allow them enough time to read the text, the Vocabulary and Teaching boxes and the questions that follow.
2. Learners read the questions in the table and answer the questions orally.
 - Ask four learners to share their answers aloud.
 - Guide and correct them as necessary.

Answers

- a) Elle est née le 15 juin.
- b) Il est né le 28 septembre.
- c) Ils sont nés à Winneba.
- d) Ils habitent à Kumasi.

Indicators:

- B6.1.2.4.1: Écrire une carte postale à un(e) correspondant(e): pour se présenter; donner sa date de naissance, son lieu de naissance, son numéro de téléphone.
- B6.1.2.4.2: Remplir une fiche d'identité.

WRITE – Production Écrite

1. Learners write a letter to a penfriend, providing the personal details listed in the instructions.
 - Guide them as necessary and allow learners the opportunity to re-write their letters correctly after you have checked their work.
2. Learners re-read the dialogue on page 8 of the Learner's Book and fill in a school form with the correct details for each child.
 - Take this opportunity to introduce the word "rue" (street) when giving a full address in French. Write the school's address on the writing board as an example.
 - As a homework activity, ask learners to look up the street names in Kumasi and to make up a full address for each child's form. This will give learners the opportunity to put the new word "rue" into practise when giving an address in French. Explain further, if needed.

Answers

A

Nom: Ollenu

Prénom: Frank

Date de naissance: 28 septembre

Lieu de naissance: Winneba

Adresse: (number and street name), Kumasi

Numéro de téléphone: 026 222 2345

B

Nom: Assan

Prénom: Ama

Date de naissance: 15 juin

Lieu de naissance: Winneba

Adresse: (number and street name), Kumasi

Numéro de téléphone: 042 233 4411

UNITÉ 3 Je vous présente la nouvelle élève de notre école!



Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Présenter quelqu'un

Introduction

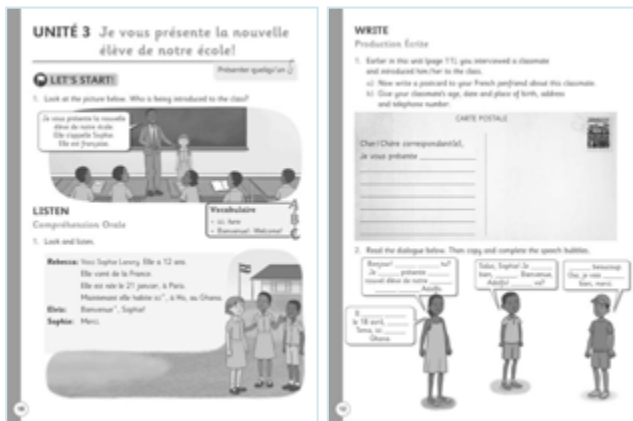
As they did in Basic 4 and Basic 5, in this unit, learners will introduce people to one another in French. They will now learn to expand on the

information that they are able to provide, indicating the date and place of birth, where the person being introduced lives, as well as his/her phone number.



RESOURCES

- Learner's Book: pp. 10–12



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



KEY WORDS

- ★ Ici
- ★ Bienvenue
- ★ Date de naissance
- ★ Lieu de naissance
- ★ Numéro de téléphone

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about introductions in French.



LET'S START!

- Learners look at the picture and think about the question.
 - Read the speech bubble to the learners.
 - Learners should say that a girl/Sophie is being introduced by a teacher.

Indicator:

- B6.1.3.1.1: *Écouter et comprendre un texte dans lequel on présente quelqu'un.*

LISTEN – Compréhension Orale

- Learners look at the picture and listen carefully as you read the dialogue to them.
 - Draw learners' attention to the Vocabulary box on the page.
Note: At this stage it is not necessary to explain to the learners the use of “Bienvenu(e)” (as an adjective, as opposed to the stand alone “Bienvenue!”).
 - Allow the learners enough time to read the text twice by themselves before they answer the questions that follow in 2.
- Allow enough time for learners to read the questions and think about the answers.
 - Invite answers from six different learners.
 - Allow the rest of the class the opportunity to say whether or not they agree with the answers given by their peers. Encourage them to explain why they agree/disagree.
 - Guide and correct learners as necessary.



Answers

- La nouvelle élève de l'école c'est / est Sophie.

- b) Elle a 12 ans.
- c) Elle est française.
- d) Elle est née le 21 janvier.
- e) Elle est née à Paris.
- f) Elle habite à Ho, au Ghana.

- This activity is a great way for learners to research and learn more about French culture in general and Paris in particular.
- Allow time in class for learners to share their findings.

Indicator:

- B6.1.3.2.1: *Présenter quelqu'un en donnant sa date de naissance, son lieu de naissance, son adresse et son numéro de téléphone.*

SPEAK – Production Orale

1. Learners work in pairs for this exercise and take turns to interview each other.
 - a) Learners take turns to practise asking and answering questions about each other's age, date and place of birth, address and telephone number.
 - b) Learners introduce each other to the rest of the class. They should begin by saying: "Je vous présente ...".

Indicator:

- B6.1.3.3.1: *Lire et comprendre le portrait / la biographie d'une personne historique.*

READ – Compréhension Écrite

1. Learners read the biography of Kofi Annan in the text box.
2. Allow learners enough time to read the statements and understand whether they are true or false. They should re-write false statements correctly, in French.

Answers

- a) Faux. Kofi Annan / Il est né le 8 avril 1938.
- b) Faux. Il est né à Kumasi, au Ghana.

- This is a useful activity to set for homework or as an "extra research" project.
- Learners should do research about some other important people in the world. (They may conduct this research at the library, on the internet, or by talking to family and friends, etc.)
- Learners should search for their biographies, write down the information and share it in class. Allow time in class for learners to share their findings.

Indicator:

- B6.1.3.4.1: *Écrire une carte postale à un(e) correspondant(e) pour présenter quelqu'un en donnant sa date de naissance, son lieu de naissance, son numéro de téléphone.*


WRITE – Production Écrite


1. a) – b) Following on from the "Speak" activity earlier in the unit, learners write to a penfriend to introduce their partner. They should indicate their partner's age, date and place of birth, as well as his / her address and telephone number.
 - Ask the learners to look at the sentence starter "Je vous présente" in the template. Ask them: "How should you change the sentence when you write an informal letter to your penfriend? Why?". (Answer: The sentence should start with "Je te présente" – using informal "you" – for an informal letter to a penfriend.)
 - Guide and correct learners as necessary.
 - Give learners the opportunity to re-write their postcards correctly after you have checked their work.
2. Learners should read the dialogue, then copy and complete the speech bubbles.

Answers

- Bonjour! **comment vas-tu?** Je **te** présente **le** nouvel élève de notre **école**. **Il s'appelle** Adolfo. **Il est né** le 18 avril, **à** Tema, ici **au** Ghana.
- Salut, Sophie! Je **vais** bien, **merci**. Bienvenue, Adolfo! **Ça** va?
- **Merci** beaucoup. Oui, je vais **très** bien, merci.

UNITÉ 4 Il est beau! Elle est intelligente!

 **Suggested teaching time:**
Two hours (4 periods of 30 minutes each) over two weeks

Décrire quelqu'un 

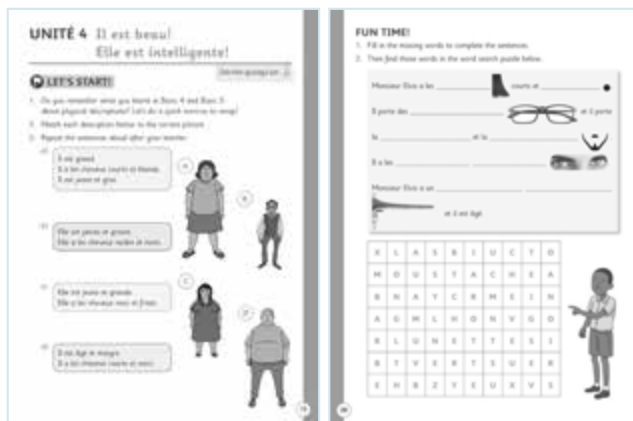
Introduction

In this unit, learners will describe people, revising and building on the French vocabulary (particularly, the adjectives) that they have already learnt. They already know many French words for

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

RESOURCES

- Learner's Book: pp. 13–20



Optional extra materials:

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

KEY WORDS

- ★ Beau / belle
- ★ Porter des lunettes
- ★ Un court nez
- ★ Un long nez
- ★ Intelligent(e)
- ★ Sympathique
- ★ Une petite bouche
- ★ Une grande bouche
- ★ Des petits yeux
- ★ Des grands yeux
- ★ Drôle
- ★ Un gros ventre
- ★ Un visage allongé
- ★ Un visage rond
- ★ Porter la moustache
- ★ Porter la barbe

- ★ Grand(e)
- ★ Petit(e)
- ★ Gros(se)
- ★ Mince
- ★ De taille moyenne

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will learn how to describe other people in French. They will build on what they learnt in Basic 4 and Basic 5 about describing other people. They already know many French words to describe people physically and to indicate what they are wearing. In Basic 6, they will learn new French words to describe people's personalities.

LET'S START!

- 3. Through this warm-up activity learners will be recapping what they learnt in Basic 4 and Basic 5 about physical descriptions.
 - Take same time with this activity, allowing learners to do a thorough revision of all the key adjectives on this topic.
 - Read the descriptions in the matching exercise to the learners. Read each one slowly and clearly.
 - Learners do the matching exercise (you may decide if you would prefer your class to do it individually or in small groups).
 - Re-read the sentences. Learners repeat aloud after you.
 - Invite a few individual learners (or small groups) to share their answers with their classmates.
 - The rest of the class should listen carefully and say whether they agree or disagree with the answers.
 - Guide and correct the learners as necessary.

Answers

- a) D b) C c) A d) B

Indicator:

- B6.1.4.1.1: *Écouter / Regarder et comprendre un document audio-visuel sur la description d'une personne.*

LISTEN – Compréhension Orale

Play these videos, either before the learners do the activity or as a recap:

- <https://www.youtube.com/watch?v=y8N4D2VwVpk>
- <https://www.youtube.com/watch?v=JDidxfQ4qB4>
- <https://www.youtube.com/watch?v=C5FQrSIImJGg>

Play this video as a fun, extra activity for your learners:

- <https://www.youtube.com/watch?v=i4Yvo9b39Rs>
- The video shows a nice game to be played in groups.
- Depending on the academic level of your learners, you may need to assist your learners with some extra French vocabulary. Prepare your lesson carefully so that you're able to provide your learners with vocabulary help that they might need.
- Tell your learners the key words that you would like them to add to their "petit-dictionnaire".

1. Tell your learners to listen carefully and read the following descriptions to them.
 1. *Elle est grande, mince et jeune. Elle a les cheveux noirs, longs et bouclés. Elle a les yeux marron. Elle porte un T-shirt violet.*
 2. *Il est maigre, grand et jeune. Il a les cheveux courts et raides. Il a les yeux noirs. Il porte un pantalon bleu et un T-shirt orange.*
 3. *Elle est mince, petite et âgée. Elle a les cheveux courts et raides. Elle porte des lunettes et une robe rose.*

4. *Elle est maigre et petite. Elle a les cheveux bouclés et blonds. Elle a les yeux verts. Elle porte des lunettes et une robe rouge.*
5. *Il est gros et grand. Il a les cheveux bruns et courts. Il porte la moustache. Il porte des lunettes.*

2. Let learners look carefully at the pictures on pages 14 and 15 of the Learner's Book. Then re-read the descriptions to them again twice, slowly and very clearly. Learners should tick the pictures that match the descriptions that they hear.

Answers

Learners should tick the following pictures:

- a) Description 1 g) Description 5
c) Description 2 h) Description 3
f) Description 4
3. In groups, learners should describe the people who have not been ticked.

Answers

- b) *Elle est grosse. Elle a les cheveux courts et ondulés. Elle porte des lunettes. Elle porte un T-shirt orange, une jupe et des chaussures vertes.*
- d) *Elle est grosse. Elle est jeune. Elle a les cheveux frisés. Elle porte une jupe blanche, un T-shirt vert et des chaussures rouges.*
- e) *Il est maigre et petit. Il a les cheveux raides et courts. Il porte des lunettes. Il porte une chemise jaune, un short bleu et des chaussures marron.*
4. Invite a few learners to share their descriptions with their classmates. Hold a class discussion about the descriptions.
5. This activity introduces key new French vocabulary (adjectives) to your learners. Allow enough time to go through the activity carefully.
 - Read the adjectives aloud to your learners. They should follow along as you read and repeat each description after you.
 - Point out the Question box at the bottom of page 15 of the Learner's Book. Invite learners to suggest possible meanings for the words that are new to them. Guide and correct them as necessary.

- Highlight the meanings of the adjectives “sympathique” (“friendly”), “intelligent(e)” (“intelligent”) and “beau/belle” (“handsome”/“beautiful”) and prompt your learners to add these new words to their “petit-dictionnaire”.
 - Briefly explain to your learners that these three specific adjectives describe someone’s personality rather than their physical appearance.
6. Learners should re-read the French adjectives and choose five of them to illustrate and label. Guide and correct the learners as necessary.

Indicators:

- B6.1.4.2.1: *Poser et répondre à des questions sur un personnage dans un dessin animé ou un film.*
- B6.1.4.2.2: *Réciter un poème/chanter une chanson sur les parties du corps humain.*

SPEAK – Production Orale

1. In pairs, learners practise giving descriptions using as many of the adjectives that they have learnt as possible.
- Learners should describe the characters provided on the page who should be well known to all of them.
 - Guide and correct the learners as necessary.

- Learners should collect pictures of different people or characters (from old magazines, newspapers, catalogues, the internet, etc) and bring them to class.



2. Organise the learners into groups of three and allow them enough time to engage with the photos that they brought to class.
- For each picture, prompt the learners to think about the answer to the following questions:
 - Comment est-il/elle?
 - Qu’est-ce qu’il/elle porte?
 - Comment est-il/elle habillé(e)?
 - Learners should then give physical descriptions of the people or characters in French. Learners should also describe what the different people are wearing. You may choose to let them take turns to describe a picture for their groupmates to identify.

- Guide, assist and correct the learners as necessary.
3. Read the poem to the learners.
- Learners should repeat each verse after you.
 - Check their pronunciation and understanding.
 - Re-read the poem and draw learners’ attention to the new vocabulary. Allow learners to think creatively when trying to find the meanings of new words from the context.
 - Allow the learners access to a dictionary and remind them to add the new words to their “petit-dictionnaire”.
 - The French vocabulary in the poem that may be new to your learners is:
 - Cirque – circus
 - Rôle – role
 - Spectacle – show
 - Rire (conjugate this verb in the present tense for your learners – to laugh)
 - Highlight the use of the adjective “gros(se)” to describe different body parts (such as the head, in the first line of the poem).
 - Re-read the last verse (last four lines) of the poem and ask the learners to answer the question: “Who is described in the poem? Can you guess?”. (Answer: It is a clown. In French: “C’est un clown.”) Explain that, in French, the word is written in exactly the same way as in English, but that the pronunciation is different. Pronounce the word to your learners in French three times. Learners should repeat the word after you each time.

Indicator:

- B6.1.4.3.1: *Lire et comprendre des textes simples qui décrivent des personnalités familières ou les caractéristiques physiques des personnalités.*

READ – Compréhension Écrite

1. Learners read the text of the magazine page.
2. Learners re-read the text and complete the table, indicating if each statement is true or false.
- Learners correct the false statements.

Answers

- a) Faux. Majid Michel est de taille moyenne et il est mince.
- b) Faux. Majid Michel a les yeux noirs.
- c) Vrai.
- d) Vrai.
- e) Faux. Majid Michel a les cheveux courts et noirs.
- f) Faux. Il a une petite bouche.

EXTRA ACTIVITY

- Write the description of four different people (physical description, information about their personality and what they are wearing) on the writing board.
Example:
Il est petit, gros et très gentil.
Il porte un T-shirt blanc et un pantalon vert.
- Ask learners to read the descriptions to themselves and to pay special attention to all the vocabulary (use vocabulary that your learners are already familiar with).
- Ask then learners to copy the descriptions into their exercise books and to draw each person accordingly.
- Guide, assist and correct the learners as necessary.
- Allow a few learners to share their drawings with the rest of the class.

Indicator:

- B6.1.4.4.1: Décrire quelqu'un.

WRITE – Production Écrite

1. Tell learners to look at the pictures very carefully.
 - They should write a short description for each person.
 - Guide and correct the learners as necessary.
 - Learners to check a dictionary for any new words.
 - Remind the learners to add these new words to their “petit-dictionnaire”.
 - Learners’ answers may vary. Accept any correct and appropriate answers.
 - You may choose to give learners an opportunity to re-write their descriptions correctly after you have checked their work.

EXTRA ACTIVITY

- Organise your learners in groups of four.
- Give each group a picture of a person or character (from old magazines, newspapers, catalogues, the internet, etc).
- Ask each group to write a short description or a letter about that same person / character (physical description, personality and what the person is wearing).

FUN TIME!

1. Learners fill in the missing words to complete the sentences. They should look at the pictures carefully for clues.
2. Learners then look for the words in the word search puzzle.

Answers

1. Monsieur Elvis a les **cheveux** courts et **noirs**.
Il porte des **lunettes** et il porte la **moustache** et la **barbe**.
Il a les **yeux verts**.
Monsieur Elvis a un **long nez** et il est âgé.
- 2.

X	L	A	S	B	I	U	C	T	O
M	O	U	S	T	A	C	H	E	A
B	N	A	Y	C	R	M	E	I	N
A	G	M	L	H	O	N	V	G	O
R	L	U	N	E	T	T	E	S	I
B	T	V	E	R	T	S	U	E	R
E	H	B	Z	Y	E	U	X	V	S

UNITÉ 5 La jeune fille à gauche, c'est qui?

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Décrire la famille et les liens familiaux

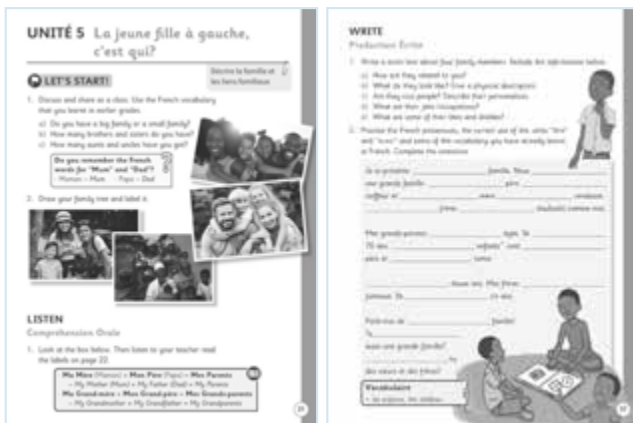
Introduction

This unit builds on what learners covered in Basic 4 and Basic 5 on the topic of “Family”.

In this unit, learners will also revise the verbs “être” and “avoir” in the present tense and the French possessive adjectives.

RESOURCES

- Learner’s Book: pp. 21–27



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 | ★ Tante |
| ★ Père | ★ Oncle |
| ★ Mère | ★ Cousin |
| ★ Soeur | ★ Cousine |
| ★ Frère | ★ Parents |
| ★ Grand-père | ★ Grands-parents |
| ★ Grand-mère | ★ Nièce |

- | | |
|-------------|------------|
| ★ Neveu | ★ Papa |
| ★ Comme moi | ★ À gauche |
| ★ Maman | ★ À droite |

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about describing and discussing families.
- Throughout this unit, be sensitive to the fact that there may be a variety of different family structures and family employment histories represented in your class.

LET'S START!

- As a class, learners discuss and share about their own families, using the French vocabulary that they learnt in Basic 4 and Basic 5.
 - c) Prompt learners to focus on the questions indicated in the exercise and to use as much French vocabulary as they can remember on the topic.
 - The text in the Question box reminds learners of the French words for “Mum” and “Dad”.
 - Monitor the discussion. Assist and guide the learners as required and relevant.
- Learners each draw and label their own family tree.

Indicator:

- B6.1.5.1.1: *Écouter / Regarder et comprendre un document audio-visuel qui décrit une famille élargie.*

LISTEN – Compréhension Orale

1. Draw learners' attention to the Teaching box at the bottom of page 21 of the Learner's Book. The text introduces the learners to new key vocabulary ("Parents" and "Grands-parents"). Clarify any queries that the learners may have before reading the labels on the next page.
 - Learners should look at the picture of the family tree and follow along while you read the labels to them.
 - Learners should notice the new words that were introduced in the Teaching box on the previous page.
 - Read the labels again. This time, learners should repeat each label after you.

Indicators:

- B6.1.5.2.1: Poser des questions et répondre à des questions sur les liens de parenté d'une famille élargie en images ou photos.
- B6.1.5.2.2: Décrire les membres de sa famille: donner leur âge, profession, etc.

SPEAK – Production Orale

1. In pairs, learners re-look at the picture of the family tree on page 22 of the Learner's Book. They then take turns to ask and answer (orally) the questions provided in the Learner's Book.
 - Invite five different learners to share their answers.
 - The rest of the class should listen carefully and say whether or not they agree with the answers provided by their classmates.
 - Guide and correct the learners as necessary.

Answers

- a) La famille de l'image est large.
 - b) Oui, il y a des oncles et des tantes.
 - c) Il y a deux tantes.
 - d) Louis / Il a deux frères.
 - e) Louis / Il a un cousin et une cousine.
2. In groups of three, learners look again at the family tree on page 22 of the Learner's Book. They then answer the questions by doing the matching exercise.

- It is important that learners clearly understand the concepts of "à gauche" ("on the left") and "à droite" ("on the right") before doing the exercise. For this purpose, draw learners' attention to the Teaching box at the top of page 23 of the Learner's Book.
- Allow enough time for learners to engage with the picture and check it in detail, as a group.
- Invite learners from different groups to give their answers. Guide and correct them as necessary.

Answers

- a) C (C'est sa sœur.)
Note: Ensure that your learners change the French possessive adjective "ma" (from the text) to "sa" for their answer to this question.
 - b) A (C'est la tante Ama.)
 - c) D (C'est la grand-mère Rebecca.)
 - d) B (C'est l'oncle Kwamina.)
3. Ask learners to bring a clear photo of their families to class. They share the photos in pairs and take turns to ask and answer the questions provided in the Learner's Book.
 - a) Learners take turns to ask their partner questions, starting with "Qui est à gauche de ...?" or "Qui est à droite de ...?".
 - b) Learners practise answering questions, starting with "C'est ...".
 - c) Learners introduce four family members to their partner, pointing to each person and giving that person's name, age and job/occupation.
 - Monitor, guide and correct the learners as necessary.

Indicator:

- B6.1.5.3.1: Lire et comprendre un texte simple sur une famille illustre.

READ – Compréhension Écrite

1. Learners read the text and look at the pictures on pages 24 and 25 of the Learner's Book.
 - Draw learners' attention to the new words and phrases in the Vocabulary and Teaching boxes on page 25 of the Learner's Book. Remind the learners to add these new words to their "petit-dictionnaire".

- Explain and discuss any words that are unfamiliar to the learners.
- Bring learners' attention to the nouns "étudiant(e)" (*learner*) and "élève" (*pupil*) and ask them if they can think of a similar word that could be used in the same sentence / context. Learners should answer: "écolier / écolière" (*schoolboy/schoolgirl*).
- Check that they understand the text and how it relates to the pictures on these pages.

EXTRA ACTIVITY

- Get a clear picture of a famous family that you believe your learners will easily recognise.
- Prepare a short text to describe the picture, including only the French vocabulary about family that your learners already know.
- Also prepare some questions to check your learners' understanding.
- Share the photo with your class and write down the text on the writing board.
- Allow enough time for the learners to read and engage with all the vocabulary.
- Invite some of the learners to share their answers. Guide and correct them as necessary.



LOOK AND LEARN

To be / To have

- Take the time to revise the concepts in the Look and Learn box well.
 - Work through the conjugation in the present tense of the verbs "être" ("to be") and "avoir" ("to have") with your learners.
 - Highlight the use of "Ils" and "elles" as outlined in the Look and Learn box. Go through the examples and clarify any queries your learners might have.
 - Guide your learners through the table of French possessive adjectives.
 - Check for understanding and provide further examples for your learners, if necessary.

EXTRA ACTIVITY

To revise the key verbs "être" and "avoir" in the present tense, play the first part of this video / song to your learners:

- <https://www.youtube.com/watch?v=-1RvCib-0Zg>

- Replay the video twice. The second time, learners should repeat what they hear and sing along as a class.

Indicator:

- B6.1.5.4.1: Décrire les membres de sa famille élargie.

WRITE – Production Écrite

1. a) – e) We suggest that you set this exercise as a homework activity.

- Learners are to write a short text in French about four of their family members. They should include the information outlined in the Learner's Book.
 - Depending on the academic level of your learners, you may wish to revise some or all of the key vocabulary required for this exercise.
 - Guide and correct the learners as necessary.
 - Ask learners to rewrite their texts once you have corrected them so they can practise and consolidate their French vocabulary and sentence structures, as they go along.

2. Learners fill in the gaps in the text to complete the sentences. This activity gives learners the opportunity to practice the correct use of the French vocabulary that they have already learnt, including the verbs "être" and "avoir", as well as the French possessive adjectives.



Answers

Je te présente **ma** famille. Nous **sommes** une grande famille. **Mon** père **est** coiffeur et **ma** mère **est** vendeuse.

Mes frères **sont** étudiants comme moi.

Mes grands-parents **sont** âgés. Ils **ont** 70 ans.

Leurs enfants sont **mon** père et **ma** tante.

J'ai douze ans. Mes frères **sont** jumeaux. Ils **ont** six ans.

Parle-moi de **ta** famille!

Tu **as** aussi une grande famille? **As**-tu des sœurs et des frères?

Des Célébrités

1. This Project time gives learners the opportunity to do some research about a young celebrity they admire and to find relevant detailed information about him / her.
 - Learners will have the opportunity to practise the key concepts and French vocabulary that they have learnt in Theme 1, while making their creative posters.

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

PRACTISE, PRACTISE, PRACTISE!

- Before starting this activity, revise all the vocabulary learnt throughout this theme with the learners.
1. a) – d) Learners provide individual answers, written in French.
 - Accept any correct answers.
 2. a) – d) Learners read the descriptions and draw a picture to match each one.
 - Ensure that their drawings match the French descriptions accurately.
 3. This is a great exercise for learners to revise the complete conjugation of these two key French verbs (“être” and “avoir”) in the present tense.

 Answers

Être	Avoir
Je suis	J' ai
Tu es Vous êtes	Tu as Vous avez
Il / Elle est	Il / Elle a
Nous sommes	Nous avons
Vous êtes	Vous avez
Ils / Elles sont	Ils / Elles ont

4. Learners look at the pictures and identify the family relationships in each one.

 Answers

- a) Ma mère (**maman**) + Mon **père** (papa) = Mes **parents**
- b) Ma **grand-mère** + Mon grand-père = Mes **grands-parents**

UNITÉ 1 Comment sont les chambres à coucher?

Parler de sa maison

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Introduction

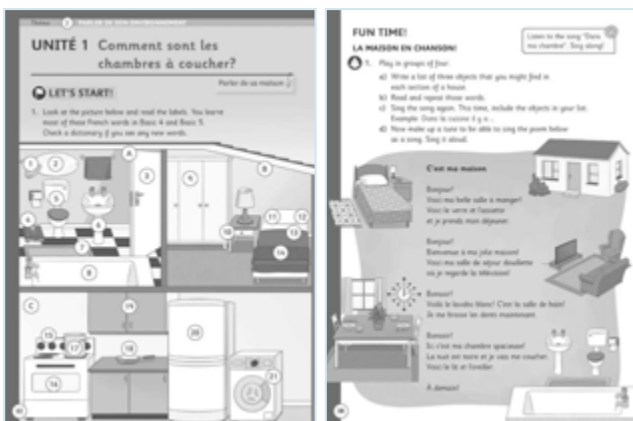
This is a short unit in which learners will expand on their French vocabulary, especially the use of new French adjectives, to describe the parts of a house.

Once again, learners will be reminded about the changes required when adjectives are used to describe masculine or feminine nouns.

Learners will also revise all the vocabulary that they have learnt in Basic 4 and Basic 5 on the topic of “House”, as well as the names of pets and fruit types in French.

RESOURCES

- Learner’s Book: pp. 32–38



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

- All the words listed in the picture dictionary on page 33 of the Learner’s Book
- ★ Beau / Belle
- ★ Joli(e)
- ★ Blanc(he)
- ★ Spacieux / Spacieuse
- ★ Ensoleillé(e)
- ★ Bien décoré(e)

- ★ Douillet(te)
- ★ Toujours
- ★ Passer
- ★ La coupe de fruits

GUIDELINES AND SUGGESTIONS

- Start teaching this theme by prompting the learners to look at the theme-opener page.
- What do they see? Can they use any French vocabulary to describe what they observe?
- Keep the discussion going by asking the learners to turn to pages 32 and 33 of the Learner’s Book for the “Let’s Start!” activity.
- Note:** In Basic 4 and Basic 5, learners used the French term “la chambre” as a translation for “bedroom”. As they will now see (from the title of the unit itself), they could also say “la / les chambre(s) à coucher”. Remind learners that “coucher” means “to sleep”.

LET’S START!

- This is a warm-up activity that will slowly help learners to revise the vocabulary that they have already learnt about the home environment in Basic 4 and Basic 5.
 - This activity will prompt learners to look at the different places and objects found in a house and to start associating them with the French labels provided on the side of the picture.
 - This time, instead of seeing the labels in place on the picture, learners look at the picture and the labels separately and start to relate the objects to the labels in their own minds.

- Give learners enough time to read through the labels carefully and to check for the meaning of any words that may be unfamiliar to them.

Indicator:

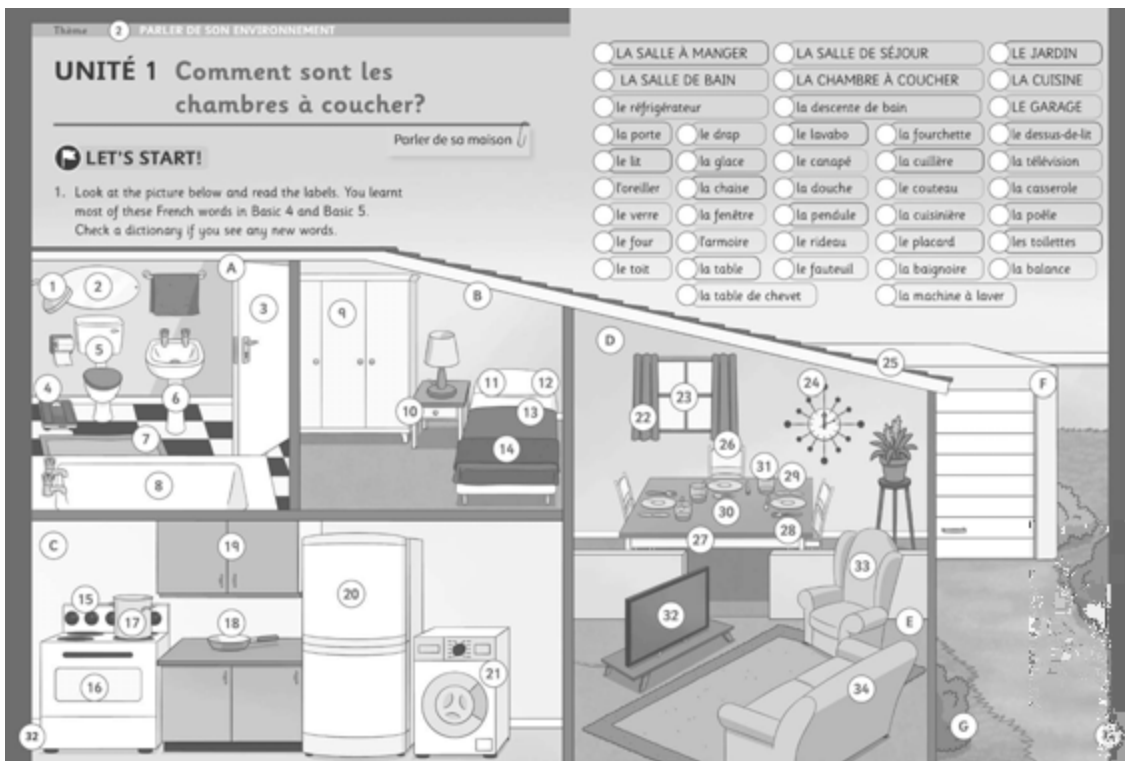
- B6.2.1.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les pièces et les objets de la maison.*

LISTEN – Compréhension Orale

1. Read all the labels on page 33 of the Learner’s Book aloud to the learners, slowly and clearly.

2. Learners match the labels to the correct objects and write down the numbers.
 3. Learners match the labels to the correct rooms and write down the letters.
- Invite volunteers to share their answers with the class. The rest of the class should listen carefully and say whether they agree or disagree with the answers provided.
 - Guide and correct the learners as necessary.

 **Answers**



- LA SALLE À MANGER
- LA SALLE DE BAIN
- le réfrigérateur
- la porte
- le lit
- l'oreiller
- le verre
- le four
- le toit
- LA SALLE DE SÉJOUR
- LA CHAMBRE À COUCHER
- la descente de bain
- le lavabo
- la glace
- le canapé
- la chaise
- la fenêtre
- l'armoire
- le rideau
- la table
- la table de chevet
- LE JARDIN
- LA CUISINE
- LE GARAGE
- le dessus-de-lit
- la fourchette
- la cuillère
- la télévision
- la casserole
- le couteau
- la cuisinière
- la poêle
- le placard
- les toilettes
- la baignoire
- la balance
- la machine à laver

- | | | |
|---------------------|------------------------|-----------------------|
| D LA SALLE À MANGER | E LA SALLE DE SÉJOUR | G LE JARDIN |
| A LA SALLE DE BAIN | B LA CHAMBRE À COUCHER | C LA CUISINE |
| 20 le réfrigérateur | 7 la descente de bain | F LE GARAGE |
| 3 la porte | 13 le drap | 6 le lavabo |
| 12 le lit | 2 la glace | 28 la fourchette |
| 11 l'oreiller | 26 la chaise | 34 le canapé |
| 31 le verre | 23 la fenêtre | 1 la douche |
| 16 le four | 9 l'armoire | 24 la pendule |
| 25 le toit | 22 le rideau | 29 le couteau |
| | 33 le fauteuil | 15 la cuisinière |
| | | 19 le placard |
| | | 5 les toilettes |
| | | 8 la baignoire |
| | | 4 la balance |
| | 10 la table de chevet | 21 la machine à laver |

Play this video / song to your learners:

- https://www.youtube.com/watch?v=CUAsT_mI5TY

You may also wish to take the opportunity, as a quick and fun revision activity, to play these videos suggested in the Basic 4 and Basic 5 Learner's Books:

- <https://www.youtube.com/watch?v=4V2srYL1VC0>
- https://www.youtube.com/watch?v=ms_bjzkKlMO

Indicators:

- B6.2.1.2.1: Poser et répondre à des questions sur les objets de la maison.
- B6.2.1.2.2: Décrire les pièces de sa maison.
- B6.2.1.2.3: Décrire les différents objets dans sa maison.

SPEAK – Production Orale

1. In French, learners name all the parts of the house and the objects that they can see in the pictures.

Answers

Learners should name the following objects in the pictures:

In A (La cuisine):

Le four	La poêle
La cuisinière	Le placard
La casserole	Le réfrigérateur

In B (La chambre à coucher):

L'armoire	La table de chevet
Les rideaux	Le drap
La fenêtre	Le dessus-de-lit
Le lit	La table
L'oreiller	La chaise
La lampe	La trousse

In C (La salle de séjour):

La télévision	Le canapé
Le fauteuil	La moquette

In D (La salle à manger):

Les rideaux	Les verres
La fenêtre	Les fleurs
La pendule	Les chaises

Les assiettes

Les couteaux

Les fourchettes

La moquette

In E (La salle de bain):

La porte

La baignoire

Les toilettes

2. In pairs, learners each draw and label their own house.
 - Emphasise that their drawings must clearly show the different parts of their houses (such as: bedroom, kitchen, living/dining room and bathroom).
 - Learners share their drawings with the partners.
 - Allow them enough time to engage with each other's drawings before they do the next exercise.
3. a) – b) Learners discuss each other's drawings, taking turns to ask and answer questions about the objects found in the houses.
 - Learners say the French names of the objects shown in their drawings.
 - Monitor, guide and correct the learners as required and appropriate.
 - Depending on the academic level of your learners, you may like to do a quick revision of the use of "Il y a" and "Il n'y a pas de/d" in French. We suggest the extra activity below for that purpose.
 - You may also like to refer to the Look and Learn box, on page 30 of the Basic 5 Learner's Book, for this quick revision.

EXTRA ACTIVITY

- Ask learners to look again at pages 32 and 33 of the Learner's Book. Then ask them some questions using "Il y a", such as:
 - Est-ce qu'il y a une table de chevet dans la chambre à coucher?
 - Est-ce qu'il y a un réfrigérateur dans la salle de bain?
- Your learners reply "Oui, il y a ..." or "Non, il n'y a pas de/d' ...".

LOOK AND LEARN

French adjectives

- Refer learners to the Look and Learn box at the bottom of page 35 of the Learner's Book. Take some time to go through it with your learners.
 - Clarify any queries that might arise.
4. This is a great activity to get your class talking, engaging with the content, and practising the use of new adjectives to describe their home environment. It also gives learners the chance to check one another's descriptions.
- Invite three different learners to say a sentence each. Ask the rest of the learners if any of them would like to share a similar sentence. Then ask for different sentences from three other learners.
 - Guide the discussion and correct learners as necessary.

Indicator:

- B6.2.1.3.1: Lire et comprendre un texte, une vidéo, une publicité, sur les objets, les pièces, les animaux, les fruits, etc.

READ – Compréhension Écrite

1. Allow learners enough time to look at the picture, read the text and check the words in the Vocabulary box.
 - Respond to any queries that the learners may have about the text.
2. Read the questions about the text to the learners.
 - Invite six different learners to share their answers and, as usual, the rest of the learners should listen carefully and say whether they agree or disagree with the answers given by their classmates.
 - Guide and correct the learners as necessary.

Answers

- a) Ils habitent à Kintampo.
 - b) Elle aime leur maison parce que/car c'est une maison douillette.
 - c) La cuisine est belle.
 - d) Les chambres à coucher sont spacieuses et ensoleillées.
 - e) Dans la cuisine il y a un grand four, un réfrigérateur blanc et un petit placard.
 - f) Dans la salle à manger il y a huit chaises et la table est grande. Il y a aussi une belle pendule.
3. Learners draw a picture of the inside of Émile's grandparents' house, based on the description provided in the text.
- Invite volunteers to share their drawings with the class. The rest of the learners should compare their own drawings and say whether they notice any differences.

Indicators:

- B6.2.1.4.1: À l'aide d'un dessin animé ou d'un film, écrire les noms des objets, pièces, animaux ou fruits identifiés.
- B6.2.1.4.2: Caractériser les différents objets, pièces, animaux de la maison.

WRITE – Production Écrite

1. Learners write a short paragraph, describing their own houses and using the vocabulary that they have already learnt on the topic.

- Encourage your learners to take photographs and videos or to draw pictures of their homes.
- Point out to learners that the photos and videos should show not only the objects in the house, but also animals (such as pets or domestic animals) and fruit (in the kitchen or on fruit trees, for example).
- Let learners share and discuss their photos or videos (either as a class discussion or in groups of three).
- Ask learners what they can see in the photographs and videos.
- Learners should then write down the names of the objects, animals and fruit that they were able to see. Encourage them to use the adjectives that they have learnt to describe the objects, animals and fruit.
- Assist and correct the learners as required.

EXTRA ACTIVITY

- Either in addition to the activity above or as an alternative, you may also choose to prepare photos or videos of another house to share with your learners.
 - Show them the photos and play any videos.
 - Ask learners to work individually and write down, in French, a brief description (using the adjectives that they have learnt) of the objects, animals and fruit that they see in those same photos and videos.
 - Guide and correct the learners as necessary.
2. In French, learners answer the questions in the Learner's Book about their house. Remind them to use the new adjectives and other vocabulary that they have just learnt.
- Guide and correct the learners as needed.
 - Let the learners re-write their answers once you have checked and corrected them.

FUN TIME!

1. Learners play this game in groups of four.

Play this song to the learners, as a quick example of the activity they will be doing next:

- https://www.youtube.com/watch?v=CUAsT_mI5TY
- Replay the song and sing along as a class.

- a) Learners each write a list of three different objects that they may find in different sections of a house. (For example, three objects likely to be found in the kitchen, three objects likely to be found in the bathroom, three objects likely to be found in the living room, etc.)
- b) Learners read and repeat the list of words that they have just written down.
 - Let learners draw those same objects on a big piece of paper as a quick visual reference of their own lists.
- c) Learners should sing the song that they have just heard once more. This time, they should include the objects on their lists.
- d) To a similar tune (or to any other tune that they might prefer and come up with as a group), learners should now sing about the objects that they have drawn, indicating where those are found. Example: "Dans la cuisine il y a une table ... Il y a une table ...", etc.

UNITÉ 2 Qu'est-ce que tu fais à l'école?

Parler de son école

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

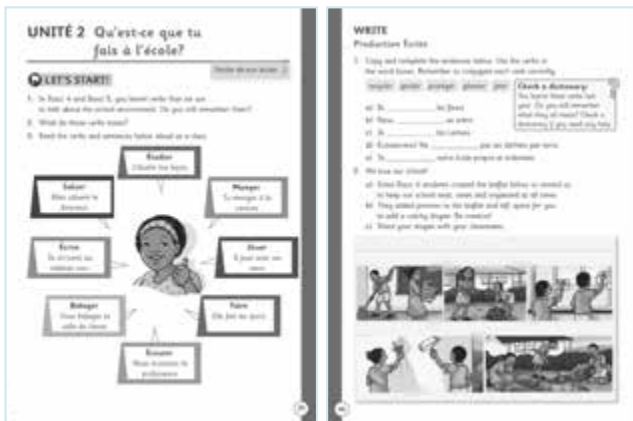
Introduction

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

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

RESOURCES

- Learner's Book: pp. 39–46



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

- | | |
|-----------|------------|
| ★ Étudier | ★ Coller |
| ★ Manger | ★ Être |
| ★ Jouer | ★ Avoir |
| ★ Faire | ★ Protéger |
| ★ Écouter | ★ Planter |
| ★ Balayer | ★ Jeter |
| ★ Écrire | ★ Garder |
| ★ Saluer | ★ Porter |

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will revise and build on the vocabulary that they learnt in Basic 4 and Basic 5 about objects in the school environment.
- They will also learn new verbs to describe activities that take place at school.

LET'S START!

- Ask learners which French verbs are the first that come to their minds when they think about school activities. They are likely to answer: “étudier”, “écrire” and “écouter”.
- Learners should give the English meaning of the French verbs that they have just mentioned. (Answer: “to study”, “to write”, “to listen”.)
- Draw your learners' attention to the list of verbs and example sentences around the picture on page 39 of the Learner's Book.
 - Read the text to them.
 - Learners should repeat each verb and example after you as a class.
 - Check their pronunciation and correct them wherever appropriate.

Indicator:

- B6.2.2.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les activités de l'école.*

LISTEN – Compréhension Orale

1. Learners should turn their full attention to pages 40 and 41 of the Learner's Book.
 - Allow them enough time to engage silently with the different activities shown in the pictures.
 - Read each caption, slowly and clearly, to your learners.
2. Re-read the captions. This time, learners should repeat each one after you. Check their pronunciation and correct them as necessary.
 - Point out the Question box at the top of page 41 of the Learner's Book. Encourage learners to make use of a dictionary to look up any words that are unfamiliar to them. Remind the learners to add any new terms to their "petit-dictionnaire".
 - Emphasise the different verbs (all in the present tense), used in the captions of this exercise, including "lire", "faire", "manger", "avoir", "balayer", "jouer" and "saluer". Learners will learn more about the conjugation of these verbs in the Look and Learn box on the next page.



LOOK AND LEARN

French verbs

- Remind the learners that they saw many of these verbs in the previous exercise.
- With your learners, work through the listed verbs in the tables provided.
- To make the exercise more meaningful and fun for the young learners, conjugate each verb all together in the form of a "singing activity" (as you did for a previous unit).
- Select suitable tunes of your choice.

EXTRA ACTIVITY

- Ask your learners to study all the verbs listed in the Look and Learn box as part of their homework.
- They should carefully copy the complete tables into their exercise books.
- Check and correct their work. Give learners the opportunity to re-write their tables correctly after you have checked them.

- We suggested that, at the end of this unit, you "sing" all the verbs again together as a class. Check your learners' pronunciation. Correct and guide them as necessary.

Indicators:

- B6.2.2.2.1: *Discuter des différentes activités de l'école.*
- B6.2.2.2.2: *Raconter ses activités journalières de l'école.*
- B6.2.2.2.3: *Dire ce que l'on fait avec les objets de la classe.*

SPEAK – Production Orale

1. a) – b) Learners role-play in pairs for this activity.
 - The purpose of this activity is to give learners the opportunity to practise using the French verbs for the different activities that usually take place at school.
 - Learners should use appropriate verbs they already know and conjugate them while building sentences and having fun.

- Record the role plays and play them back to the learners.
- Allow them enough time to listen to their own pronunciation and conjugation of the verbs.
- Guide and correct the learners as necessary.



FUN TIME!

1. a) – b) In groups of three, learners make a poster for the classroom, drawing and describing the activities they normally do at school.
 - Learners should select six activities that they usually do at school. As a group, they should draw and label these activities.
 - Learners will be using "Nous", as opposed to "Je", and conjugating it as such while having fun and working as a team.
 - Check their work. Assist wherever relevant. Correct where appropriate.
2. Learners find the words indicated in the word search puzzle.

Answers

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

3. Learners say a sentence in French for each word in the word search puzzle. Their sentences should describe how they usually use these objects or verbs in the classroom.

Answers

Learners' answers will vary. Possible answers are:

- J'écris avec le **stylo** dans mon **cahier**.
- J'étudie mon **livre** de français.
- Je **colle** mon dessin avec la **colle**.
- J'écris au tableau noir avec la **craie**.
- Je fais mes dessins avec les **crayons de couleur**.

Indicator:

- B6.2.2.3.1: Lire et comprendre un texte, un dépliant, sur l'école et ses activités.

READ – Compréhension Écrite

1. Allow learners enough time to read through the text and Vocabulary box on page 45 of the Learner's Book.
- Ask learners to pay attention not only to the nouns and adjectives used in the text, but also to the verbs that express the different activities.
 - This text provides a great opportunity for learners to practise the conjugations of "nous" in the present tense.
 - Learners answer the questions below the text. These questions provide them a great opportunity to practise the switch from "nous" (in the text) to "ils" (in their answers).

Answers

- Ils arrivent à l'école à 7 heures du matin.
 - Ils étudient les matières scolaires dans leurs salles de classe.
 - Les salles de classe sont spacieuses et ensoleillées.
 - Ils aiment lire des livres dans la bibliothèque.
 - Ils mangent dans la cantine.
 - Oui, ils balayent (balaient) leur cour et leurs salles de classe.
- Invite six different learners to share their answers with their classmates.
 - The rest of the class should listen attentively and compare with their own answers. Guide and correct the learners as necessary.

Indicator:

- B6.2.2.4.1: Créer des slogans, des publicités, des dépliants pour l'école.

WRITE – Production Écrite

1. Learners copy and complete the sentences, using the correct conjugations of the verbs provided.
- Point out the Question box and ask learners to ensure that they are comfortable with the vocabulary both in the sentences and in the listed verbs. Allow them access to a dictionary to look up any words that they don't remember clearly. Remind the learners to add these words to their "petit-dictionnaire".

Answers

- Ils **protègent** les fleurs.
 - Nous **plantons** un arbre.
 - Je **recycle** les cartons.
 - Écoutez-moi! Ne **jetez** pas les déchets par terre.
 - Tu **gardes** notre école propre et ordonnée.
2. a) – c) This activity will give learners the opportunity to practise their French knowledge in a creative and imaginative way.
- Learners should think of a catchy slogan to add to the leaflet.
 - Invite learners to share their slogans with their classmates. Guide and correct them as necessary.

Voilà ma maison! Voilà mon école!

1. This project gives learners the opportunity to revise and practise what they have learnt in this theme.
 - a) – b) Learners will make some video recordings in French to present and describe both their home and their school (including any objects that are likely to be found in each place).
 - Ensure that learners use relevant adjectives – either those that they have already learnt or any others that they might have needed to look up in a dictionary. Assist them wherever relevant and appropriate.
 - c) Allow time for learners to share the videos with their classmates.
 - d) If possible, share the three best recordings at a school exhibit later in the year.

PRACTISE, PRACTISE, PRACTISE!

- Before starting this activity, revise all the vocabulary learnt throughout this theme with the learners.
1. Learners copy and complete the text, using the correct words from the word boxes.

 **Answers**

- a) **Bienvenue** à **notre** école!
 - b) Nous **arrivons** à l'école à 7 heures du **matin**.
 - c) Nous **saluons** les professeurs et nos **amis**!
 - d) Les professeurs de notre école **sont** très **sympathiques** et **intelligents**.
 - e) Les matières **scolaires** sont **intéressantes**.
 - f) Nos **salles de classe** sont spacieuses et **ensoleillées**.
 - g) Nous **aimons** notre école!
2. Learners write a short paragraph to describe their school.
 - Learners' answers will vary. Accept any correct answers.
 - Give learners the opportunity to re-write their paragraphs correctly after you have checked them.
 3. a) – b) Learners tick the activities that they normally do at school and write a sentence in French to describe each one.

 **Answers**

- a) Learners should tick the following activities: A, D, E, G.
 - A – Dans mon école je balaie la cour.
 - D – Dans mon école j'étudie mes leçons.
 - E – Dans mon école je joue avec mes amis / je fais du sport.
 - G – Dans mon école je mange à la cantine.
 - **Note:** Depending on the traditions in your school, you may also choose to accept C: Dans mon école je célèbre avec mes amis.
4. Learners copy and complete the sentences using the correct form of the adjectives provided in brackets.
 - Point out the Hint box to the learners. Remind them that the adjectives need to take the correct form to agree in gender and number with the noun they describe.
 - Ensure that learners understand both the meanings of the adjectives provided and the instruction for the exercise.
 - This activity gives learners a great opportunity to practise the changes needed for the adjectives to agree in gender and number with the nouns they describe.

 **Answers**

- a) J'adore ma maison!
C'est une maison **douillette**.

- b) Il y a une **belle** cuisine avec un **grand** placard, un **petit** réfrigérateur **blanc** et une table avec huit chaises. Sur la table il y a toujours une coupe avec des fruits **délicieux**.
- c) Les deux chambres à coucher sont **ensoleillées** et **spacieuses**.
- d) La salle de séjour est très bien **décorée**.

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

- Learners should list as many objects as they can in each room. Remind them to include the correct French definite article before each noun.

Answers

- Learners' answers will vary. Accept any correct answers. Possible answers are provided here.

- a) Dans la chambre à coucher il y a:
 - le lit
 - la table
 - l'oreiller
 - le dessus-de-lit
 - la lampe
 - le livre
 - la fenêtre
 - les rideaux
 - la chaise
 - le drap

b) Dans la salle de classe il y a:

- le tableau noir
- l'horloge
- les tables
- les chaises
- les élèves
- le professeur
- le cartable
- la trousse
- le livre
- le cahier
- la porte
- la gomme
- la colle
- les crayons
- le stylo
- la fenêtre
- la craie

UNITÉ 1 Ils sont respectueux!

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Dire ce que l'on aime

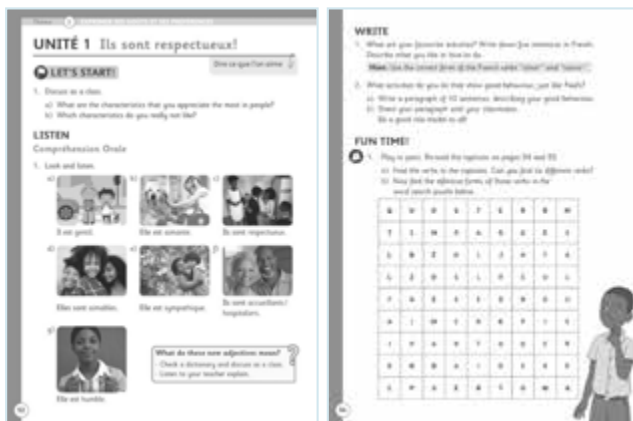
Introduction

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

Learners will expand their French vocabulary a fair amount in this unit. We advise that you check their “petit-dictionnaire” after this unit.

RESOURCES

- Learner’s Book: pp. 52–56



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

- ★ Gentil(le)
- ★ Aimant(e)
- ★ Respectueux(ueuse)
- ★ Humble
- ★ Aimable
- ★ Sympathique
- ★ Hospitalier(ère)
- ★ Accueillant(e)
- ★ Copain / Copine
- ★ Partager
- ★ Devoirs
- ★ Gens
- ★ Ville
- ★ Village
- ★ Cité

GUIDELINES AND SUGGESTIONS

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

LET'S START!

- This is a warm-up activity to get the learners into the topic of the unit.
 - Hold a quick class discussion on the characteristics that your learners like or dislike in other people.
 - Take care to ensure that learners keep a kind and respectful tone throughout this unit.

Indicator:

- B6.3.1.1.1: Écouter / Regarder et comprendre un document audio-visuel sur les comportements qu'on aime chez les gens.*

LISTEN – Compréhension Orale

- Learners look at the pictures on page 52 of the Learner’s Book and listen carefully while you read the captions to them.
 - Re-read the captions, slowly.
 - Point out the new adjectives marked in blue in the text. These are explored in detail in the Look and Learn box on the next page.

LOOK AND LEARN

French adjectives

- Learners should study the table of French adjectives in the Look and Learn box.
- Point out the different forms that the French adjectives take to agree in gender and number with the nouns they describe. Emphasise the use of masculine and feminine forms in both the singular and the plural.
- As a homework activity, give learners the opportunity to research more about the meaning of the new adjectives (using the internet or a dictionary).
- Remind the learners to add the new words to their “petit-dictionnaire”.

Indicators:

- *B6.3.1.2.1: Poser et répondre à des questions sur les comportements qu'on aime chez les gens.*
- *B6.3.1.2.2 : Dire quels comportements l'on aime chez quelqu'un.*

SPEAK – Production Orale

1. Learners should turn again to the pictures on page 52 of the Learner's Book.
 - Re-read the picture captions to the learners. This time, learners should repeat each caption after you.
2. a) – b) Learners work in pairs for this exercise.
 - They should re-look at the adjectives table in the Look and Learn box.
 - Using these adjectives, learners should take turns to describe their families and friends to their partner.
 - Point out the Hint box and remind learners to use the correct form of each adjective in their descriptions.
 - Walk around the classroom, listening to the learners as they practise.
 - Ensure that learners use the correct gender and number for the adjectives.
 - Assist and correct them where necessary.

3. a) – c) This exercise gives learners another opportunity to practise using the new adjectives that they have just learnt.
 - This time, they will describe people from their communities and say what they enjoy about them.
 - Draw learners' attention to the Vocabulary and Question boxes on the page in case learners need a reminder of the French words “pourquoi”, “parce que” and “car”.

Indicator:

- *B6.3.1.3.1: Lire et comprendre un texte en français sur les bons comportements des gens.*

READ – Compréhension Écrite

1. a) Learners read the captions and look at the pictures on pages 54 and 55 of the Learner's Book. They should also read the Vocabulary and Teaching boxes on the same pages.
 - 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 “petit-dictionnaire”.
 - Learners answer the question about what they have just read.
 - Guide and correct them as necessary.

Answers

- a) Le comportement de Paul (son comportement) est bon. Son comportement est bon parce qu'il est gentil, propre, sympathique et aimant. (Learners' answers may vary. The important thing is for learners to be able to interpret the captions and the actions that they describe, as well as associating them with the appropriate adjectives.)

Indicator:

- *B6.3.1.4.1: Dire et écrire les activités que l'on aime faire.*

WRITE – Production Écrite

- Learners write down five short sentences in French, describing their five favourite activities.
 - Point out the Hint box and briefly revise the various forms of the verbs “aimer” and “adorer” that they will use in their sentences.
- Based on the vocabulary and concepts that have been covered in this unit, learners should write a short, 10-sentence paragraph, describing their good behaviour.
 - Invite volunteers to share their paragraphs with the rest of the class. Guide and correct them as necessary.
 - Allow the learners to use a dictionary to look up any words that they might like to include in their sentences.
 - Remind the learners to add any new words to their “petit-dictionnaire”.

FUN TIME!

- Learners play in pairs for this activity.
 - Depending on the academic level of your learners, they may need some guidance on finding the six verbs in the captions on pages 54 and 55 of the Learner’s Book.
 - Assist and correct learners as they prepare a list of the infinitive forms of the verbs. They then work with their partners to find those verbs in the word search puzzle.

Answers

- Learners need to find the following words in the word search puzzle:
SALUER / BROSSER / AIDER /
ÉTUDIER / ALLER / AIMER /
PARTAGER / FAIRE.

Q	U	D	B	T	E	R	B	M
T	I	M	R	A	S	G	É	S
L	B	É	O	L	J	A	T	A
L	Z	D	S	L	V	C	U	L
F	G	E	S	E	X	N	D	U
A	I	M	E	R	K	Y	I	E
I	P	A	R	T	A	G	E	R
R	H	B	A	I	D	E	R	F
E	P	S	É	R	T	O	W	A

UNITÉ 2 Ils ont un mauvais comportement!

Dire ce que l'on n'aime pas



Suggested teaching time:

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

Introduction

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

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



RESOURCES

- Learner's Book: pp. 57–59



Optional extra materials:

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



KEY WORDS

- ★ Voisin(e)
- ★ Méchant(e)
- ★ Partout
- ★ Santé
- ★ Malsain(e)
- ★ Sale
- ★ Détester
- ★ Fumer
- ★ Boire

GUIDELINES AND SUGGESTIONS

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



LET'S START!

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

Indicator:

- B6.3.2.1.1: *Écouter / Regarder et comprendre un document audio-visuel sur les comportements que l'on aime ou que l'on déteste chez les gens.*

LISTEN – Compréhension Orale

- Before reading the text to the learners, you may wish to ask them some general questions (of your choice) about the picture. For example: “Do the people in the picture seem to be happy?”; “Do you think that these people live in harmony with one another?”.

- Learners should be able to realise quite quickly that the picture shows bad behaviour.
- Learners look at the picture and listen carefully as you read the dialogue to them.
- Refer learners to the vocabulary box and discuss any words that are unclear to them.
- Learners should be familiar with all the other vocabulary. Confirm and clarify should anything be unclear.
- Re-read the dialogue to the learners.

Indicators:

- *B6.3.2.2.1: Poser et répondre à des questions sur les mauvais comportements des gens.*
- *B6.3.2.2.2: Dire quels comportements vous n'aimez pas chez quelqu'un.*

SPEAK – Production Orale

1. a) – c) Allow the learners time to read the dialogue on page 57 of the Learner's Book by themselves.
- Read the questions to your learners one at a time.
 - Allow them enough time to think about the answers.
 - Invite three different learners to share their answers. The rest of the class should say whether they agree or disagree with the answers given. Correct and assist them where necessary.

Answers

- a) Juliette (Elle) n'aime pas ses voisins parce que / car ils ont un mauvais comportement.
- b) Son voisin Kwame est méchant.
- c) Sa voisine Suma jette des ordures partout.
2. In groups of three, learners talk about three things that they don't like about the people from their community and school.
- For this activity, learners will need to draw on the vocabulary that they used in the previous unit. You may wish to recap that quickly, if necessary. For example:
– *Ils ne sont pas ... gentils / aimants / respectueux / humbles / aimables / sympathiques / hospitaliers / accueillants*

- *Ils n'aiment pas partager ...*
- *Ils n'aiment pas les animaux ...*
- *Ils sont méchants ...*
- *Ils jettent des ordures partout ...*

Indicator:

B6.3.2.3.1: Lire et comprendre un texte ou une image sur les mauvais comportements.

READ – Compréhension Écrite

1. Learners re-read the dialogue once more to themselves. This time, they should pay particular attention to any new words. (Remind the learners to use a dictionary when necessary and to add any new words to their “petit-dictionnaire”.)
2. Learners role-play the dialogue in pairs.
 - Invite some of the pairs to present their role plays to the rest of the class.
 - It may be helpful to record their role plays for learners to check their own pronunciation.
 - Guide and correct the learners as necessary.
3. Learners read the pamphlet and look at the pictures.
 - Allow the learners enough time to engage with the pictures and captions.
4. Prompt a class discussion about the activities shown on the poster.
 - Learners should understand clearly that the pictures show bad behaviour.
 - Remind the learners to add any new vocabulary to their “petit-dictionnaire”.

Indicator:

B6.3.2.4.1: Écrire au moins deux phrases sur ce que l'on aime faire et ce que l'on n'aime pas faire.

WRITE – Production Écrite

1. For this exercise, learners should imagine that they are going to write an article for a school magazine or newspaper on behalf of their class. Tell learners that the article should promote a good sense of responsibility and leadership in the learners who read it.
 - a) Learners write four sentences in the table that describe good behaviour.

- As shown in the sentence prompts provided in the table, their sentences should use the correct form of the French verbs “aimer” and “adorer”.
- b) Learners should also write four sentences which describe bad behaviour.

- As shown in the sentence prompts provided in the table, their sentences should use the correct form of the French verbs “aimer” and “détester”.
- Guide and correct learners as necessary.
- Give them the opportunity to re-write their sentences correctly after you have checked their work.

PROJECT TIME

LB p. 60

Nous allons recycler!

1. Following on from the topic of good behaviours versus bad behaviours, the aims of this project are to promote good behaviour, build a greater sense of community and raise awareness of environmental issues. These days, it is crucial for learners to understand the importance of recycling. They should be encouraged to recycle in both their home and their school environments.

Answers

- Learners should all agree that, “yes”, recycling is a great example of good behaviour.
- Take the opportunity to promote a brief class discussion on the importance of good recycling practices.

2. Learners work as a team to create as many different, useful and decorative new objects from old recyclable materials as their imagination will allow.

- Remind learners to wear gloves when they collect the recyclable materials.
- Encourage learners to be as creative as possible.
- Remind learners that they need to label all the objects that they create, in French.
- Give learners access to a dictionary to look up any new words that they might need for their labels.

PRACTISE, PRACTISE, PRACTISE!

LB p. 61

- Before starting this activity, revise all the vocabulary learnt throughout this theme with the learners.
- 1. Learners copy and complete the table provided in the Learner’s Book, using the correct form of each adjective.

Answers

- gentille
- aimantes
- respectueux
- humbles

- aimables
- sympathique
- hospitalière / hospitaliers
- accueillant / accueillantes

2. Learners choose the correct adjectives from the table in 1 and write full sentences to answer the questions provided.

Answers

- a) – c) Learners’ answers will vary. Check and accept any correct and appropriate answers.

3. Learners add a relevant French caption to each picture. This task gives them the opportunity to practise both the vocabulary that they have learnt and the correct conjugation of French verbs for different subject pronouns.

 **Answers**

- Learners' answers will vary. Accept any correct answers.
- Possible answers are:
 - a) Ils se brossent les dents.
 - b) Il fait la vaisselle. / Il aide sa mère.
 - c) Elle lit le livre dans la bibliothèque. / Elle étudie dans la bibliothèque.
 - d) Ils nous saluent. / Ils saluent leurs amis.

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

 **Answers**

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

5. Learners re-look at the pictures on page 63 of the Learner's Book. They then copy and complete the table provided, by matching the correct picture to each caption.

 **Answers**

- a) Picture c)
- b) Picture g)
- c) Picture a)
- d) Picture h)
- e) Picture f)
- f) Picture d)
- g) Picture e)
- h) Picture b)


6. Learners write a letter in French to a family member, expressing their opinion on whether people in their school behave well or badly. They should give a reason for their opinion.

- Give learners the opportunity to re-write their letters correctly after you have checked their work.

Notes:

UNITÉ 1 Quels nombres entendez-vous?

 **Suggested teaching time:**
Two hours (4 periods of 30 minutes each) over two weeks

Compter et faire
des calculs simples 

Introduction

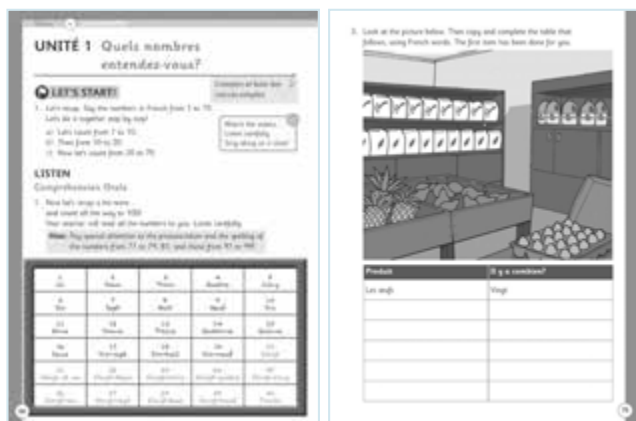
In this unit, learners will revise the numbers from 1 to 100 in French.

There will be ample opportunity for singing in this unit, which will help learners to visualise and memorise the content and numbers.

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

RESOURCES

- Learner's Book: pp. 66–75



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 100 in French (LB pp. 66–67)
- ★ Combien de/ d'
- ★ Paquet
- ★ Bouteille
- ★ Vêtements
- ★ Acheter
- ★ Rester
- ★ Chaque

- ★ Produit
- ★ Farine
- ★ Sucre
- ★ Pain
- ★ Fromage
- ★ Lait
- ★ Jus d'orange
- ★ T-shirt
- ★ Short
- ★ Robe
- ★ Jupe
- ★ Chemisier
- ★ Chemise
- ★ Pantalon
- ★ Chaussures (de course)
- ★ Cravate
- ★ Chaussettes
- ★ Casquette
- ★ Chapeau
- ★ Jean

In addition to the key words, this unit also introduces key sentences for a basic dialogue in French, such as:

- ★ Combien ça coûte...?
- ★ Le total de ...
- ★ ... Plus / Moins / Fois / Divisé(e)s par ... Égalent ...
- ★ Le total est ...
- ★ C'est ...
- ★ Ça (Cela) fait ...
- ★ Il y a combien de ...?

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about counting, numbers and calculations in French.

LET'S START!

1. This warm-up activity will help learners to revise the numbers from 1 to 70 in French, step-by-step, in a fun and interactive way.

Play some or all of these videos (songs) from YouTube:

- <https://www.youtube.com/watch?v=dhj9SqrIZqI>
- <https://www.youtube.com/watch?v=UsEz58BblMY>
- <https://www.youtube.com/watch?v=wlyqz2unHKc>
- <https://www.youtube.com/watch?v=oIYvC7r05mU>

- The first two links show the French numbers from 1 to 20.
- The third link shows the French numbers from 20 to 50.
- The fourth link shows the French numbers from 50 to 70.

Indicator:

- *B6.4.1.1.1: Écouter/Regarder et comprendre un document audio-visuel sur les nombres.*

LISTEN – Compréhension Orale

1. Tell the learners that you're now going to count in French all the way up to 100.
 - Learners should listen attentively while you play the YouTube video songs (counting from 1 to 70) once more.
 - Then tell the learners that they should listen carefully to two new songs, counting in French from 1 to 100. Play the videos listed in the ICT box above.
 - Learners should turn to pages 66 and 67 of the Learner's Book and follow along as you read all the numbers – from 1 to 100 – to them. Read the numbers slowly and clearly.
 - Point out the Hint box and tell learners to pay special attention to the pronunciation and spelling of the numbers from 71 to 79, 81 and those from 91 to 99. Emphasise the pronunciation of those numbers by saying each of them twice.
 - Re-read the list of numbers from 1 to 100.

- a) – c) It is very important to follow the steps set out in the Learner's Book so that learners revise all the numbers progressively.

When you introduce the numbers from 70 to 100 in the "Listen" section, play these videos:

- <https://www.youtube.com/watch?v=AnOXzJfLuU4>
- <https://www.youtube.com/watch?v=NmCize5EwbU>

- The first link shows the French numbers from 70 to 100 and the second link shows the French numbers from 1 to 100.

- Draw learners' attention to the World box on page 68 of the Learner's Book. It describes a curiosity about the pronunciation of numbers 70, 80 and 90 in some French-speaking countries. It is important for learners to understand, from an early stage of learning a new language, that languages often show variations between countries and, sometimes, even between regions within countries.

Indicators:

- *B6.4.1.2.1: Faire oralement des calculs mentaux simples.*
- *B6.4.1.2.2: Jouer aux jeux avec des chiffres.*
- *B6.4.1.2.3: Faire un inventaire.*

SPEAK – Production Orale

1. It is now time for learners to say the numbers aloud.
 - Re-read the numbers from 1 to 100 on pages 66 and 67 of the Learner's Book.
 - Learners repeat each number after you.
 - Learners should now be ready to start doing some basic calculations in French, using the numbers that they have learnt.

2. **a) – d)** For this activity, learners count the number of people or objects in French. They should look around in the classroom and then answer the questions aloud.
- Read the questions to the learners. Allow them enough time to think, count and raise their hands.
 - Invite four different learners to share their answers.
 - Get all of the learners involved and bring excitement to the activity. Learners should count aloud in French and find the answers as quickly as they can.

Answers

- The answers will depend on the size and features of your classroom. Prepare the answers to the questions beforehand.
3. **a) – b)** In pairs, learners now count objects on their desks and inside their school bags.
- Learners take turns to ask and answer questions like the sample questions provided in the Learner's Book. Encourage the learners to think about additional questions of their own.
 - Walk around the class, listening to the learners as they speak. Assist and correct them where necessary.
4. Learners work in groups of three and practise counting numbers in the form of an inventory or stock count.
- Learners study the picture on page 69 of the Learner's Book and count the number of each product in French to be able to answer the questions below the picture.
 - Point out the Vocabulary box and remind the learners to add the new vocabulary to their "petit-dictionnaire".
 - Learners answer the questions in French. Guide and correct them as necessary.

Answers

- a)** Il y a douze (12) paquets de farine.
- b)** Il y a dix (10) paquets de sucre.
- c)** Il y a vingt-huit (28) pains.
- d)** Il y a dix-huit (18) fromages.

- e)** Il y a quatorze (14) bouteilles de lait.
- f)** Il y a neuf (9) bouteilles de jus d'orange.
- g)** Il y a vingt (20) gâteaux.
- h)** Il y a huit (8) pommes.
- i)** Il y a quatre (4) mangues.
- j)** Il y a six (6) oranges.

5. Encourage your learners to keep practising their French counting as outlined in the Learner's Book.

FUN TIME!

- This is a great activity to do as a class and to practise numbers in a fun, social and interactive way.
- Ensure engagement and that your learners understand the activity clearly.
- Check learners' pronunciation when they repeat the numbers aloud.
- Monitor. Correct wherever relevant and appropriate, ensuring that the pace of the activity is not interrupted.

Indicators:

- *B6.4.1.3.1: Lire et comprendre un inventaire.*
- *B6.4.1.3.2: Lire et comprendre des problèmes arithmétiques.*

READ – Compréhension Écrite

1. In addition to practising counting and numbers in French, learners will also add new words to their French vocabulary during this exercise.
- Learners read the list of clothing items for sale in the shop (i.e. the inventory). They will do some calculations on the next page.
 - For ease of reference, show the calculations on the writing board. You may wish to invite some of the learners (one or two at a time) to write their answers on the writing board for all to see.
 - The rest of the class should listen carefully and say whether or not they agree with the calculations. Guide and correct the learners as necessary.
- a)** Learners calculate the total number of clothing items on display in the shop, using addition.
- Translate "Quel est le total des articles sur la liste?" for your learners, should you find it to be unclear to them.

- b) They then use subtraction to calculate the new total after a sale.
- Translate “Il rest combien de vêtements?” for your learners should you find it to be unclear to them.
 - Explain the meaning of the verb “rester” (“to be left / to stay”).

☑ Answers

- a) C’est quatre-vingt-trois.
 b) C’est soixante-dix-sept.
 (83 vêtements – 2 jupes – 3 robes – 1 pantalon = 77 vêtements)

2. Before beginning this activity, draw learners’ attention to the Teaching box towards the bottom of page 73 of the Learner’s Book. Guide learners through the present tense conjugation of the verb “acheter” (“to buy”).

- As learners move towards the end of Basic 6, they should be becoming increasingly familiar with the endings of French verbs conjugated in the present tense (for the different French subject pronouns). As you did previously, encourage the learners to sing the conjugations of this verb as a class. Check their pronunciation and guide the learners as necessary.

Text A a) Learners should read the text on pages 73 of the Learner’s Book (including the Vocabulary box) and answer the calculation question on page 74.

Text B

- After reading the text on page 74, learners should answer the question “Combien de gâteaux est-ce que chaque membre de la famille peut manger?”
- b) This is a challenging activity for your learners. Tell them to listen very carefully as you read the following text to them in English. The text forms part of the instructions for this exercise. You may wish to write it on the writing board for reference.

“The 16 cupcakes that Mum and Dad bought for the family were so delicious that they were eaten up very quickly. A few days later, Mum and Dad returned to the bakery. This time, they decided to buy only eight cupcakes in total – one for each member of the family. The total cost for the eight cupcakes was 8 cedis.”

- Ask your learners to do the division shown in b) in the Learner’s Book to calculate the cost of each cupcake individually.

☑ Answers

A

- a) Le pain coûte **GH¢5.00** × 8 = **40** cedis
 Ça fait **quarante** cedis!

B

Answer to the question on text B:

16 gâteaux ÷ 8 = **2** gâteaux

Chaque membre de la famille peut manger **deux** gâteaux.

- b) **8 cedis** ÷ 8 = **1** cedis

Le total (de la division) est **un (1)** cedis!

EXTRA ACTIVITY

- Give learners the opportunity to practise basic calculations in French even further.
- Do some more similar activities in class. Wherever relevant, you may use the pictures provided in this unit, as a reference.

Examples:

- Maman va au supermarché. Elle achète quatre paquets de farine et cinq fromages. Quel est le total de produits?
- Il y a dix œufs dans la cuisine. Nous utilisons quatre œufs pour le petit déjeuner. Il reste combien d’œufs?
- Ils ont vingt pommes. Ils donnent huit pommes à leurs amis. Il reste combien de pommes?
- Ama va au magasin. Elle achète quatre jupes, deux jeans et une chemise. Quel est le total?
- Elvis achète dix pains. Chaque pain coûte cinq cedis. Combien ça coûte au total?

Indicator:

- B6.4.1.4.1: *Faire des calculs simples à l'écrit avec des chiffres en lettres.*
- B6.4.1.4.2: *Écrire en lettres les chiffres.*

WRITE – Production Écrite

1. Learners practise writing the numbers indicated in words.

Answers

- a) 48: Quarante-huit
 - b) 30: Trente
 - c) 75: Soixante-quinze
 - d) 100: Cent
 - e) 94: Quatre-vingt-quatorze
 - f) 18: Dix-huit
2. Learners practise even more the basic calculations in French and the vocabulary used when doing such calculations in writing.

Answers

- a) Soixante-dix
 - b) Cinquante
 - c) Quatre cent quatre-vingt-trois*
 - d) Six
- * **Note:** This challenging exercise briefly introduces learners to writing three-digit numbers in French (deux cents, trois cents, etc.). Tell your learners that, in French, “cent” only takes an “s” in round numbers. Otherwise it is invariable, as we see in the answer to c).
3. Learners look at the picture and complete the table with the inventory (list of items for sale). The first item has been done as an example.

Answers

PRODUIT	IL Y A COMBIEN?
<i>Les œufs</i>	<i>Vingt</i>
La farine	Dix
Le sucre	Neuf
Les poires	Dix
Les ananas	Trois
Le jus de pomme	Cinq

UNITÉ 2 Qu'est-ce que tu fais les samedis?



Suggested teaching time:

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

Demander et donner l'heure



Introduction

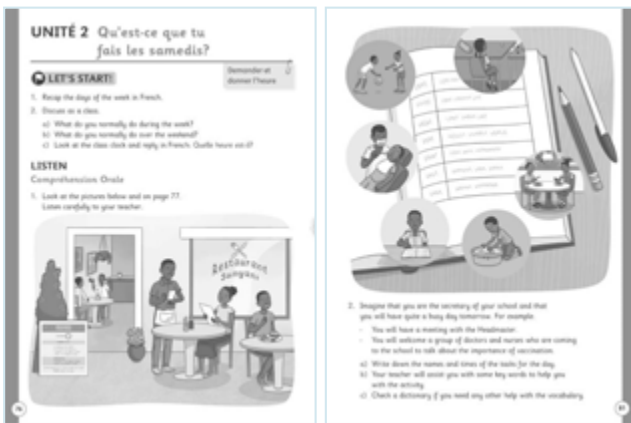
In this unit, the focus is on weekly schedules and expressing the time of different activities in French.

Through real-life examples and exercises that prompt learners to interpret and talk about schedules and times, learners are taught new vocabulary on the topic, gradually and in context.



RESOURCES

- Learner's Book: pp. 76–81



Optional extra materials:

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



KEY WORDS

- | | |
|--------------|--------------------|
| ★ Restaurant | ★ D'habitude |
| ★ Fermé(e) | ★ Après |
| ★ Ouvert(e) | ★ Faire la lessive |
| ★ Sauf | ★ Se reposer |
| ★ En général | ★ Hebdomadaire |

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Qu'est-ce que tu fais les ... lundis/mardis/mercredis/jeudis/vendredis/samedis/dimanches?

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about schedules, times and days of the week in French.



LET'S START!

- Learners start this unit by revising the days of the week in French.
- Learners then revise what they learnt in Basic 4 and Basic 5 about time and daily/weekly activities by discussing their answers to the questions in the Learner's Book.
 - Depending on the academic level of your learners, you may choose whether learners should discuss the questions in French or have a brief, generic discussion in English at this initial "warm-up" stage.
 - Also depending on your learners' academic level, you may wish to provide more extensive revision on specific aspects of this unit (such as, times, weekly and daily activities, etc.). If so, refer to the relevant units in the Basic 4 and Basic 5 Learner's Books for guidance.
 - Learners give the current time in French by answering the question "Quelle heure est-il?".
 - Check and correct the learners as necessary. Assist and revise a bit more where required.

Indicator:

- B6.4.2.1.1: *Écouter/Regarder et comprendre un document audio-visuel sur les horaires.*

LISTEN – Compréhension Orale

- Learners look at the pictures on pages 76 and 77 of the Learner's Book.
 - Before you begin to read the text on page 77 of the Learner's Book, check that your learners clearly understand the context of the pictures (opening and closing times of a restaurant, days of the week when the restaurant is open-closed, etc.).
 - Take this opportunity to revise the days of the week in French, as well as the meaning of "jours fériés" ("public holidays"), "déjeuner" ("lunch") and "dîner" ("dinner").
 - Draw learners' attention to the Vocabulary box alongside the picture on page 77.
 - Learners should follow along on the picture and listen carefully while you read the information to them, slowly and clearly.
 - Re-read the text.
 - Point out the Question box alongside the picture. Briefly explain that the words "fermé(e)" and "ouvert(e)" are the past participles of two French verbs meaning "to close" and "to open", respectively.
 - Learners should look for the verbs as "fermer" and "ouvrir" and how to conjugate them in the present tense. This would make a great individual homework activity to allow learners enough time to find out and write down the information.

Answers

	Verbs (present tense conjugation)	
	Fermer (To close)	Ouvrir (To open)
Je / J'	Je ferme	J'ouvre
Tu	Tu fermes	Tu ouvres
Il / Elle	Il / Elle ferme	Il / Elle ouvre
Nous	Nous fermons	Nous ouvrons
Vous	Vous fermez	Vous ouvrez
Ils / Elles	Ils / Elles ferment	Ils / Elles ouvrent

Indicators:

- B6.4.2.2.1: *Poser et répondre à des questions sur ce que l'on fait à certaines heures de la journée.*
- B6.4.2.2.2: *Raconter ce que l'on fait à certaines heures de la journée.*

SPEAK – Production Orale

- Learners work in pairs for this exercise. They should start by reading the Vocabulary box and dialogue (in the speech bubbles) on page 77 of the Learners' Book.
 - Before they begin, you may decide to assist learners by revising the verbs that they might need for this activity, such as "faire" ("to do"), "prendre" ("to take") and "aller" ("to go"). Conjugate these verbs, in the present tense, while singing.

	Verbs (present tense conjugation)		
	Faire (To make)	Prendre (To take)	Aller (To go)
Je / J'	Je fais	Je prends	Je vais
Tu	Tu fais	Tu prends	Tu vas
Il / Elle	Il / Elle fait	Il / Elle prend	Il / Elle va
Nous	Nous faisons	Nous prenons	Nous allons
Vous	Vous faites	Vous prenez	Vous allez
Ils / Elles	Ils / Elles font	Ils / Elles prennent	Ils / Elles vont

- Learners should then take turns to practise asking and answering questions about their weekly and daily routines, indicating the day of the week and the time at which they perform various activities.
 - Walk around the classroom, listening to your learners' questions and answers. Assist and correct them where necessary.
- Still in pairs, learners should take turns to follow the instructions in the ICT box.



- Learners record themselves talking in French about their daily routines (including both the name of each activity and the time it takes place).
- This is a great practice and learners should be encouraged to do it as part of their homework.
- Learners replay their recording to themselves and check their pronunciation.
- Guide and correct the learners as necessary.
- You may wish to invite a few learners to share their recordings with the rest of the class.

Indicators:

- B6.4.2.3.1: Lire et comprendre les heures d'activités sur un programme scolaire.
- B6.4.2.3.2: Lire et comprendre les heures / les programmes d'événements.

READ – Compréhension Écrite

1. Learners read the primary school programme on page 79 of the Learner's Book.
 - Learners look up the meaning of the French word "hebdomadaire" ("weekly") and add it to their "petit-dictionnaire".
 - Revise the names of school subjects in French with your learners and guide them to interpret the table provided.

a) – c) Learners compare the school programme with their own and discuss it in class. The intention is for learners to practise conjugating different French verbs for "nous", in the present tense, while talking about their own school programme.
2. Learners read now the school flyer and interpret it for themselves. They then answer the questions about the flyer.

Answers

- a) La fête de l'école c'est le 3 septembre, à partir de 15h00.
- b) Oui, il y a un repas pendant la fête (à 18h00).
- c) L'animation musicale et les danses commencent à 19h30.

Indicators:

- B6.4.2.4.1: Écrire son agenda pour la journée ou la semaine indiquant les heures des activités.
- B6.4.2.4.2: Écrire une affiche / une note de service avec les heures de rendez-vous.

WRITE – Production Écrite

1. Learners make a diary list of all the activities planned for the week that follows.
 - They should be quite specific in terms of their activities and the times at which they occur. The purpose of the activity is for learners to practise as much of the topic – and related vocabulary – as possible, using examples from their own lives.
 - Guide and correct them as necessary.
2. This activity aims to bring out a sense of responsibility and leadership skills in learners.
 - They imagine that they are a school secretary who has to plan for a busy day at school the next day.
 - a) Learners write down the times and tasks for the day in French.
 - b) Assist learners with any new verbs (or other vocabulary) that they may need for the activity.
 - c) Encourage your learners to use a dictionary and remind them to record any new words in their "petit-dictionnaire".

Answers

- Learners' answers will vary. A possible agenda (example) is provided below, but accept any correct and appropriate answers.
 - 08h00 – Réunion avec la Directrice
 - 10h30 – L'arrivée du groupe de docteurs et infirmières du programme de vaccination
 - 13h00 – Déjeuner avec Ama et Kofi
 - 14h00 – Réunion avec les professeurs de Français sur la Journée de la Langue Française
 - 15h00 – Organiser l'agenda (hebdomadaire) de la Directrice

UNITÉ 3 Mes activités quotidiennes

Parler des jours de la semaine



Suggested teaching time:

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

Introduction

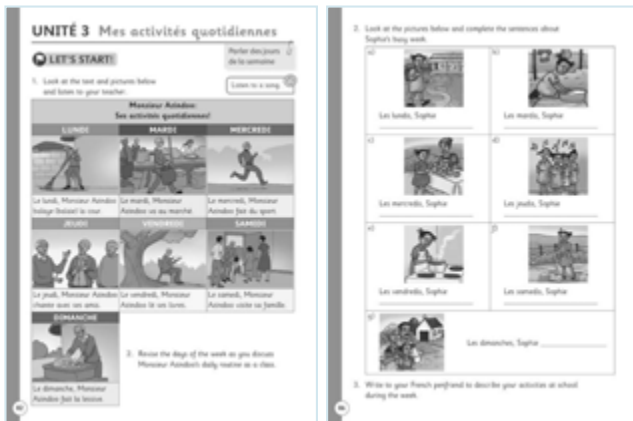
In this unit, learners will revise how to say the seven days of the week in French and how to use these words when describing their own weekly and daily activities.

It is a short unit, yet full of interactive and practical activities.



RESOURCES

- Learner's Book: pp. 82–86



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

- ★ Lundi
- ★ Mardi
- ★ Mercredi
- ★ Jeudi
- ★ Vendredi
- ★ Samedi
- ★ Dimanche
- ★ Le week-end
- ★ Discours de clôture

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about the days of the week in French.



LET'S START!

- This should be a quick, fun class activity for revision.
 - Ask the learners: “Can you remember the days of the week in French?”

Play the following video/song:

• <https://www.youtube.com/watch?v=BiHYehkOtY0>

- Sing along as a class while revising the days of the week in French.

- Give the learners time to study the pictures.
 - Read all the captions to them, clearly and slowly.
 - Re-read the captions. This time, learners repeat each one after you.
- Discuss Monsieur Azindoo's daily routine, giving learners the opportunity to practise hearing and using the days of the week in context.
 - Explain that “le” before the days of the week means “on”. (For example: “Le lundi ...”: “On Monday ...”.)

Indicator:

- B6.4.3.1.1: *Écouter / Regarder et comprendre un document audio-visuel sur les jours de la semaine.*

LISTEN – Compréhension Orale

- Allow enough time for learners to look at the pictures on the flyer. Explain that it is for a school's cultural week.
 - Read the flyer to the learners, clearly and slowly. Re-read the text, if necessary.
 - Encourage your learners to look up the new words on the flyer in a dictionary and to then add them to their “petit-dictionnaire”.
 - Assist wherever relevant and appropriate.

Indicators:

- B6.4.3.2.1: Poser et répondre à des questions sur les activités de la semaine culturelle de l'école.
- B6.4.3.2.2: Dire ce que l'on fait chaque jour de la semaine.

SPEAK – Production Orale

1. Re-read the flyer to your learners.

- Learners should listen attentively. Then answer the questions about the flyer in French.
- Let learners think about the answers.
- Ask four learners to share their answers.
- The rest of the class should listen attentively and provide helpful feedback.
- Guide and correct the learners as necessary.

Answers

- L'interview avec un écrivain c'est vendredi, à 11h30.
 - Nous mangeons à 13h du lundi au jeudi et à 12h00 (à midi) le vendredi.
 - Oui, il y a une pièce de théâtre à 14h00 du lundi au jeudi.
 - La danse c'est à 15h du lundi au jeudi et à 11h30 le vendredi.
2. Learners re-look at the text on page 82 of the Learners' Book.
- a) – b) Learners compare Monsieur Azindoo's weekly activities with their own. They draw and label their own weekly routine and present it in class.
- Check, guide and correct learners as necessary.

Indicator:

- B6.4.3.3.1: Lire et comprendre un texte simple sur les activités quotidiennes de quelqu'un.

READ – Compréhension Écrite

1. Learners now read about a teacher's daily routine.

- Most of the vocabulary used is well known to the learners by now.
- Highlight the use of "d'habitude" ("normally") and encourage learners to use it when talking about their own daily routines.
- This is a long text. Allow enough time for learners to re-read it a few times before answering the questions that follow it.

Answers

- Du lundi au vendredi Abena (Elle) se lève à 6h00 du matin.
- Le dimanche (les dimanches) elle se lève à 8h30.
- Du lundi à vendredi Abena (Elle) prend son déjeuner à la cantine.
- Oui, Abena (Elle) va au gymnasium les lundis à 17h00.

Indicator:

- B6.4.3.4.1: Écrire une carte postale à un(e) correspondant(e) pour lui décrire ses activités à l'école durant la semaine.

WRITE – Production Écrite

1. Learners re-read Madame Abena's daily routine. They then copy and complete the sentences, practising their writing about daily and weekly routines in French.

Answers

- Les lundis, Abena **se lève à 06h00 du matin**.
 - Elle **enseigne** les classes **entre** 07h30 et 12h00.
 - Elle **prend son** déjeuner à la cantine.
 - Les samedis, elle **va** au cinéma ou **au théâtre**.
 - Les dimanches, Abena **lit des** livres et des **magazines** et elle **regarde** un **peu** la télé.
2. Learners look at the pictures and complete the sentences about Sophie's week.

Answers

- Les lundis, Sophie **va à l'école**.
 - Les mardis, Sophie **lave son linge / fait la lessive**. (Accept either option.)
 - Les mercredis, Sophie **va au marché**.
 - Les jeudis, Sophie **chante avec ses amis**.
 - Les vendredis, Sophie **fait la cuisine**. (Explain to your learner that "faire la cuisine" means "to cook".)
 - Les samedis, Sophie **balaye (balaie) son environnement**.
 - Les dimanches, Sophie **va à l'église**.
3. Learners write to their penfriends to describe their weekly school activities.

UNITÉ 4 Les mois et les saisons

Situer les mois et les saisons dans le temps

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Introduction

In this unit, learners will revise how to say the months of the year in French.

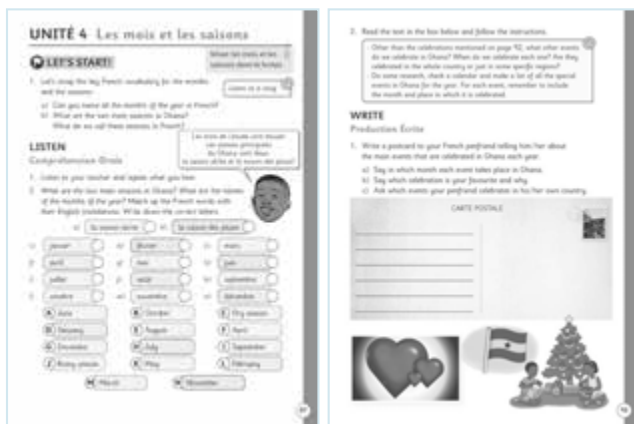
They will build on what they did in Basic 4 and Basic 5 – learning more, doing research and discussing national celebrations (including the months in which they are celebrated).

Learners will also discuss the seasons in Ghana and in other countries of the world.

Although learners are not expected to use “on” very often at this stage, the word will be introduced and explained to them. This will enable learners to understand its meaning if they hear or read it as they progress in learning the French language.

RESOURCES

- Learner’s Book: pp. 87–93



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 | ★ Juin |
| ★ Janvier | ★ Juillet |
| ★ Février | ★ Août |
| ★ Mars | ★ Septembre |
| ★ Avril | ★ Octobre |
| ★ Mai | ★ Novembre |

- | | |
|-------------|------------------------|
| ★ Décembre | ★ Hiver |
| ★ Printemps | ★ La saison des pluies |
| ★ Été | ★ La saison sèche |
| ★ Automne | ★ Faire |

In addition to the key words, this unit also introduces key sentences for a basic dialogue in French, such as:

- | | |
|-----------------------|--------------------|
| ★ Quel temps fait-il? | ★ Il fait du vent. |
| ★ Il pleut. | ★ Il fait froid. |
| ★ Il fait chaud. | ★ Il neige. |
| ★ Il fait beau. | |

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about the months of the year and the seasons in French.

LET'S START!

Play this video (song) to your learners, as a quick recap:

• https://www.youtube.com/watch?v=7_u2SigckNQ

- Re-play the video and encourage the learners to sing along as a class.

- Use this warm-up activity to revise the French words for the months of the year and the seasons.
 - Learners should try to remember the months of the year in French.

- b) Learners to indicate that, in Ghana, there are two main seasons: a rainy season and a dry season. In French, these are: “la saison des pluies” and “la saison sèche”, respectively.

Indicator:

- B6.4.4.1.1: *Écouter/Regarder et comprendre un(e) audio-vidéo/chanson sur les mois et les saisons de l'année.*

LISTEN – Compréhension Orale

1. Read the French words in the matching exercise to your learners. Learners should repeat each word after you.
2. Learners do the matching exercise, associating each French word with the correct English translation.

Answers

- a) la saison sèche – (C) Dry season
 - b) la saison des pluies – (J) Rainy season
 - c) janvier – (D) January
 - d) février – (L) February
 - e) mars – (M) March
 - f) avril – (F) April
 - g) mai – (K) May
 - h) juin – (A) June
 - i) juillet – (H) July
 - j) août – (E) August
 - k) septembre – (I) September
 - l) octobre – (B) October
 - m) novembre – (N) November
 - n) décembre – (G) December
3. Point out the Teaching and Question boxes at the top of page 88 of the Learner's Book.
 - Remind the learners to add “Quel temps fait-il?” to their “petit-dictionnaire”.
 - Learners to conjugate the verb “faire” in the present tense. Sing it along, as a class. You may wish to play the section of this video that looks at the verb “faire”: <https://www.youtube.com/watch?v=-1RvCib-0Zg>
 - Learners look at the pictures and follow along as you read the captions to them.
 - Answer any queries that your learners may have about the words or pictures.

Indicators:

- B6.4.4.2.1: *Poser et répondre à des questions sur les mois des saisons.*
- B6.4.4.2.2: *Dire en quels mois se passent certains événements.*

SPEAK – Production Orale

1. In pairs, learners practise their French by asking and answering questions about the months and seasons in Ghana.
 - Assist your learners should they need help with the specific months of the respective seasons of Ghana.
 - **Saison des pluies (saison pluvieuse):** C'est en mai, juin, juillet, août, septembre, octobre et novembre.
 - **Saison sèche:** C'est en décembre, janvier, février, mars et avril.
 - Draw learners' attention to the Question box and the fact that seasons are not the same around the world. Many countries in the world have four seasons.
2. Learners are to imagine that they have a new penfriend in Canada.
 - a) Learners follow the instructions in the World box.

- Learners do some research and learn about the seasons in Canada. The purpose of the exercise is to reinforce to the learners that different countries of the world may experience different seasons and weather conditions during different months of the year. This understanding will support the core competencies of cultural identity and global citizenship.

- b) Learners look at the pictures and say the French name of each season illustrated.

Answers

- A (spring): le printemps
- B (winter): l'hiver
- C (summer): l'été

D (autumn): l'automne

- Draw learners' attention to the Teaching box at the bottom of page 90. Discuss the text and answer any relevant questions that your learners may have.

3. Learners look at a calendar for the year and say in which month each event is celebrated.

Answers

- (This may vary from year to year. Check the current year calendar.)
- C'est en juillet.
- (This may vary from year to year. Check the current year calendar.)
- C'est en mai.
- C'est en juin.

- Learners search the internet for more photographs and videos of the events in Ghana.

Indicator:

- *B6.4.4.3.1: Lire et comprendre un texte simple sur les saisons et les mois où des fêtes importantes sont célébrées au Ghana.*

READ – Compréhension Écrite

1. Learners read the Look and Learn box and the text below it by themselves.

LOOK AND LEARN

French impersonal subject pronoun: We

- Guide learners through the Look and Learn box and highlight the use of “on” in French.
- Explain and provide further examples, if necessary. Clarify any queries that may arise.

2. Learners read the ICT box and follow the instructions.

- Learners search for more events celebrated (in different regions) in Ghana.
- They should find out which other events are celebrated and when.
 - This a useful homework activity so that learners may also be able to gather some useful information and notes from family members.

Indicator:

- *B6.4.4.4.1: Écrire une carte postale à un(e) correspondant(e) pour lui indiquer des dates d'événements importants dans votre pays.*

WRITE – Production Écrite

- Based on the information that the learners have gathered in previous activities of this unit, they write a postcard to their French penfriend indicating the main events celebrated in Ghana each year.
 - Learners should say in which month each event takes place in Ghana.
 - Learners indicate which celebration is their favourite and why. Remind learners to use the verbs “aimer” and “préférer” in their answer. To recap the use of those two verbs in context, play this video to your learners:
– https://www.youtube.com/watch?v=F_csCS1XtLA
 - In their postcards, learners should ask about the events celebrated in their penfriends' own country: “Quelles fêtes tu célèbres dans ton pays?”

UNITÉ 5 Des conversations téléphoniques

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Entrer en contact
par téléphone

Introduction

This unit reinforces the importance of oral communication as a key skill when learning a foreign language.

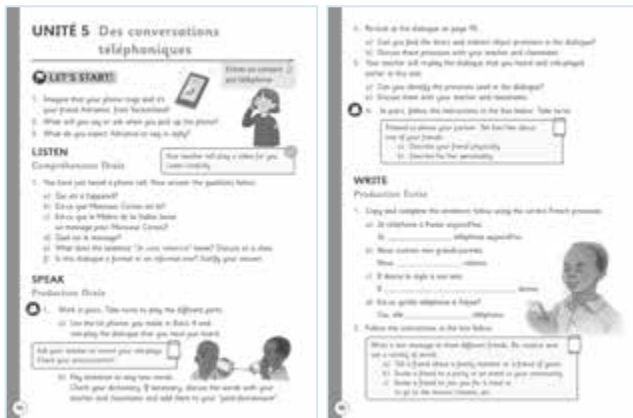
In this unit, learners will revise key French vocabulary for communicating over the phone.

This unit provides a great opportunity for learners to practise the content through role plays and pair / group activities.

The French direct and indirect object pronouns, as well as the stressed pronouns, will be also addressed in this unit.

RESOURCES

- Learner's Book: pp. 94–98



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
- French Direct Object Pronouns: Me / Te / Le / La / L' / Nous / Vous / Les
- French Indirect Object Pronouns: Me / Te / Lui / Nous / Vous / Leur
- French Stressed Pronouns: Moi / Toi / Lui / Elle / Nous / Vous / Eux / Elles

- Mignon(ne)
- Alors
- Connaitre
- Laisser
- Rappeler

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- C'est une bonne idée!
- Je vous remercie.

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about communicating over the phone.
- They will also learn about French direct and indirect object pronouns, as well as the stressed pronouns (in affirmative imperative sentences).

LET'S START!

- This quick warm-up exercise sets the scene for the unit.
- Learners start to get into the topic by recapping the use of "Allô" in the context of phone calls in French. (Answer: "Allô".)
- Learners think and share what one might normally say in this context. (Example answer: "Bonjour! / Salut! C'est Adrienne! Ça va?")

Indicator:

- B6.4.5.1.1: Écouter / Regarder et comprendre un clip sur deux personnes qui se communiquent par téléphone.

LISTEN – Compréhension Orale

1. Learners should listen carefully to the audio that you play for them and then answer the questions about what they heard.

Play only the audio of this video (not the video itself) to your learners:



- <https://www.youtube.com/watch?v=GPughEsZW7rA>
- Re-play the audio twice more. It is important for learners to practise their listening skills, without seeing the wording of the dialogue.

- Read questions a) to f) to the learners.
- Learners should listen carefully, think and try to answer the questions orally.
- Re-read each question and invite learners to raise their hands if they know the answer.
- Ask six learners to share their answers. The rest of the class should listen attentively and compare with their own answers. Guide and correct the learners as necessary.
- Re-play the video. This time, show the picture and let learners follow the wording of the dialogue for reference.
- Re-read the questions and check all the answers, as a class.

Answers

- a) C'est le Maître de la Vallée.
- b) Il est en réunion.
- c) Oui, il laisse un message pour Monsieur Corsini.
- d) "Dites-lui de me rappeler."
- e) I would be thankful for that. (It is a more formal way of saying "Thank you.")
- f) Formal. The form "vous" (the formal form of "you") is used throughout the dialogue.

Indicators:

- B6.4.5.2.1: *Simuler une conversation téléphonique entre deux interlocuteurs.*
- B6.4.5.2.2: *Présenter quelqu'un au téléphone.*

SPEAK – Production Orale

1. Learners work in pairs and role-play the dialogue that they have just heard. They then take turns to play the different parts in the dialogue.

- a) The tin phones that learners made in Basic 4 are a great tool to be used as part of the role plays in this unit.

- Record the role plays and play them back to the learners so that they can check their pronunciation.



- b) Learners listen for any new words. Prompt them to use a dictionary and to add any new words to their "petit-dictionnaire".

Indicator:

- B6.4.5.3.1: *Lire et comprendre de petites conversations téléphoniques entre deux personnes.*

READ – Compréhension Écrite

1. Allow learners enough time to read the dialogue twice and look at the pictures.
 - Draw learners' attention to the Question, Vocabulary and Teaching boxes on the page.
 - Clarify any queries that your learners may have.
2. Learners should read the questions and answer them orally. Ask six learners to share their answers. Guide and correct the learners as necessary.

Answers

- a) C'est Ama.
 - b) Ils habitent à Lyon, en France.
 - c) Parce qu'ils sont en vacances.
 - d) Non, David est petit.
 - e) Non, Thérèse a les cheveux bruns (marron).
 - f) Oui. Il y a une invitation dans le texte. Ama invite Peter à manger chez elle le samedi.
3. Learners should read the Look and Learn boxes on pages 96 and 97 of the Learner's Book.

LOOK AND LEARN

Direct and indirect object pronouns

- Allow enough time to go through the tables and examples with your learners.

- As the learners progress in French, these pronouns will become increasingly important and familiar to them.
- Prepare some additional exercises for the learners to do for homework.
- Check their understanding and clarify any queries that may arise.
- Point out the Question box at the top of page 97 of the Learner's Book. This reminder serves as a useful introduction to the theme of the Look and Learn box below it: affirmative imperative sentences.

LOOK AND LEARN

Affirmative imperative sentences

- Allow enough time to go through the table with your learners.
 - As the learners progress in French, these pronouns will become increasingly important and familiar to them.
 - Prepare some additional exercises for the learners to do for homework.
 - Check their understanding and clarify any queries that may arise.
3. Learners re-look at the dialogue on page 95 and then answer the questions.
- Depending on the academic level of your learners you may ask them to find the direct and indirect pronouns with minimal assistance or you could provide greater guidance.
 - Discuss the pronouns as a class. Guide and correct the learners as necessary.

Answers

- “Alors, tu peux **les** connaître?”: Direct object pronoun (“Them”)
- “Ah, je voudrais **leur** poser beaucoup de questions sur leur pays.”: Indirect object pronoun (“to them”)
- “Je veux **l'inviter** aussi.”: Direct object pronoun (“Him”)
- “Je te **le** passe.”: Direct object pronoun (“Him”)

5. Re-play the dialogue to the learners.

- Learners identify the pronouns used in the dialogue.

- Allow time for learners to discuss these pronouns. Guide and correct them as necessary.

Answers

- Dites-lui: French stressed pronoun
Excusez-moi: French stressed pronoun
Je vais lui donner ...: Indirect object pronoun
Je vous remercie ...: Direct object pronoun

6. a) – b) Learners work in pairs and take turns to play each role.

- In addition to practising phone calls, this exercise also gives learners the opportunity to practise descriptions in French.

- Learners pretend to call their partner and describe a friend physically and in terms of his / her personality.

Indicator:

- B6.4.5.4.1: *Échanger des textos ou des petits messages écrits par téléphone.*

WRITE – Production Écrite

1. Learners copy and complete the sentences using the correct French pronoun.

Answers

- Je **lui** téléphone aujourd'hui.
- Nous **les** visitons.
- Il **le lui** donne.
- Oui, elle **lui** téléphone.

2. Learners write text messages to their friends, following the instructions in the ICT box.

- c) Learners write messages to their friends as indicated in the exercise, practising as much vocabulary as possible.

- Note that learners' answers will vary. Accept any correct and appropriate answers.
- After you have checked their work, allow learners to rewrite their sentences correctly.

UNITÉ 6 Je ne peux pas parce que je suis malade ...

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Inviter quelqu'un et accepter une invitation

Introduction

The focus of this unit is on invitations to parties and other special occasions.

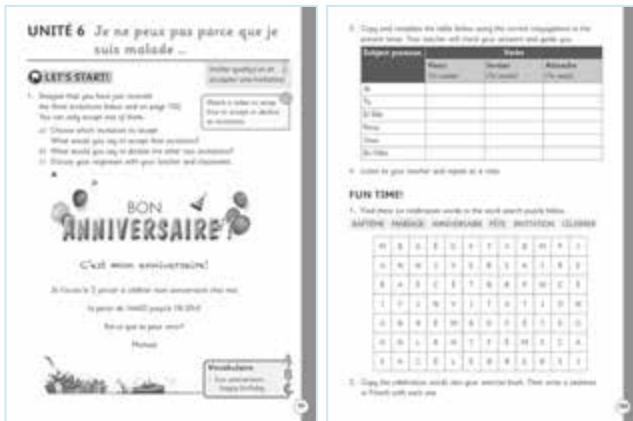
Learners will revise how to offer invitations, as well as how to either accept or decline an invitation politely.

Learners will expand their vocabulary and the many visuals throughout the unit will help them to improve their understanding of the topic.

This unit will also provide learners with an opportunity to practise the conjugation of French verbs in the present tense.

RESOURCES

- Learner's Book: pp. 99–103



Optional extra materials:

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

KEY WORDS

- Mariage
- Baptême
- Convier ... à
- Heureux(euse)
- Repas

- ★ Venir
- ★ Inviter
- ★ Attendre

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Oui, merci.
- ★ Avec plaisir.
- ★ Oui, je suis libre.
- ★ Non, je suis désolé(e). Je ne peux pas parce que / car ...
- ★ Non, merci.
- ★ Je suis désolé(e), mais ce n'est pas possible, c'est impossible.
- ★ C'est dommage. Je ne peux pas.
- ★ Malheureusement, je ne peux pas.
- ★ D'accord.
- ★ Pourquoi pas?
- ★ C'est une bonne idée!
- ★ Pas de problème.
- ★ Ça marche.
- ★ Je veux bien.
- ★ Bonne année!
- ★ Bon anniversaire!
- ★ Nous te / vous invitons avec plaisir ...
- ★ Nous sommes heureux de te / vous inviter ...
- ★ Nous comptons sur ta / votre présence.

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about offering and accepting or declining invitations.

LET'S START!

1. The main aim of this warm-up and recap activity is to introduce the topic to the learners while checking their understanding of some key vocabulary. Learners will revise what they learnt in Basic 4 and Basic 5 about how to accept or decline an invitation.
 - Point out the Vocabulary boxes on pages 99 and 100 of the Learner's Book.
 - a) Learners read the invitations on pages 99 and 100 of the Learner's Book. They choose which invitation to accept (A, B or C) and say how they might accept the invitation.
 - For this warm-up activity, learners won't need to provide reasons for accepting/ declining the invitation(s).

Answers

- Accept any correct answers, such as:
 - Oui, merci.
 - Avec plaisir.
 - Oui, je suis libre.
- b) Learners need to decide what to say to decline the other two invitations politely.

Answers

- Accept any correct answers, such as:
 - Non, je suis désolé(e). Je ne peux pas.
- c) Discuss the learners' responses as a class. Assist and correct learners as necessary.

Play the following video:

• <https://www.youtube.com/watch?v=mDKzQgyPNT0>

- The video shows new French expressions for accepting or declining invitations, which will help to expand the vocabulary of your learners.
- Re-play the video, if necessary.
- Guide your learners through the new expressions introduced in the video, including: Non, merci. / Je suis désolé(e), mais ce n'est pas possible, c'est impossible. / C'est dommage. Je ne peux pas. / Malheureusement, je ne peux pas. / D'accord. / Pourquoi pas? / C'est une bonne idée! / Pas de problème. / Ça marche. / Je veux bien.
- Encourage your learners to choose from this broader range of expressions, where relevant and appropriate, during their French activities and interactions.



Indicator:

- B6.4.6.1.1: *Écouter / Regarder un document audio-visuel sur l'invitation.*

LISTEN – Compréhension Orale

1. Learners should listen carefully as you read the dialogues on pages 100 of the Learner's Book to them.
 - Read the dialogues to your learners a second time and answer any questions that they may have about them.

Indicators:

- B6.4.6.2.1: *Inviter quelqu'un au téléphone à manger ou à une fête.*
- B6.4.6.2.2: *Dire pourquoi on accepte ou on refuse une invitation.*

SPEAK – Production Orale

1. Learners should re-read the dialogues on page 100 and then provide oral answers to the questions in the Learner's Book.
 - Allow learners enough time to reflect on each question before giving their answers.

- Invite three different learners to share their answers. The rest of the class should say whether they agree or disagree with the answers given.
- Correct and assist them where necessary.

Answers

- Yes, the invitation was accepted in dialogue A.
- The invitation was dialogue B was declined.
- In dialogue A, the words that show acceptance of the invitation are: “D’accord. C’est une bonne idée!”
 - In dialogue B, the words that show that the invitation was declined are: “Je suis désolée. Je ne peux pas parce que je suis malade.”

Indicator:

- B6.4.6.3.1: Lire et comprendre une lettre / une carte d’invitation.

READ – Compréhension Écrite

- Learners read the two invitation letters on page 101 of the Learner’s Book.
 - Point out the Vocabulary box on the same page and help learners with any other words that are unfamiliar to them. (Draw learners’ attention to the Question box at the top of the page 102 of the Learner’s Book.)
- a) – c) Learners should then answer the questions that follow on page 102.
 - Allow learners enough time to engage with the texts, and to find the answers to the questions on their own, before they share them aloud.
 - Invite three different learners to share their answers with the class. The rest of the class should listen carefully and say whether they agree or disagree with the answers given by their classmates.
 - Monitor, check and correct learners, as needed.

Answers

- L’occasion de l’invitation A est un baptême.
- L’occasion de l’invitation B est un repas de mariage.
- Le baptême est le 12 novembre, à 11 heures du matin, à l’église Notre-Dame du Ghana. Le repas de mariage est le 23 mars, à 20h00, au restaurant “Fufu”.

Indicator:

- B6.4.6.4.1: Écrire une carte postale, un poster, ou une carte d’invitation pour inviter des personnes.

WRITE – Production Écrite

- Learners should follow the instructions in the ICT box.

- Using the French vocabulary that they have learnt in this unit, learners write a text message inviting a friend to a baptism.

- a) – b) Learners imagine that that they are the Headmaster / Headmistress at their school and that they are preparing invitations to be sent out to the parents.
 - Learners copy and complete the invitation template provided on page 102 of the Learner’s Book.

 **Answers**

École Primaire **(Learners to create a name or use the name of their school)**

Cher _____ Monsieur et **Chère** _____ Madame Mensah,

J'ai le plaisir _____ **de vous inviter à la fête**
_____ **de notre école.**

Quand _____ : le 4 décembre

De: 14h jusqu' _____ **à** _____ 16h30

Où: **À notre école**

Meilleures salutations,

(Learners to create a name or use their own name)



3. Learners copy and complete the table in the Learner's Book, using the correct conjugations in the present tense.

- Guide, assist and correct the learners as necessary.
- Give learners the opportunity to re-write their tables correctly after you have checked their work.

 **Answers**

Subject pronoun	Verbs		
	Venir (To come)	Inviter (To invite)	Attendre (To wait)
Je/J'	Viens	Invite	Attends
Tu	Viens	Invites	Attends
Il/Elle	Vient	Invite	Attend
Nous	Venons	Invitons	Attendons
Vous	Venez	Invitez	Attendez
Ils/Elles	Viennent	Invitent	Attendent

4. Sing the conjugations to a well-known tune or to one created by the learners for a similar activity earlier in the year. Sing along as a class as you conjugate the verb.

FUN TIME!

1. Learners find the six celebration words in the word search puzzle.

 **Answers**


M	B	D	Ê	G	F	Y	V	B	M	P	I
A	N	N	I	V	E	R	S	A	I	R	E
R	A	É	C	Ê	T	B	R	P	W	C	É
I	F	I	N	V	I	T	A	T	I	O	N
A	N	R	É	M	K	D	F	Ê	T	E	O
G	N	L	R	H	T	F	Ê	M	S	C	A
E	A	C	É	L	É	B	R	E	R	S	J

2. Learners copy the celebration words into their exercise books and write a sentence in French with each one. Accept any appropriate answers.

- Guide and correct the learners as necessary.
- Give learners the opportunity to re-write their sentences correctly after you have checked their work.

UNITÉ 7 Quelle profession aimes-tu beaucoup?

 **Suggested teaching time:**
Two hours (4 periods of 30 minutes each) over two weeks

Identifier les professions
et les métiers 

Introduction

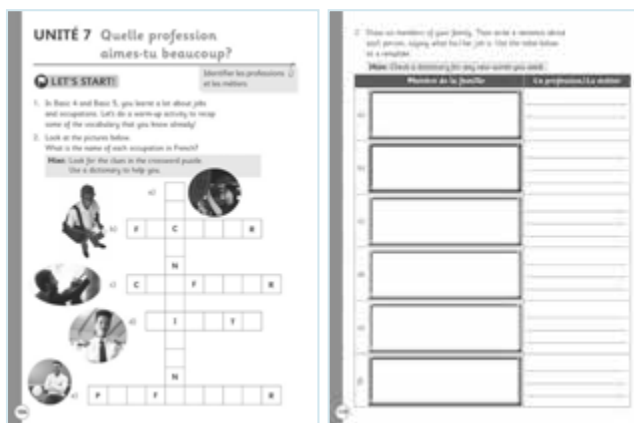
In this unit, learners will revise what they learnt in Basic 4 and Basic 5 on the topic of jobs and occupations, as well as how to discuss what work they would like to do in future.

They will be introduced to some new French vocabulary that they should add to their “petit-dictionnaire”.

Learners will also be prompted to consider specific grammar questions in context to which they will need to find the answers by themselves.

RESOURCES

- Learner’s Book: pp. 104–110



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 facteur / La factrice
- ★ Le mécanicien / La mécanicienne
- ★ Le / La pilote
- ★ Le professeur / La professeure

- ★ Le coiffeur / La coiffeuse
- ★ Le cultivateur / La cultivatrice
- ★ Le couturier / La couturière
- ★ Le menuisier / La menuisière
- ★ Le / La médecin
- ★ L’infirmier(ère)
- ★ Le / La comptable
- ★ Le jardinier / La jardinière
- ★ Le / La peintre
- ★ Le vendeur / La vendeuse
- ★ Le chauffeur / La chauffeuse de taxi
- ★ La profession / L’occupation
- ★ Mamie
- ★ Papie
- ★ Tatie

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Quel métier exerce ton / ta / tes ... ?
- ★ Quelle est la profession / l’occupation de ton / ta / tes ... ?
- ★ Qu’est-ce que tu veux être dans l’avenir?
- ★ Qu’est-ce que tu veux devenir?
- ★ Je veux être ... parce que / car ...
- ★ Dans l’avenir je veux être ... parce que / car ...
- ★ J’aimerais être ... parce que / car ...
- ★ Je veux devenir ... parce que / car ...
- ★ Il / Elle est retraité(e).
- ★ Ils / Elles sont retraité(e)s.

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about jobs and occupations in French.

LET'S START!

1. In this warm-up activity, learners will recap the French vocabulary for jobs and occupations that they learnt in Basic 4 and Basic 5.
2. Learners look at the picture clues and give the name of each job or occupation in French.
 - As mentioned in the Hint box, learners should look for further clues in the crossword puzzle.

Answers

- a) Mécanicienne
- b) Facteur
- c) Coiffeur
- d) Pilote
- e) Professeur

Indicator:

- B6.4.7.1.1: *Écouter / Regarder et comprendre un document audio-visuel sur les professions et les métiers.*

LISTEN – Compréhension Orale



Play the following song to your learners:

- <https://www.youtube.com/watch?v=szruBbu0OjE>

- Re-play the video.
- Then ask learners to repeat the new French words for the jobs that they have just learnt. Remind the learners to add these new words to their “petit-dictionnaire”.
- Write down the new French vocabulary on the writing board and include the English meaning for each one:
 - Le pâtissier: The pastry chef
 - Le boulanger: The baker
 - L’oculiste: The eye specialist
 - L’épicier: The grocer
 - L’opticien: The optician
 - Le fleuriste: The florist
 - Le droguiste: The druggist
- Provide learners with additional information by writing down the feminine form of each job on the list:
 - La pâtissière
 - La boulangère
 - L’oculiste
 - L’épicière
 - L’opticienne
 - La fleuriste
 - La droguiste

1. Learners look at the pictures and follow along as you read the captions to them.
 - Re-read the captions slowly to your learners.
 - Point out the Question boxes at the bottom of the page. Encourage your learners to think carefully about each question, based on what they have learnt in French so far.
 - This activity provides learners with a great opportunity to practise changing the gender or number in sentences.
 - Learners should re-write the captions for each Question box, changing either the gender or the number.

Answers

- Changing the gender of each caption:
 - a) Il est cultivateur. / b) Elle est couturière. /
 - c) Elle est menuisière. / d) Elle est professeure. /
 - e) Il est médecin. / f) Elle est chauffeuse de taxi.
- Changing the number of each caption:
 - a) Elles sont cultivatrices. /
 - b) Ils sont couturiers. / c) Ils sont menuisiers. /
 - d) Ils sont professeurs. / e) Elles sont médecins. /
 - f) Ils sont chauffeurs de taxi.

Indicators:

- B6.4.7.2.1: Poser et répondre à des questions sur ce que font les membres d'une famille.
- B6.4.7.2.2: Dire la profession ou le métier que l'on veut exercer dans l'avenir.

SPEAK – Production Orale

- With your learners, work through the Teaching box at the top of page 106 of the Learner's Book. Learners expand their French vocabulary by understanding how to use the correct form of the verb "être" and of "retraité(e)s".
1. **a) – b)** In pairs, learners take turns to practise asking and answering questions, about their family members' jobs / occupations.
 - Walk around the classroom as the learners work, to monitor their discussions.
 - Guide and correct them as necessary.
 2. Learners work in pairs for this exercise. They share what job they would like to do when they grow up, imagining that they are being interviewed for a TV live show.
 3. Play the role of the interviewer and ask learners individually what work they would like to do when they grow up.
 - a) Vary the questions that you ask from the Learner's Book.
 - b) Prompt your learners to vary their answers too by choosing different sentence starters from the Learner's Book.
 - Correct your learners where appropriate, but ensure that the pace of the activity is not disturbed by too many checks.

Indicator:

- B6.4.7.3.1: Identifier et associer les noms de professions et métiers à leurs dessins.

READ – Compréhension Écrite

1. Learners read the speech bubbles and look at the pictures.
 - Allow learner enough time to interpret the sentences and understand their context.
2. Learners re-read the speech bubbles and then complete the exercise, matching each child with the picture of the job that they would like to do one day.

Answers

- a) C
- b) D
- c) A
- d) E
- e) F
- f) B

Indicator:

- B6.4.7.4.1: Écrire les professions ou les métiers des membres de sa famille.

WRITE – Production Écrite

1. Learners look at the pictures and then write a sentence for each person, describing his / her job / occupation.

Answers

- a) Papie est jardinier.
 - b) Papa est comptable.
 - c) Maman est infirmière.
 - d) Mamie est couturière.
 - e) L'oncle est vendeur.
 - f) Tatïe est peintre.
2. **a) – f)** Learners draw six family members and write a sentence about each one, saying what his / her job is. Learners should use the table provided in the Learner's Book as a template. Accept any appropriate and correct answers.
 - Guide and correct learners as necessary.
 - Give them the opportunity to re-write their sentences correctly after you have checked their work.

UNITÉ 8 Où est le livre? Où se trouve Azima?

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Demander et expliquer la position de personnes ou d'objets les uns par rapport aux autres

Introduction

In this unit, learners will revise all the French prepositions of place that they learnt in Basic 4 and Basic 5. They will also expand their French vocabulary with some new prepositions and other words.

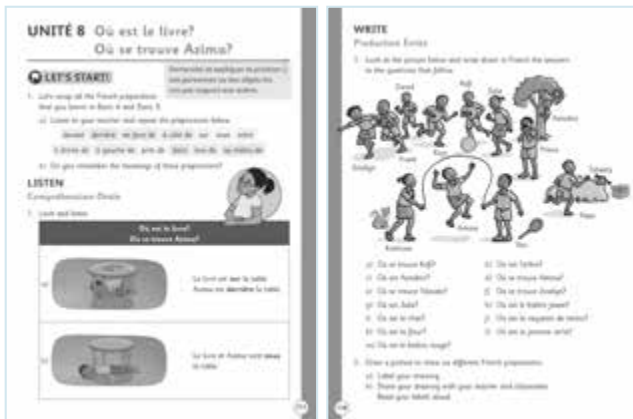
Learners will also be guided on the different ways to indicate location in French: using the correct form of the verbs “trouver” and “être”, or by using the correct forms of the verb “être” + the past participle “situé(e)s”.

Through a number of visual and practical activities, learners will use the prepositions that they have learnt to locate objects, people and buildings.

As suggested in previous years, this unit provides a great opportunity to take learners outside the classroom and encourage them to engage, observe and think about the location of different objects, people and buildings in their home and school environments.

RESOURCES

- Learner's Book: pp. 111–118



Optional extra materials:

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

KEY WORDS

- | | |
|-------------|------------|
| ★ Sur | ★ Derrière |
| ★ Sous | ★ Entre |
| ★ À côté de | ★ Dans |

- | | |
|-----------------------|--------------------------|
| ★ À droite de | ★ Hôtel de ville |
| ★ À gauche de | ★ Hôpital |
| ★ Devant | ★ Parc |
| ★ Proche de / Près de | ★ Commissariat de police |
| ★ Loin de | ★ Restaurant |
| ★ En face de | ★ Poste |
| ★ Au milieu de | ★ Gare |
| ★ Banque | ★ Voiture |
| ★ Pharmacie | ★ Marché |
| ★ Musée | ★ Université |
| ★ Église | ★ Parasol |
| ★ École | ★ Tomate |
| ★ Mosquée | |
| ★ Bibliothèque | |

In addition to the key words, this unit also introduces some key sentences for a basic dialogue in French, such as:

- ★ Où se trouve... ? / Où est ...?
- ★ Il / Elle se trouve ...
- ★ Il / Elle est ...
- ★ Il / Elle est situé(e). / Ils / Elles sont situé(e)s.

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about giving the location of objects, people and buildings using French prepositions.

LET'S START!

- This warm-up activity gives learners the opportunity to recap all the French prepositions that they learnt in Basic 4 and in Basic 5.
 - Read the list of prepositions in the Learner's Book to the learners.
 - Learners should repeat each one after you.
 - Check learners' understanding by prompting a class discussion.
 - Guide learners to the meanings of the prepositions listed, if needed.
 - It may be helpful, at the beginning of this unit, to write the list of French prepositions on the writing board for ease of reference.

Answers

- Devant: In front of
- Derrière: Behind
- En face de: Opposite
- À côté de: Next to
- Sur: On top of
- Sous: Under(neath)
- Entre: Between
- À droite de: On / to the right of
- À gauche de: On / to the left of
- Près de: Near
- Dans: Inside
- Loin de: Far from
- Au milieu de: In the middle of

Indicator:

- B6.4.8.1.1: *Écouter / Regarder et comprendre un document audio-visuel et prendre note des positions des personnes et des objets.*

LISTEN – Compréhension Orale

- Learners look at the pictures on pages 111 and 112 of the Learner's Book.
 - They should listen carefully as you read the captions to them, highlighting the French prepositions of place.
 - Re-read the captions and encourage the learners to follow along with the text as they listen.
 - Check learners' understanding and clarify any queries that learners may have.

- Use the Question box at the bottom of page 112 as an opportunity for revision. Go through the content of the box with your learners and clarify any queries that they may have.
- Learners look at the picture and read the descriptive text on the page.
 - Point out the Vocabulary box and remind the learners to add any new words to their "petit-dictionnaire".
 - Allow them enough time to engage with the details of the picture.
 - Read the sentences below the picture to the learners, slowly and clearly.
- Learners complete the table, based on the picture and text on the previous page.

Answers

Name	Number
a) Les tomates	10
b) Rebecca	9
c) Madame Adzo	8
d) Madame Juliette	4
e) Ali	6
f) Monsieur David	7
g) Monsieur Ekow	3
h) Les poules	2
i) Maman	1
j) Amina et Elvis	5

Indicators:

- B6.4.8.2.1: *Poser et répondre à des questions sur la position d'une personne ou d'un objet*
- B6.4.8.2.2: *Indiquer à quelqu'un la position d'un objet par rapport à une personne*

SPEAK – Production Orale

- a) – d) In pairs, learners look at the pictures and take turns to practise asking and answering questions about location, using the correct French prepositions.
 - Walk around the classroom listening to the learners' answers. Assist and correct them where necessary.

Answers

- A Kobby est **sur** la chaise.
- B Kobby est **à côté de la** chaise.
- C Kobby est **sous** la chaise.
- D Kobby est **entre** la chaise et la table. / La chaise est à **gauche** de Kobby.
- E Kobby est **derrière** la chaise. / La chaise est **devant** Kobby.
- F Kobby est **dans** la boîte. / La chaise est **à droite de la** boîte et de Kobby.

2. Learners look around the classroom and give the location of one object or person in French.

- Invite learners to raise their hands if they are ready to share their answers.
- Ask six different learners to share their answers.
- The rest of the class should say whether they agree or disagree and share their own answers if they disagree.
- Monitor and guide the discussion. Correct learners as necessary.

Indicator:

- *B6.4.8.3.1: Situer sur une carte de la ville, la position des lieux publics.*

READ – Compréhension Écrite

1. Learners look at the town map on page 116 of the Learner's Book and read all the labels.
 - Allow them enough time to engage with the map and to think about the location of the different buildings in relation to one another.
2. Guide learners through the Look and Learn box on page 117 of the Learner's Book.

LOOK AND LEARN

To be located

- The text in the Look and Learn box describes how to give the location of a building correctly in French.
 - Clarify any queries that your learners may have.
 - Provide some more examples and prepare a few additional exercises, if needed.
3. Learners re-look at the map and then complete the table in the Learner's Book.

Answers

- Note that learners' answers may vary.
- Ensure that your learners alternate their answers, using both the "... se trouve ..." and "... est situé(e) ..." forms.
- Accept any appropriate and correct answers. Possible answers are:
 - a) La banque se trouve en face de la poste.
 - b) La pharmacie est située derrière la gare.
 - c) L'école est située devant l'hôtel de ville.
 - d) Le musée se trouve loin de la gare.
 - e) L'église se trouve à côté de la banque centrale.
 - f) La mosquée est située près du marché.
 - g) La bibliothèque se trouve à gauche de la pharmacie.
 - h) L'hôtel de ville est situé près de l'école.
 - i) Le commissariat de police est situé loin de la station-service.
 - j) Le marché est situé devant le musée.
 - k) L'hôpital est situé à côté du commissariat de police.
 - l) Le restaurant se trouve loin du musée.
 - m) La poste se trouve en face du marché.
 - n) La gare est située devant la pharmacie.
 - o) Le parc se trouve derrière l'hôtel de ville.
 - p) La station-service se trouve loin de la gare.

Indicator:

- *B6.4.8.4.1: Indiquer par écrit la position d'une personne ou d'un objet par rapport à l'autre.*

WRITE – Production Écrite

1. Learners look at the picture and then write down the answers to the questions in French.
 - Allow learners enough time for the exercise.
 - Guide and correct them as necessary.
 - Give learners the opportunity to re-write their answers correctly after you have checked their work.

Answers

- a) Kofi est entre Kojo et Juliette.
- b) L'arbre est devant Azindoo.
- c) Azindoo est derrière l'arbre / est sous l'arbre.
- d) Amina est entre Koshiwa et Yao.

UNITÉ 9 Dansons cette petite danse!

Donner et réagir à un ordre

Suggested teaching time:
Two hours (4 periods of 30 minutes each) over two weeks

Introduction

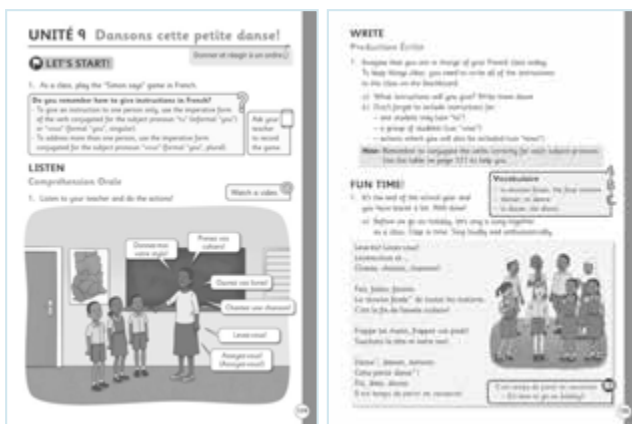
This is the last unit of the Learner's Book and it is a short one.

In this unit, the emphasis is on giving and receiving orders and instructions in French, building on what learners learnt and practised in Basic 4 and Basic 5.

Learners are already familiar with the imperative forms for “tu” and “vous” from previous years. In this unit, they will learn the imperative form for “nous” (“we”). The unit provides learners with the opportunity to practise all three forms and to understand when and how to use them.

RESOURCES

- Learner's Book: pp. 119–125



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

- ★ Lire (lis / lisez / lisons)
- ★ Écouter (écoute / écoutez / écoutons)
- ★ Parler (parle / parlez / parlons)
- ★ Chanter (chante / chantez / chantons)
- ★ Ouvrir (ouvre / ouvrez / ouvrons)
- ★ Fermer (ferme / fermez / fermons)
- ★ Se Lever (lève-toi / levez-vous / levons-nous)

- ★ S'asseoir (assieds-toi / asseyez-vous / asseyons-nous or assois-toi / assoyez-vous / assoyons-nous)
- ★ Répéter (répète / répétez / répétons)
- ★ Traduire (traduis / traduisez / traduisons)
- ★ Sortir (sorte / sortez / sortons)
- ★ Répondre (réponds / répondez / répondons)
- ★ Regarder (regarde / regardez / regardons)
- ★ Écrire (écris / écrivez / écrivons)
- ★ Aller (va / allez / allons)
- ★ Prendre (prends / prenez / prenons)
- ★ Danser (danse / dansez / dansons)
- ★ Souligner (souligne / soulignez / soulignons)
- ★ Compléter (complète / complétez / complétons)
- ★ Relier (relie / reliez / relions)
- ★ Dessiner (dessine / dessinez / dessinons)
- ★ Recopier (recopie / recopiez / recopions)
- ★ Danse

GUIDELINES AND SUGGESTIONS

- Let learners know that, in this unit, they will build on what they learnt in Basic 4 and Basic 5 about giving and following instructions in French. They will also learn the imperative form for “nous” (“we”).

LET'S START!

- Read and discuss the text in the Question box with your learners as a brief recap to set the context for the activities in the unit.
- Explain briefly to the learners that the verbs “Être”, “Avoir” and “Savoir” are exceptions. The imperative forms of these three specific verbs won't be covered/ part of the activities proposed

for this level/topic though it is important for learners to be informed about these exceptions.

1. As a class, learners play the “Simon says” game in French. This will help them to recap how to give and follow orders and instructions in French.

- Record the game and play it back to the learners.
- Guide and correct them as necessary.



Indicator:

- *B6.4.9.1.1: Écouter/Regarder et comprendre un document audio/audio-visuel où l'on parle des ordres et des conseils ou des consignes simples.*

LISTEN – Compréhension Orale

1. Read the instructions in the speech bubbles to your learners, slowly and very clearly.
 - Clarify any queries your learners may raise.
 - Highlight the use of “vous” (plural) as the instructions are addressed to a group of people (your class).
 - Re-read the instructions. This time, as you read, the learners should do the actions for each instruction, as a class.

Play these videos (songs) to your learners, as a recap:

- https://www.youtube.com/watch?v=erVOK_qZE2s
- <https://www.youtube.com/watch?v=UBuHpMXWJM8>
- Re-play the videos.



2. Now, read the instructions addressing one person only. These instructions, therefore, use the form for “tu” (rather than “vous”, which you used in the previous exercise).
 - Read the instructions again, slowly and clearly. Clarify any queries that your learners may have.
 - Say each instruction to an individual learner to follow. The rest of the class should listen

carefully and pay attention to the form of the verbs used for “tu”.

3. The table on page 120 of the Learner’s Book introduces some new key verbs for the classroom context. At this stage, only the forms for “tu” and “vous” are used.
 - Read these new instructions to your learners.
 - Point out the Question box at the bottom of the page. This is a good activity to be given as homework. Learners should do some research to find out the infinitive forms of the verbs.



Answers

- Souligner: To emphasise / To underline
- Compléter: To complete
- Relier: To link up / To match / To connect
- Dessiner: To draw

Indicator:

- *B6.4.9.2.1: Donner et réagir à des ordres.*

SPEAK – Production Orale

1. Point out the Question box on page 121 of the Learner’s Book. This box introduces learners to the idea that, in addition to the forms for “tu” and “vous” that they already know, French verbs also have an imperative form conjugated for “nous” (“we”).
 - Work through the Look and Learn box with your learners.



LOOK AND LEARN

Imperative form

- Go through the Look and Learn box with your learners.
- Take some time with this content, ensuring that your learners understand clearly how to use all the three imperative forms. (We use “tu” to address one person informally, “vous” to address one person formally or two or more people both formally and informally, and “nous” to include ourselves as the speaker.)
- Re-read and explain further wherever required. You may also wish to provide additional examples and prepare activities for extra practise / homework.

- The three activities on page 122 of the Learner's Book give learners the opportunity to practise giving and receiving instructions using all three imperative forms that they have learnt.
 - Learners should be creative and use as many different verbs from the Look and Learn box as they can.
 - Point out the Hint boxes for each activity and remind learners to use the correct imperative form in each case.
 - As they do each activity, walk around the class, listening to the learners. Assist and correct where necessary.
 - After each activity, invite a few volunteers to role-play some instructions in front of the class.
2. Learners work in pairs for this activity and take turns to give and receive instructions, using the imperative form for "tu".
 3. Learners continue to work in pairs for this activity. This time, they take turns to give and receive instructions using the imperative form for "nous".
 4. Learners work in groups of three for this activity. They should each have a turn to give instructions to the other learners in their group, using the imperative form for "vous".

Indicator:

- *B6.4.9.3.1: Lire et comprendre des ordres.*

READ – Compréhension Écrite

1. Learners read the instructions and look at the pictures on pages 123 and 124 of the Learner's Book.
 - Then they match each instruction with the correct picture.
 - Guide and correct learners as necessary.

Answers

- a) C
- b) D
- c) B
- d) A
- e) G
- f) E
- g) H
- h) F

Indicator:

- *B6.4.9.4.1: Écrire pour donner des ordres.*

WRITE – Production Écrite

1. a) – b) This is a great activity to give learners a good sense of responsibility, personal development and leadership while they keep practising the topic of the unit.
 - Learners should provide written instructions for:
 - one student only, using the imperative for "tu"
 - a group of students, using the imperative for "vous"
 - actions in which they are to be included, using the imperative for "nous".
 - Point out the Hint box and remind learners to conjugate the verbs correctly for each subject pronoun.
 - Guide and correct learners as necessary.
 - Give learners the opportunity to re-write their instructions correctly after you have checked their work.

FUN TIME!

1. This is a nice activity to end off the final unit of the Basic 6 Learner's Book.
 - Guide your learners through the Vocabulary and Teaching boxes on the page. Then read the text to them.
 - a) Choose a simple tune that is well known to your learners and sing the text as a class.
 - Alternatively, read through the text together and clap as you go along.

Est-ce que tu veux chanter avec nous?

1. – 4. This is a fun and collaborative group activity that will enable learners to revise and practise together.

- Once they have chosen a song and are well practised at singing the song together, learners will have the chance to share their selected song with others in their school.

- Ensure consensus in the selection of the song and assist learners with their practise.
- Check their pronunciation and guide them as necessary.

PRACTISE, PRACTISE, PRACTISE!

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

1. Learners copy and complete the table provided in the Learner's Book, giving the correct labels and numbers of items.

 **Answers**

- Les **T-shirts** – Il y a quatre.
- Les **shorts** – Il y a deux.
- Les **pantalons** – Il y a deux.
- Les **chaussures** – Il y a deux.
- La **casquette** – Il y a une.
- Le **jean** – Il y a une.
- Le total est **douze**.

2. Learners read the text and then do the calculation (division).

 **Answers**

$24 \div 12 = 12$
La réponse est **douze!**

3. Learners write the numbers in French words.

 **Answers**

- 44 – **Quarante-quatre**
- 60 – **Soixante**
- 100 – **Cent**
- 38 – **Trente-huit**
- 56 – **Cinquante-six**

f) 83 – **Quatre-vingt trois**

g) 18 – **Dix-huit**

h) 75 – **Soixante-quinze**

4. Learners complete the sentences, revising the days of the week and respective weekly activities.

 **Answers**

- Elle **va à l'école**.
- Elle **fait du tennis**.
- Elle **fait du ballet**.
- Elle **regarde la télévision**.
- Elle **visite ses grands-parents**.

5. Learners match each caption to the correct picture.

 **Answers**

- B
- A
- C

6. Learners complete the sentences, using the correct French pronoun in each case.

 **Answers**

- leur
- leurs/ les
- le
- le/ lui

7. Learners look at the picture and then complete the table, using the correct French preposition of place in each case.

Answers

- Note that learners' answers may vary. Accept any correct and appropriate answers.
 - Some sample answers are provided here.
- a) L'école est à gauche de l'hôpital.
L'école est derrière l'église.
L'école est devant la banque centrale.
- b) Le musée d'arts est à droite de l'hôpital.
Le musée d'arts est derrière le marché.
Le musée d'arts est devant la mosquée.
Le musée d'arts se trouve au bord de la mer.

- c) L'église est à gauche du commissariat de police.
L'église se trouve devant l'école.
- d) Le commissariat de police est à droite de l'église et à gauche du marché.
Le commissariat de police se trouve devant l'hôpital.
- e) Le marché est à droite du commissariat de police.
Le marché se trouve au bord de la mer.
- f) L'hôpital se trouve entre l'école et le musée.
L'hôpital est derrière le commissariat de police.
L'hôpital est devant la mosquée.
- Give learners the opportunity to re-write their sentences correctly after you have checked their work.

FINAL ACTIVITIES

LB p. 131

- These final activities will allow both you (as the class teacher) and your learners (through their final self-assessment of the year) to test the learners' French knowledge and progress. It will also highlight any areas which may require further revision or practise.
- Ensure that all learners hand in their completed exercises to you for checking and advice. Take some time to check your learners' general progress and achievements.
- Identify areas where extra or remedial exercises may be required before the school year ends. If necessary, prepare some extra or remedial activities (to be done in groups or in pairs), focusing on the topics that seem to have been a bit more challenging for your class in general.
- Keep in mind that these final activities should form part of your continuous monitoring of progress.
- Feel free to make use of the template provided on page 88 of this Teacher's Guide to keep track of your learners' progress as often as required.

1. a) – e) Learners write a letter to their imaginary French penfriend and describe three of their family members – both physically and in terms of personality. They also name each person's job/occupation and list his/her likes and dislikes.

Answers

- Learners' answers will vary. Ensure that they include all of the requirements in their descriptions and accept any correct answers.

2. Learners copy and complete the text, filling in the gaps with the correct words.

Answers

- a) mes / m'appelle
b) suis né
c) numéro de téléphone
d) vous / ma / sommes / grande
e) Mon / est / ma / est
f) sont / sont / suis / étudiant
g) Mes / sont / Ils ont / ne / sont retraités
h) Mon / est / Il / a
i) Ma / est / Elle / a / les cheveux
j) les / Ils / Leur / est
k) Ma / a / Elle est / mes / suis
l) Mes / sont / nièces
m) votre / avez / Avez

3. Learners draw a picture showing the people described in the text on page 131 of the Learner's Book.

Answers

- Drawings will differ from learner to learner. Accept any pictures that correctly match the descriptions.
4. Learners complete the sentences with the correctly conjugated verbs.
- Learners then match each sentence on the left to the correct picture on the right.

Answers

- Nous **faisons** des activités sportives. – E
 - À la cantine nous **prenons** notre déjeuner. – D
 - Nous **balayons** la cour. – A
 - Nous **lisons** nos livres. – C
 - Pendant la récréation nous **jouons** avec nos amis. – B
5. Learners think about their houses and list a minimum of four objects per part of the house indicated – a) bedroom, b) kitchen and c) bathroom.

Answers

- Learners' answers will vary as they may list different objects. Accept any correct answers.
6. Learners translate the French adjectives listed into English and then write a sentence in French for each adjective.
- Check learners' understanding.

Answers

- Beau: Beautiful
 - Bien décoré: Well decorated
 - Ensoleillé: Sunny
 - Douillet: Cosy
 - Sympathique: Friendly
 - Gentil: Kind/nice
 - Hospitalier: Hospitable
- Learners' answer sentences will vary. Ensure that each sentence includes the listed adjective and accept any correct answers.

- Give learners the opportunity to re-write their sentences correctly after you have checked their work.
7. Learners look at the picture and answer the questions, giving the correct number of objects found in the picture.

Answers

- Il y a un garçon. (The child under the bed is a girl whose cap says "Nadia". Give this clue to your learners to assist them with their answer: "Look at the girl's cap!".)
 - Il y a trois fruits.
 - Il y a deux tables. (Also accept "Il y a trois tables." if learners include the bedside table.)
 - Il y a trois animaux.
 - Il y a six robes. (There are five in the wardrobe and the little girl is wearing one.)
8. Learners look at the train schedule and then complete the dialogues (questions and answers) that follow.

Answers

- À quelle heure arrive le train à Batsona?
 - Le train part d'Asaprotsona à sept heures deux (du soir).
(Also accept "Le train part d'Asaprotsona à dix-neuf heures deux.")
 - Le train arrive à Tema le soir.
 - Est-ce que le train part de Batsona à ...? (Accept any incorrect time here – i.e. anything other than 18:32 – since the response in the dialogue is negative.)
9. Learners practise the use of the French prepositions of place, by filling in the gaps to complete the sentences.

Answers

- sous
- sur
- à droite de (Also accept "à côté de".)
- devant
- à gauche (Also accept "à côté de".)
- entre

SECTION C: EXTRA RESOURCES

Section B of this Teacher's Guide gave guidance and suggestions specific to each unit of the Learner's Book. In this section, we provide a few extra suggestions and guidelines which we hope you will find useful and relevant.

The Learner's Book has a great number of activities (including individual, pair, and group work exercises and projects) that will enable you to assess your learners individually and your class in general. All of the activities presented in the Learner's Book will help you to make decisions to improve your learners' learning while assisting and guiding them throughout the different terms of this school year.

All of the activities presented in the Learner's Book can be used to check the progress of your learners for continuous assessment.

We suggest that you use the "Let's start!" warm-up activities (included at the beginning of each unit) for diagnostic assessment and the "Practise, Practise, Practise!" and "Final activities" sections as part of your learners' formative and/or summative assessment.

Assessment should be used to promote learning. The new curriculum stresses the importance of assessment as a key form of communication. All assessment must be valid and reliable and must also follow the four criteria listed in the Assessment Standards: "absence of bias", "equitable treatment", "equality in outcomes" and "opportunity to learn".

The extra resources included in this section of your Teacher's Guide have been developed to offer support for:

- ✓ Key content and vocabulary that learners might find a bit more challenging and with which they may need some extra support, help and guidance
- ✓ Learners who have different learning paces
- ✓ The important role of continuous assessment in a learner-centred classroom (including diagnostic, formative and summative assessment)
- ✓ Individual, pair and group work.

Note that materials that may be reproduced should be used in the teacher's classroom or school only.

It is entirely up to you to decide when you would like to use these extra resources and there is no specific order in which they should be used.

Resource 1:
Le verbe _____

LE VERBE _____

1. Fill in the speech bubbles with the correct conjugation.

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- ✓ You can use this Resource for your learners to practise filling in the conjugation of different key verbs in French, in the present tense.
- ✓ You can use this resource when you find it to be relevant and useful. (It can be used as diagnostic or formative assessment and can be set as an individual, pair or group activity.)
- ✓ It is a great way for learners to consolidate this grammar practise through a visual tool. (They will be able to memorise this more easily by associating each conjugation of a French subject to a child in the picture.)

Resource 2:
Qui sommes-nous?

QUI SOMMES-NOUS?

1. Look at the picture and complete the speech bubbles.

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- ✓ You can use this Resource for your learners to practise filling in spaces with vocabulary and grammar structures already learnt and in context.
- ✓ Learners will be interpreting and practising content while reading and writing the French language.
- ✓ It can be used as diagnostic or formative assessment and can be set as an individual, pair or group activity.

Answers:

- ① Je / m'appelle / ai / ans / habite / mince / courts / frisés
- ② Bonjour OR Salut / Je / m'appelle / ai / ans / né / jouer / regarder
- ③ Bonjour OR Salut / va / m'appelle / Didier / David / aime
- ④ mon / vas / veux / au / Aimes / faire / aime / pas
- ⑤ appelles / s'appelle / métier / suis
- ⑥ allez / voulez / venir / fête

Resource 3:
Les professions/métiers cachés

LES PROFESSIONS / MÉTIERS CACHÉS

1. Can you find the names of these jobs/occupations in the word search puzzle? (**Hint:** Check downwards, forwards and backwards.)

MÉDECIN COUTURIER FACTEUR PROFESSEUR
JOURNALISTE PHOTOGRAPHE COIFFEUSE PILOTE

P	H	O	T	O	G	R	A	P	H	E
I	S	E	S	U	E	F	F	I	O	C
L	C	O	U	T	U	R	I	E	R	Y
O	M	É	D	E	C	I	N	F	P	X
T	B	O	N	F	A	C	T	E	U	R
E	T	S	I	L	A	N	R	U	O	J
P	R	O	F	E	S	S	E	U	R	E

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✓ This Resource gives learners the opportunity to revise their French vocabulary for jobs and occupations. We suggest that you use it as diagnostic assessment for Topic 4, Unit 7.

Answers:

P	H	O	T	O	G	R	A	P	H	E
I	S	E	S	U	E	F	F	I	O	C
L	C	O	U	T	U	R	I	E	R	Y
O	M	É	D	E	C	I	N	F	P	X
T	B	O	N	F	A	C	T	E	U	R
E	T	S	I	L	A	N	R	U	O	J
P	R	O	F	E	S	S	E	U	R	E

Resource 4:
Où se trouve le chat?

OÙ SE TROUVE LE CHAT?

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✓ You can use this Resource for your learners to revise the French prepositions of place.
 ✓ It is suggested to be used as diagnostic assessment.
 ✓ You might also decide to use this template for a poster to be displayed in the classroom as a quick visual reference.

Answers:

- ① Le chat est sur la table.
- ② Le chat est sous la table.
- ③ Le chat est à côté de / à gauche de la table.
- ④ Le chat est derrière la table.
- ⑤ Le chat est entre la chaise et la table.
- ⑥ Le chat est dans la boîte.

LE VERBE

1. Fill in the speech bubbles with the correct conjugation.

Je / J' _____

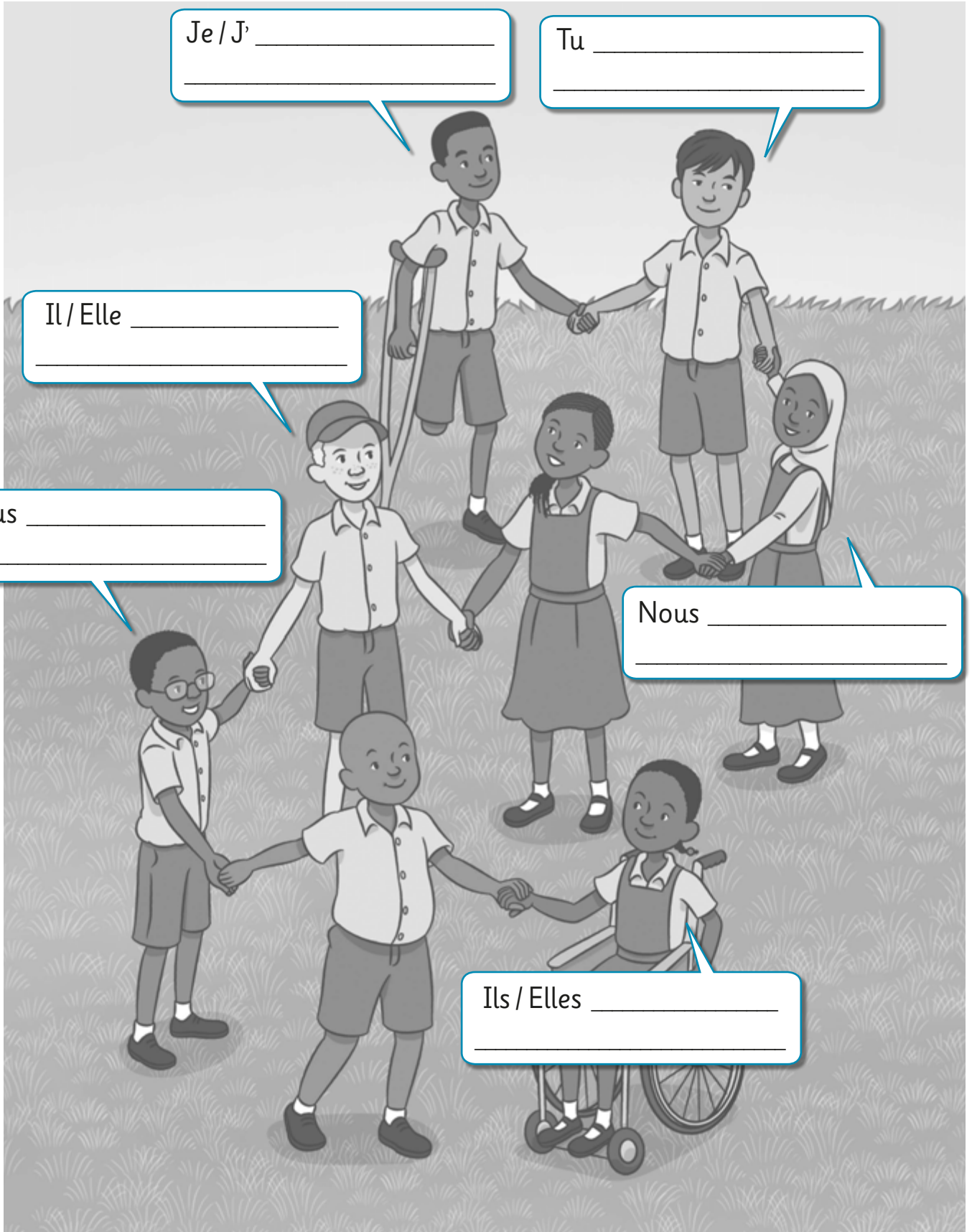
Tu _____

Il / Elle _____

Vous _____

Nous _____

Ils / Elles _____

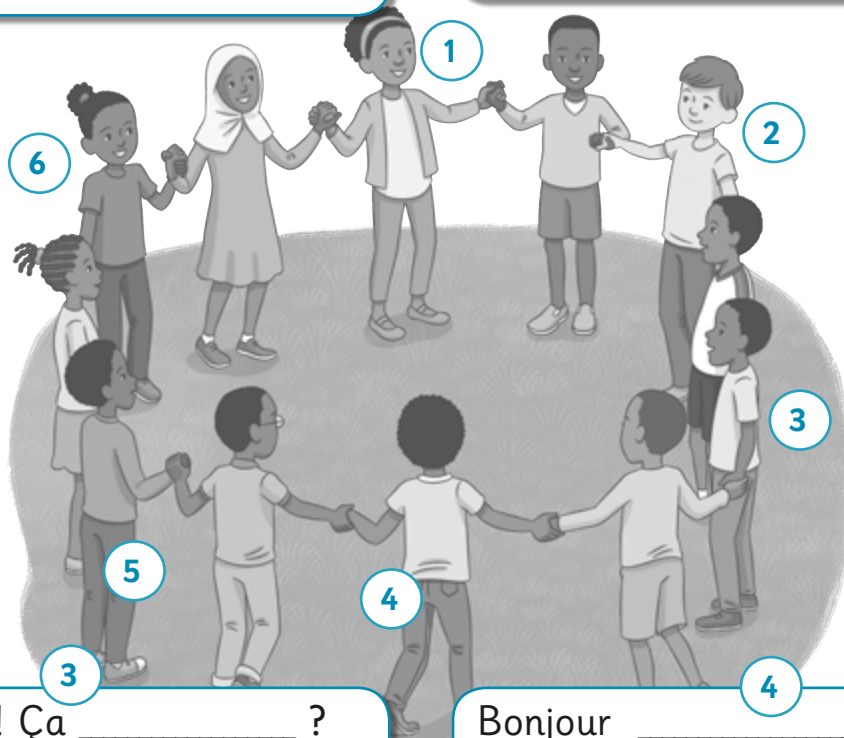


QUI SOMMES-NOUS?

1. Look at the picture and complete the speech bubbles.

1
 Bonjour! _____ Ama.
 J' _____ 11 _____.
 J' _____ à Accra
 avec mes parents et mon frère.
 Je suis petite et _____.
 J'ai les cheveux _____ et _____.

2
 _____! _____ François.
 J' _____ 12 _____.
 Je suis _____
 le 12 décembre, à Paris.
 J'adore _____ avec mes
 amis et j'aime _____ la télévision.



3
 _____! Ça _____ ?
 Je _____ David Didier.
 Mon nom 'est _____.
 Mon prénom c'est _____.
 J' _____ la poire mais je préfère la
 pomme.

4
 Bonjour _____ amie!
 Comment _____ tu aujourd'hui?
 Est-ce que tu _____ aller _____
 cinéma? _____
 -tu _____ du tennis? Qu'est-ce
 que tu n' _____ ?

5
 Salut! Comment tu t' _____ ?
 Et comment _____ ta mère?
 Quel _____ exerce ton père? Je
 vais à l'école. Je _____ étudiant.

6
 Bonjour!
 Comment _____-vous aujourd'hui?
 Est-ce que vous _____ chez moi ce
 samedi? C'est la _____ d'anniversaire
 de mes frères jumeaux.

LES PROFESSIONS / MÉTIERS CACHÉS

1. Can you find the names of these jobs/occupations in the word search puzzle? (**Hint:** Check downwards, forwards and backwards.)

MÉDECIN COUTURIER FACTEUR PROFESSEURE

JOURNALISTE PHOTOGRAPHE COIFFEUSE PILOTE



	H	O	T	O	G	R	A	P	H	E
	S	E	S	U	E	F	F	I	O	C
L	C	O	U	T	U	R	I	E	R	Y
O	M	É	D	E	C	I	N	F	P	X
	B	O	N	F	A	C	T	E	U	R
	T	S	I	L	A	N	R	U	O	J
P	R	O	F	E	S	S	E	U	R	E

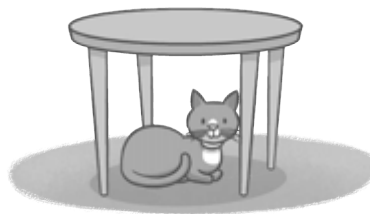


OÙ SE TROUVE LE CHAT?

1



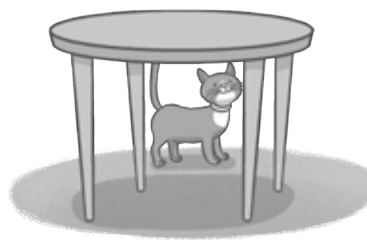
2



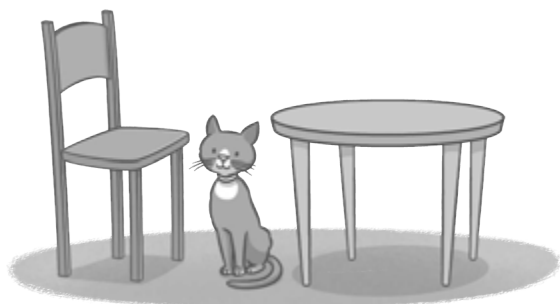
3



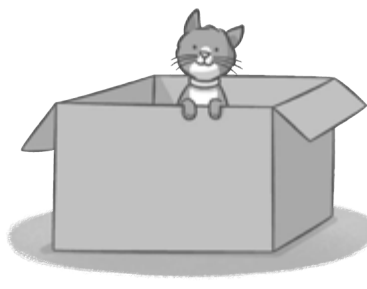
4



5



6



TEMPLATE: Monitoring learner progress

SCHOOL: _____

BASIC: _____

YEAR: _____



FULL NAME OF LEARNER: _____

TERM: _____

STRAND (Theme in Learner's Book): _____

SUB-STRAND (Unit in Learner's Book): _____

Monitoring progress:

Key:

***** Excellent / **** Very good / *** Good / ** Sufficient / * Insufficient

1. Achievement of CONTENT STANDARDS:

a) Compréhension Orale	*****	****	***	**	*
b) Production Orale	*****	****	***	**	*
c) Compréhension Écrite	*****	****	***	**	*
d) Production Écrite	*****	****	***	**	*

2. Participation and success in INDIVIDUAL / PAIR / GROUP WORK:

a) Individual work	*****	****	***	**	*
b) Pair work	*****	****	***	**	*
c) Group work	*****	****	***	**	*

3. Level of success during specific activity types:

a) Fun Time!	*****	****	***	**	*
b) Project Time	*****	****	***	**	*
c) Practise, Practise, Practise!	*****	****	***	**	*
d) Final activities (Term 3 only)	*****	****	***	**	*

OBSERVATIONS/COMMENTS:
