



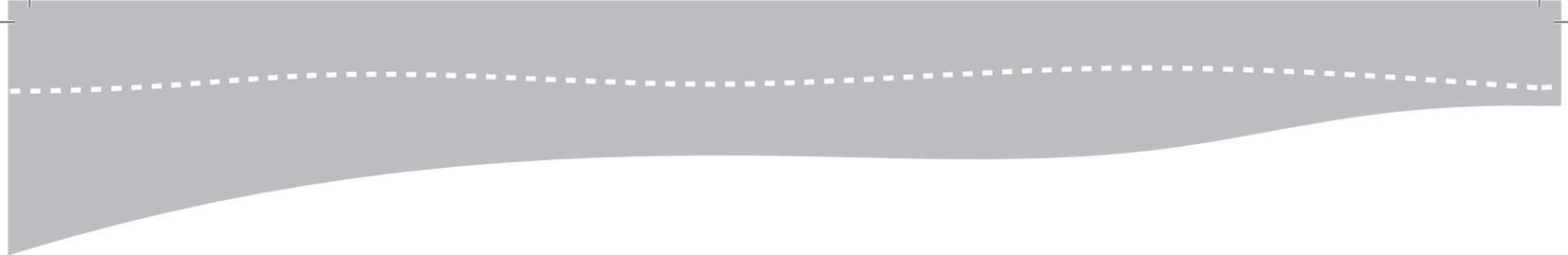
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# Allez!

FRANÇAIS POUR LES ENFANTS  
Guide pédagogique

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## Introduction to the Manual

This Teacher's Manual is designed to assist teachers/trainers to administer foreign languages effortlessly. It is a practical guide to help promote foreign language learning at schools, classrooms, and individual levels. The manual provides teachers with a collection of activities that can be implemented in classrooms to nurture languages.

The content in the manual is aligned to support learning and progress in incremental steps. Each skill is taught, practised, and reviewed to gradually build substantial vocabulary and enhance speaking skills.

This book also focuses on additional practice through spaced repetitions. The suggested games and activities are suitable to foster learning and motivate children. The manual guides the teacher to progress with small, logical steps; thus, building confidence in children to use the target language in natural, everyday scenarios.

### How to use this book

1. **Let's get started:** Read the teaching strategies.
2. **Let's take charge:** Implement recommended teaching methodology. This also includes incorporating suggested games and activities provided at the end of the book. Select the activity appropriate to your topic and class.
3. **Let's go:** Each topic comprises exercises for reinforcement. Solve the exercises as recommended. Revision exercises should be done at the end of every unit.
4. **Let's get it right:** Check answers.

### Note to teachers

Dear teachers,

This programme is aimed at imparting foreign languages to children in pre-primary and primary grades. We believe children have the natural ability to easily gain proficiency in languages and we strive to provide them a language learning platform at a young age.

Our foreign language programme for early learners is designed with child-friendly themes that makes learning relatable and fun.

The course includes step-by-step explanatory videos for every topic, quizzes, engaging worksheets and games that would target the specific needs of early learners. We endeavour to inspire children by not just making learning easy to remember, but also difficult to forget.

The curriculum and pedagogy are designed to facilitate children soak up the target language with ease while remaining engaged in fun, exhilarating activities.

We hope you will have as much fun delivering the programme as we had while designing it!

***Wishing you all the very best. . .***

## **A little peek into this book:**

### **Supplies**

Digital content comprises watch-learn videos. Physical components include flashcards, a learner's book, a workbook and a trainer's guide. This book also encompasses a list of songs you can play during the class.

### **Teaching strategies**

You can make use of the suggested teaching blocks (instructions, offline games, recall techniques, etc.) by simply making use of the study plans recommended in this book.

### **Games, Exercises & Activities**

Each lesson is supported by games, exercises and some activities that can be incorporated to revise and reinforce concepts. The exercises in the books can be attempted as practice during lessons. The games and activities serve as a revision as well as reinforcement of concepts

### **Study Plans**

We offer study plans that allow you to outline the time needed for well-defined learning activities. The schedule consists of day-wise charts.

Recommended time to complete the programme is **9/10 months** which will involve foreign language learning of 30 mins each class taking place thrice a week.

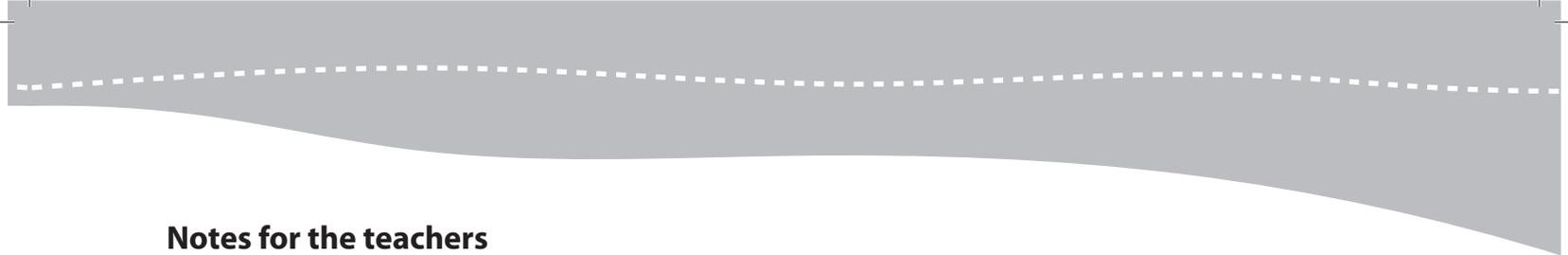
### **Flashcards**

Flashcards are effective memory aid tools that ease the learning process. They are a perfect method of invigorating children and connecting them to a language.

This series offers this most widely recognised approach to gamify learning through creative methods. Flashcards have been incorporated to support spaced repetition, simplify memorising and strengthen concepts.

### **Audio files**

Listening is a vital skill in language learning. Listening stimulates awareness of the language as it is the first receptive skill that develops in a human. Learning to listen in the target language improves language ability. The sound, rhythm, intonation, and stress of the language can be perfectly adapted through listening. This book offers listening exercises that are intended to enhance other skills, as well as help learners gain confidence.



## Notes for the teachers

1. This book is designed to assist language classes that meet twice or thrice a week for 30-40 minute sessions.
2. Play the audio a minimum of three times.
3. Maintain a high energy level.
4. When you start, start big: big smiles, big voice, big gestures. Make them feel that something awesome is about to happen.
5. The whole class is feeding off your energy. So it's actually very important that you have fun yourself.
6. During games/activities, maintain a positive attitude. Tell them it's no big deal if they commit some slip ups. For example, if a learner guesses an answer wrong, tell them they'll get it next time. Always be encouraging. Tell them it's okay that their team is a little behind, they can make up for it soon. Congratulate correct answers, and motivate them to get through the misses.
7. Award star stickers to the ones doing well, showing improvement, and also to the ones who are trying.

# Unité 0

## Objectives:

1. To revise and reinforce the concepts of greetings and goodbyes
2. To ask and respond to questions 'how are you?' & 'what is your name?'
3. To introduce the learners to some basic verbs.

## Vocabulary:

Allez !	Quelles langues parles-tu ?
Bonjour !	Je parle..
Bonsoir !	français
Bonne nuit !	espagnol
Comment ça va ?	Spanisch
Et toi ?	allemand
Ça va très bien !	arabe
Ça va bien !	anglais
Ça va !	hindi
Ça ne va pas bien !	
Au revoir !	
À bientôt !	
À demain !	
Comment t'appelles-tu ?	
Je m'appelle	
D'où viens tu ?	
Je viens	
Où habites-tu ?	
J'habite à	

## Leçon 1

### Teaching strategies

1. Begin the day by introducing the country and its diverse cultural heritage. Tell learners that they will be exploring the languages spoken in the country, as well as its neighbouring nations and the countries that use the target language as their official language.

Look at the world map and help learners identify/locate the country's geographic location and the continent it is situated in. Take some time to learn about the flag of the country they are studying.

By the end of this lesson, learners should have a clear understanding of the various languages spoken in this country and how they contribute to its rich cultural heritage. They should also be able to identify the neighbouring nations and countries that use the target language as their official language.

As you continue to use the maps, pay close attention to the symbols and icons on the map in the book. It's important to understand these symbols and icons as they provide a visual representation of various aspects of the country's culture. These symbols can range from landmarks, food, clothing, sports, and other cultural elements unique to the region. Take the time to explore and appreciate the different symbols and icons on the map, as they offer a glimpse into the country's rich cultural heritage.

You can also deepen their understanding of culture by adding some interesting trivia about the schools in the country.

For instance, they can learn about the extended lunch hours, which last for almost two hours, giving students the opportunity to enjoy a proper meal and take a break from their studies. Additionally, French students have a unique holiday schedule, with a two-week break after every six weeks of classes.

Spend the day discussing and exchanging information about the country.

2. Before you dive into the lesson, start with a fun activity that will help learners review what they learnt in the previous class. Guide each of them to take five to ten minutes to prepare a quiz based on the cultural facts and information that you have discussed. They can write their questions on slips of paper, making sure that each learner writes at least two questions.

Once they have all written your questions, collect them in a bowl, and each of them will take turns coming up to pick a question and answer it. This activity can also be played in teams, with learners divided into two groups.

If you finish early, you can add some more information about festivals or the way of life in the country they are learning about.

By engaging in this activity, you can reinforce their understanding of the culture and customs of the country, and make learning about the language even more enjoyable. So, get started and have some fun!

3. Today start with a general round of question and answers. If the learners have studied the general questions in the previous years, get them to converse with one another (see to it that it sounds as natural as possible) If you have new learners in the class, ensure that they are taught the 4 basic questions and greetings. Take two classes to cover this.. In the second class, pair the old learners with the new ones and let them do small talks independently.

# Unité 1

## Objectives:

1. To learn Alphabet and sounds
2. To introduce friends and describe them

## Vocabulary:

la abeille	le frère
la bouteille	le hôtel
le cd	la sœur
le dauphin	sympa/sympa
le éléphant	mechant/mechante
la fourmi	amical/amicale
la girafe	pas amical/pas amicale
l'horloge	travailleur/travailleuse
l'île	paresseux/paresseuse
le jaguar	intelligent/intelligente
le kiwi	stupide/stupide
le lait	Je suis là.
la maman	Il/elle n'est pas là.
le nid	Madame/Monsieur
le ours	Mon ami/Mon amie
le papa	Elle/il habite
la queue	Elle/il s'appelle
le radeau	Elle/il est
le sac	Elle/il a
le tableau	Elle/il est la/pas la
la usine	C'est mon ami/ C'est mon amie
la vache	le frère
le wagon	le hôtel
le xylophone	la sœur

## Leçon 1:

1. Start the day by asking children how many letters there are in the English language. Ask them to guess the number of letters in the target language too. Encourage your learners to participate. Appreciate them if they come up with the correct response.

Now make two columns and write some random letters of the English alphabet in one column and some random letters of the target language in the other column. Also make use of special characters specific to the target language. Encourage the learners to look at both the columns and point at the differences and similarities. Revolve the talk a little around the new characters they would be learning. *For example, acquaint your learners with accents in French.*

The third step would be to show your class the alphabet song. If you do not have access to a video, play the audio. Encourage your class to sing along. Play the song a few times till the learners get comfortable with the pronunciations.

If you are playing the video, ask them if they noticed any new letter(s) in the song.

Now take them slowly through each letter sound and pronunciation. Next write the letters on the board and pronounce each letter and associate the alphabet with words on the learner's page. This may take two classes or more depending how much time your learners take to get acquainted and comfortable with alphabet.

Once you are convinced that your learners are confident using the alphabet in the target language, encourage them to spell their names. Proceed with exercises.

Take the learners on an alphabet tour. Play the song audio/video. Encourage them to sing. Now write a few words from the alphabet chart. Divide the learners into teams and get them to spell the words in the target language.

Recommended exercises: LB: 1,2,3,4,5,6, 8 | WB: 1,2,3,4

2. Next, inform the class that today they will learn how certain words sound like when letters come together.

From the phonics section of the book, encourage learners one by one to try and read out loud words.

Write **a/ à/ â** on the board and pronounce the letters. Inform them that **a/ à/ â** produce the same sound. Talk about the longer/ softer **a (â)** and the short **a (a)**. Tell them to place their tongues at the bottom of the mouth, the air and the sound must go through the mouth only and the lips are going to be naturally open. For this you can ask them to block their noses and see how the sound doesn't change and the air and the sound pass only through the mouth. Pronounce **a** and words from the book.

Similarly, you can stress on all the other sounds mentioned in the book. Give them tips related to each sound and pronounce the words.

Read the words in the table and make the learners repeat each word.

If time permits, divide the learners into three teams and give each team the task of mastering one tongue twister. Assist them with pronunciation and intonations. If time is a constraint, start with the tongue twister exercise in the next class.

Recommended exercises: LB: Audio clips on Alphabet and phonics, tongue twisters | WB: 5

**\*For exercise 2 in Livre de l'élève:**

Instructions: Put the learners into pairs. Each learner gets a chance to spell his/her name and the partner writes the name in the space provided. It would be fun if they have their backs to each other and write the names on the backs with fingers.

3. Begin the class with the song on numbers. Turn off the video. Only play the song. While the song is on, encourage learners to jump and dance. Mingle and dance with them. After the song is over, give them time to settle down and ask them if they know some of these words!! Since they have already learnt numbers till 10 the previous year, they will be able to give a correct response. Welcome the responses with enthusiasm.

Now tell your learners that since they are so good with numbers till 10, you want to teach them numbers till 20! New learners can be paired with experienced learners in an activity where the experienced students will help bring the new learners up to speed.

Take them through the song or the video on numbers and encourage them to say/sing along till 10. Ensure your learners repeat numbers from 11 to 20. If you want a gadget free class, say the numbers, or sing them yourself and let your learners repeat. To make learning more interesting, carry a medium sized ball to the class. Get learners to stand in a circle and throw the ball randomly at each other. The child who throws the ball, says the number aloud. Please ensure every child gets a turn. Alternatively, you can also use a small object and play pass-the-parcel. Encourage children to say the number aloud each time they pass the parcel. When the music stops, the learner says 5 numbers backwards.

When you think the learners are confident, move to the book and let them listen to the audio on the learner's page. Have them point out to the numbers as they listen to the audio.

Recommended exercises: LB: 10,11 | WB: 6, 7

4. Start the class with a game. This is a very active game to practice numbers that will get your learners up out of their seats. For this game, you need a lot of space, so, if possible, play this game outside. If not, you can play in the classroom if it is safe to do so.

To play, learners must walk around while listening to music. When the music stops, the teacher will shout, **Forme un groupe de quatre personnes !** and learners must quickly try to get into a group of that number. The learners who do not get into a group of that number are out of the game for this round.

Revise numbers with the help of games and exercises in the learner's book.

Recommended exercises: LB: 12,13

5. Introduce the question: Begin by writing the question **Quel âge as-tu ?** on the board. Pronounce the question slowly and clearly, and have the students repeat it after you. Make sure to emphasise the correct pronunciation and intonation.

Once the students are familiar with the numbers, practice saying their age. Start by asking each student how old they are in English, and then have them repeat the sentence in the target language. For example, **J'ai 11 ans.**

To further solidify the understanding of the concepts, incorporate activities from the activity section.

Recommended exercises: LB: 9

6. Encourage role-plays. For this, guide learners to make cards with details of an imaginary person. Guide them to write details like name, age, country, place of residence etc. Now collect the cards and mix them. Let learners pick up a card and introduce themselves to their partner.

## Leçon 2:

7. Start the class with counting! Ask children to count some objects in the class. When you are assured that your learners can count effortlessly till 20, ask them to tell you how many friends they have! (in the target language)

Inform your learners that they will not only be counting their besties, but they will also learn to talk about them. You can choose to play the video to acquaint your learners with new vocabulary.

If it is a no screen class, follow the following steps:

1. Draw two stick figures of a girl and a boy. If you are an artist, feel free to draw a boy and a girl.
2. Tell them that in France, there are two terms for the word **friend**.
3. Write the words **amie** and **ami**. Let the learners repeat the words till they are comfortable with the concept.
4. Now add the words my best to both female and male friend.
5. After the learners are comfortable with the concepts, add this is my best friend. Get them to repeat - **Il est mon meilleur ami / Elle est ma meilleure amie**. Ensure they use **mon/ma/ meilleur / meilleure** properly. Subtly correct them if they go wrong. Do not force any grammar rules.

To make the terms stronger and clearer, refer to the activities on **Mon ami et moi**.

Recommended exercises: LB: 3

8. Start the day with revision. Ask the learners to refer to their drawings from the previous class. Ask a few of them to volunteer and say this is my best friend. If required, go through the sentences again. Draw the figures again and help them remember to say male friend and female friend. Have learners listen to the audio clips on the learner's page.

Today you can introduce **il** and **elle**. For this you can carry pictures of famous personalities. Show the pictures and now write sentences like **C'est .... habite à .... vient de ....**

Tell the learners that you are tired of saying Virat again and again and ask them to give you some solution. If they don't come up with any answer, ask them how they would like it if you say **he**! Introduce them to

the words **il** and **elle**. Next move to **Il est mon meilleur ami / Elle est ma meilleure amie. il s'appelle \_\_\_\_\_ /elle s'appelle \_\_\_\_\_**

Next, draw a house on the board and let the learners learn to say - **My best friend (he/she) lives in \_\_\_\_\_.**

Encourage your learners to introduce their friends in the following format.

**Elle est ma meilleure amie / Il est mon meilleur ami.**

**il s'appelle \_\_\_\_\_ /elle s'appelle \_\_\_\_\_**

**il habite à \_\_\_\_\_ /elle habite à \_\_\_\_\_**

Recommended exercises: Role-plays

9. Introduce adjectives to the learners today. Tell learners that it's time to describe their friends. Show flashcards on adjectives and ask them what each picture represents. Let the answers be in English. After the first round of flashcards, show the flashcards again. Incorporate a flashcard activity from the activity section to reiterate the words. Let them know that in French, when you want to describe a feminine noun with an adjective, you often add an **-e** at the end of the adjective. However, there are exceptions to the rule too!

Recommended exercises: LB: 1,2,4 | WB: 8,9

10. Start with a revision on adjectives. Show flashcards and ask learners what each picture represents. Encourage answers in French. If learners are struggling to recollect the words, revise the words again. This time do it with an activity. Encourage the learners to repeat. Once their vocabulary is strong, get them to use the words in a sentence. For example, **My best friend is intelligent/naughty/nice, etc.**

Recommended exercises: WB: 13

11. Time to introduce some grammar! Write all the sentences related to the third person and encourage your learners to make similar sentences.

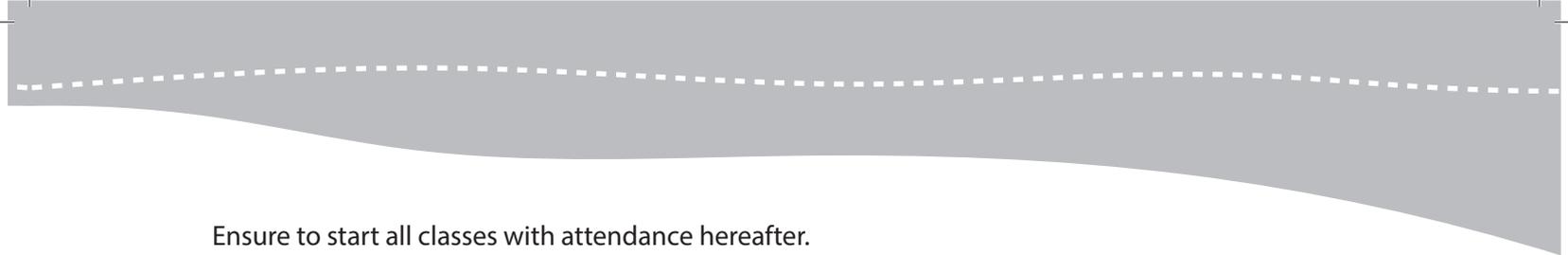
Ensure by the end of the day, they are confidently able to use verbs in third person.

Recommended exercises: LB: 5,6 | WB: 10,11,14

12. Today start the day with the audio clip on attendance. After the audio, ask your learners if they can understand what the teacher is doing. If they respond correctly, clap for them and motivate them to participate in the class. If they don't get the answer, play the clip again. Now imitate the teacher by taking attendance in the class.

Show them the flashcards for **present** and **absent!**

Now take the attendance again and encourage children to respond in French. If a child is absent, encourage **he/she is absent.**



Ensure to start all classes with attendance hereafter.

Recommended exercises: LB: 7,8,9

\* Remember to play the audios on learner's page for each concept. Encourage learners to repeat.

**\*For exercise 6 in Livre de l'élève:**

Instructions: Divide the learners into groups. In groups, ask them to read the texts loudly, or ask four children from the class to read the texts loudly. While reading, encourage them to underline significant information mentioned in the table. Help them understand the sentences if they encounter difficulties. Avoid translating; instead give examples.

**\*For exercise 7 in Livre de l'élève:**

Instructions: Here is a list of students. Some of them are at home and some in the class. Put a cross on the correct answer. To make this exercise interesting, you may ask children to colour the boxes.

**\*For tongue twisters:** Instructions: Use stopwatch to say tongue twisters. See how many a learner can say in one minute.

## Leçon 2:

### Objectives:

1. To learn and talk about school and school facilities.
2. To learn and talk about classroom and classroom objects.

### Vocabulary:

Mon école
la bibliothèque/les bibliothèques
la toilette/les toilettes
la cantine / les cantines
la salle de classe/les salles de classe
le terrain/les terrains
C'est mon école
Mon école s'appelle _____
Mon école est à _____
Mon école est grande/petite
la professeure/les professeures
la porte/les portes
l'étudiant/les étudiants
la table/les tables
Dans mon école
la fenêtre/les fenêtres
la chaise/les chaises
l'étudiante/les étudiantes

## Leçon 1

### Teaching strategies:

1. Start your day by asking learners **how would the world be if there were no schools?** Elicit responses from every learner and hear their thoughts. Do not discourage anyone even if they say they would be happy in a world without schools. Next acquaint the learners with some interesting and fun facts about the school systems in French. For example, you can talk about the education system in France and how different it is from ours. Prompt learners to share their knowledge or opinions about countries with different school cultures.

Now write the word **école** in the centre of the board and draw a cloud around it.

Introduce phrases like **my school, my school is called..., my school is in...+ place.**

Once learners are familiar with these sentences, use flashcards to acquaint them with the vocabulary as well as sentences. Tell your learners that these European languages have some special privileges. Every noun has a gender.

When you teach this topic, weave a short story to make the topic interesting.

*Sample story: A legend goes that once upon a time in France there lived nouns. These nouns were adorable, lovable, and very hardworking. One day when they were working diligently, a fairy who had been observing them for some time now, was very impressed. And she decided to bless these nouns. She said, "I am giving all nouns a special power; I am giving them articles. These articles will protect nouns and will always assist them. Since then, masculine nouns use the article **le**. Feminine nouns are accompanied by **la**.*

At this point show them flashcards for each type and introduce words like **library, canteen, school ground, etc.**

2. Further to this story: *The nouns were very happy, but after a few days they encountered a problem. The nouns had no article when they became plural. So, they went to the fairy again.*

*The fairy had also run out of articles by then. She had only two articles. She had given masculine \_\_\_\_ (elicit response), **la** was awarded to \_\_\_\_\_. However, the fairy still went looking for articles. She got some articles, but the plural forms were not happy with what she got. So, the masculine nouns volunteered and came up with an idea and added **s** to **le** and got the article **les**.*

When you narrate this story, ensure to make columns, and write down the articles as you speak. The visual impact on learners will help them understand and comprehend this better. Use flashcards of singular and plural forms to reinforce the concepts and the vocabulary.

Recommended exercises: LB: 1, 3, 5, | WB: 1, 4, (do only words that have been handled in the lesson)

3. Start the class with a quick revision of the vocabulary and the articles. Draw columns for each article on the board. Keep the flashcards on the desk. Encourage children to come out and pick one flashcard and write the noun under the correct column. Let children volunteer.

Soon after the revision, revise the plural forms of the words they have learnt. Before you start, ask them to recall the article of the plural form. Introduce plural forms: one library, many libraries. Use the target language.

4. Have a quick run through with the singular and plural nouns. Today, introduce the learners to adjectives - big and small. Ask them to recall the adjectives they have learnt in the earlier lesson.

To teach this concept better, carry objects in different shapes and sizes. To the larger ones, point and say – **C'est grand(e)** and **C'est petit(e)** for the smaller objects. Remind them that in French, when you want to describe a feminine noun with an adjective, you often add an **-e** at the end of the adjective. Once your learners have got the hang of **grand** and **petit**, reiterate the words by showing two objects. Ask what is big and what is small.

Encourage children to draw big and small objects in their books. Additionally, you can quiz them to determine whether an adjective should have an **-e** at the end or remain without one.

Recommended exercises: LB: 2, 7, 8 | WB: 2, 11

Encourage children to apply the vocabulary in sentences. Ask questions such as **how your school/classroom/library is, etc.**

5. The learners should be comfortable with the vocabulary by now. It is time to introduce questions and answers.

Draw a school resembling the picture of the school on the learner's page and introduce the phrase – **Il y a**. Write the question – **Qu'est-ce qu'il y a dans ton école?**

On the board write **il y a** and further to that write **la bibliothèque, la cantine, la salle de classe, le terrain**. Elicit these responses from learners as you write these words. Do not introduce toilet yet!

Without stressing too much on grammar, inform learners that when they use the phrase – **il y a + a noun**, they will need to put the word one- to show that there is one library or one canteen. Start cancelling the articles and replace **la with une**, and **le with un**.

To practise this further, use the same sentences with an article. Pull out the same flashcards and encourage responses with articles in the sentence. For example, **Il y a une bibliothèque, une cantine, etc.**

Recommended exercises: WB: 7 (only do the words that have been handled in the lesson)

6. Reiterate articles. Use flashcards and check if your learners can recollect the vocabulary along with the article. Introduce plural forms. You can introduce plural forms via flashcards or simply make two columns on the board and put singular and plural in two columns. Ensure you write the articles as well. Use flashcard games to reinforce vocabulary.

7. Continue the concept of **Il y a + noun**. Show flashcards and elicit responses like **Il y a une cantine, un terrain, etc.** Once the learners are comfortable with the singular forms, move to plural. Stress on words like **des/beaucoup de**. Say they are always used with plural nouns. To explain this better, write a sentence on the board which goes like this:

**Il y a une cantine.**

Below this statement write:

***Il y des/deux/beaucoup de cantines.*** Show the learners of the possibilities of words that are used with ***Il y a*** in plural form.

Let the learners know that the words ***Il y a*** mean both; ***there is*** and ***there are!***

Recommended exercises: LB: 4, 6, 9, 10 | WB: 3, 12

## Leçon 2

8. Reiterate articles. Use flashcards from the previous lesson and check if your learners can recollect the vocabulary along with the article.

Introduce classroom words through flashcards or videos. When you introduce the vocabulary, ensure they know the plural forms too. Revise articles done in the previous class.

As an activity, have learners get into groups and write the words they have learnt on post-its. For example, ***la porte, la fenêtre, le tableau, etc.*** To make it challenging, you can ask them to draw too. Now ask the groups to stick the words on the objects they have learnt. Set a time limit on this.

Recommended exercises: LB: 1, 3, 4, 5, 7 | WB: 5, 6

9. Revise articles and vocabulary before you move on to building sentences. Start by writing the question – ***Qu'est-ce qu'il y a dans ta salle de classe ?*** Use ***Il y a*** to construct sentences for singular and plural forms. Use the same pattern as earlier to make sentences. Pull out a flashcard and encourage sentence formation. Remind learners of the use of ***un/une/beaucoup de.***

Make sure your learners repeat the phrases after you. After a few repeats, show a flashcard to a learner and allow him/her to build a sentence and say it loudly. Let the others repeat. Follow this method with as many children as you can.

10. Start the class with a game. Before children enter the classroom, have post-it notes with sentences stuck to the wall all over the class. Group children into pairs and ask them to paste the post-it notes to the right object. If you can send the children out of the class, have notes with sentences that include school facilities too.

**\*For exercise 5 in Livre de l'élève:**

Instructions: Ask learners to look at the words and draw them. If time permits, ask learners to come in front of the class along with their book and ask them to describe the classroom. Target language should be French. Assist them if required. They may choose to use – ***Il y a ....***

## Unité 3

### Objectives:

1. To identify school objects and say what one carries in the school bag
2. To identify stationery and say what one carries in the pencil pouch

### Vocabulary:

Dans mon sac il y a
la trousse
le sac/les sacs
la bouteille/ les bouteilles
le cahier/ les cahiers
la boîte à lunch / les boîtes à lunch
le livre/ les livres
la règle/ les règles
la gomme/ les gommes
le taille-crayon/ les taille-crayons
le crayon / les crayons
le stylo/ les stylos
Dans ma trousse il y a
Dans ma trousse il n'y a pas de
Dans mon sac il n'y a pas de

## Leçon 1

### Teaching strategies:

1. Bring school objects to the class. Carry a schoolbag, water bottle, book, pencil pouch, notebook, and a lunch box. Introduce the words in the target language with articles while pointing at the objects. Ask your learners to have the same objects placed on their tables and name the objects. Use flashcards to introduce vocabulary. Have colours for masculine, feminine and neutral and explain it by writing the articles + nouns under the columns.

Ensure that the learners know their articles before you venture into sentence building.

If you have a digital access, use the videos to acquaint learners with the concepts. Encourage them to use sentences.

Listen to the audio clips on learner's page and encourage learners to repeat.

2. Once the learners are familiar with the articles and the objects, encourage them to make sentences – **C'est un sac, C'est un cahier etc.** When you teach this, repeat them how to use **un/une in a sentence.**

Recommended exercises: LB: 4 |WB: 1

Recommended exercises: LB: 1, 6

3. Re-establish the concept of **There is/There are.** Use flashcards to reinforce the concepts. Hold the schoolbag flashcard. Now say **in my schoolbag...** and show a book. If learners don't respond, say **a book.** Likewise, make use of flashcards with more objects.

The flashcards could be a mix bag of plural and singular objects. Encourage sentence formation. It is okay if the articles are wrong or missing in the sentence; however, make them repeat the correct version after you.

Reiterate that when they say **There are,** they won't need **a/an,** with plural object. Say that **Il y a** doesn't carry **un/une.**

Recommended exercises: LB: 2, 5

## Leçon 2:

1. Acquaint your learners with the vocabulary (along with articles) using flashcards or stationery. Use activities from the activity chart to revise vocabulary. Use vocabulary from previous lessons to revise.
2. Since learners are accustomed to articles and sentence formations, you may not have to repeat sentence structures.

Introduce plural forms with the help of objects in the class.

To revise singular and plural forms, divide learners into two teams. Make slips of paper with the name of objects written on them. Have a mix bag, i.e. **There is / There are 5 erasers, 12 pencils, one ruler, seven rulers, etc.**

Have the learners come forward one by one and pick up a paper. The learner should read the sentence, comprehend it and draw the instruction on the board. The rest of the team members should try to say the sentence.

Recommended exercises: LB: 1, 10 | WB: 2, 3, 4, 6

3. Write the question - **What do you have in your pencil pouch?** Put the question in a bubble or a cloud. Next to it in a small cloud write There is/ There are. Around this cloud write words like a/some (**un/une/ beaucoup de**) Ask the question in a target language and show a flashcard. Encourage a response like **there is a ruler, a pencil** or **there are erasers!**

Encourage learners to mingle with everyone in the class. And ask questions. To add some element of fun, ask learners to use plural items and increase the difficulty level. You can encourage learners to use **There is/there are...**

Recommended exercises: LB: 2, 3, 4 | WB: 5, 7, 9

4. Teach your learners negation. Acquaint them and explain how negation functions. To execute this better, let learners sit down in a circle. Keep the pencil pouch flashcard in the centre. Add a few more cards around it. Now make use of sentences like **There is a pencil, an eraser, a ruler, etc.**

Next remove one item and use the phrase - **there is no ruler, no eraser, etc.**

Recommended exercises: LB: 7, 9

5. Practice exercises on negation from the learner's book and workbook.

Recommended exercises: LB: 5, 6, 8, 11, 12 | WB: 10, 11, 12 (These are a combination of singular and plural exercises)

# Unité 4

## Objectives:

1. To talk about favourite subject(s)
2. To identify days of the week
3. To talk about activities done on weekdays.

## Vocabulary:

Ma matière préférée est	Jours de la semaine
les maths	lundi
le français	mardi
le anglais	mercredi
l'art	vendredi
les sciences	samedi
la musique	dimanche
le sport	Que fais-tu le+jour?
super	le+jour
fantastique	J'apprends
difficile	Je vais
facile	J'ai
Quelle est ta matière préférée?	Je fais
Quelle sont tes matières préférées?	aujourd'hui, c'est
Mes matières préférées sont _____	demain, c'est
Tu aimes... ?	hier, c'était
J'aime les sciences parce que c'est...	
Je n'aime pas le français parce que c'est ...	

## Leçon 1:

### Teaching strategies:

1. This unit discusses vocabulary related to school subjects as well as days of the week. Learners will ask each other questions to find out about their school timetables and make posters.

Do not introduce learners to the topic straightaway. Start the day with a guessing game. Divide learners into two/three teams depending on the number of learners in your class. Prior to your class have small slips of papers with subjects written in the target language as well as English on separate slips. Hand over the sets (words in the target language & English) to each group. Direct them to pair the words in a set timeframe.

After the task, introduce the pronunciation and vocabulary on school subjects via video or flashcards and audio from the book.

Recommended exercises: LB: 1 | WB: 1

2. Read the dialogue on the learner's page. Assist learners to read if their pronunciations are incorrect.

Ask them the question – **Quelle est ta matière préférée ?** and elicit responses, even if they are not in full sentences. If time permits, conduct activities related to the topic. Alternatively, if time is a constraint, start the next class with an activity on the said topic.

Recommended exercise: Create a similar comic strip. (Can be done as a group/pair activity)

3. When you inform your learners that they will learn to ask and tell their favourite subject or subjects, quickly recall the names of the subjects they have learnt via flashcards or an activity. Write the question – **Quelle est ta matière préférée ?** And the response to it – **Ma matière préférée est-** in big letters on the board. Do not write the subject. Help the learners say the sentence slowly enabling them to tell their favourite subject.

Recommended exercises: Encourage role plays.

4. The next step is to write the sentence – **Mes matières préférées sont** and add more than one subject. Let the learners know the difference between both the sentences. You are recommended to teach the plural sentence on a different day.

Recommended exercises: LB: 1, 2, 5 | WB: 1

\*For exercise 5 from learner's book, pair learners and let them solve the exercise together. Have each pair come in front of the class and read their dialogues.

5. Carry different subject books to the class today. Pick up English and say your favourite subject is English (in the target language). Now draw a happy face on the board and write super/ fantastique.

6. Inform your learners that they are going to learn to talk about the subjects. Here's a challenge for the teachers: draw three faces as shown on the learner's page in three columns (they needn't be perfect, but emotions depicting fantastic, boring, interesting, etc.) If you are just not good at drawing or don't feel confident about your drawing, arrange to place/stick the flashcards on the board. Get learners acquainted with descriptive words while pointing at the pictures.

When you know they are confident with the adjectives - ask **Tu aimes le français ?** (question should be asked in the target language)

Encourage them to say **Oui, j'aime le français** or **Non, je n'aime pas le français**. Repeat this with every subject.

Once the learners are confident with the use, tell them let's give a reason. So, write both the sentences on the board and add **parce que c'est** .. and show a flashcard. When they give the adjective, write it next to **parce que c'est**.

The example will look something like this:

**Oui, j'aime le français + parce que c'est + super.**

Next write the negative sentence and show a flashcard of a difficult face.

**Non, je n'aime pas le français+ parce que c'est + difficile**

One recommended way to revise a concept is to have learners sit in a circle and play a question-chain game. The game starts with a ball being thrown to a learner who is asked **Tu aimes + subject?** The learner with the ball answers the question and then throws the ball to another learner, asking a different question related to the concept being revised. If a learner drops the ball, they must perform a forfeit related to a previously learned concept. The children can decide the question for the forfeit unanimously. It's important to ensure that the medium used for the game is in French.

\*Guide them to listen to and repeat the audio clip on adjectives.

Recommended exercises: LB: 3, 4, 6 | WB: 2, 3

## Leçon 2:

### Teaching strategies:

1. When you enter the class, start the song on days of the week. Play the song in a loop and ask your learners if they have guessed the topic for the day!

Introduce the words via flashcards or through the video on vocabulary again. If you think your learners will be able to pick up the words better with a song, play the song multiple times till learners are able to sing the song independently. Display flashcards alongside the song.

Recommended exercises: WB: 5

2. Bring in flashcards and revise the days of the week. Alternatively, you can start with the song to recall all the vocabulary.

Once you have established that learners know the days of the week, introduce the words **today**, **tomorrow**, and **yesterday** in the target language. To execute this topic, you may show the flashcard of that day. For example, if it is Monday, display the flashcard with **Monday** written on it.

Furthermore, use gestures to explain today, tomorrow, and yesterday. When you say the word **today** in the target language point your hands down, pointing your index fingers down as a gesture for today! Then say **Today is + the day** in the target language. Repeat the action and the sentence together till your learners get it! Encourage them to repeat after you. Write the word (**aujourd'hui**) in the target language in the centre of the board.

Now write the word (**demain**) on the right-hand side of today and say **Tomorrow is + the next day**. By now the learners will guess what tomorrow is! Encourage them to repeat the sentence.

Take your hand over your shoulder and point behind with your thumb and say (**hier**). Write it on the left side of the word **today**. And say what day was it yesterday. Here inform learners that **today** and **tomorrow** have the same sentence formation. The sentence with yesterday is different since it loves a different verb. *Aujourd'hui, c'est mardi. Demain, c'est mercredi. Hier, c'était lundi.*

Repeat all the sentences one after the other. Show different flashcards and say **today, tomorrow, or yesterday**. For example, show **Tuesday** and say **today!** Let learners form a sentence. Then show the **Monday** flashcard and say **yesterday!** Let learners form a sentence. Say such random words and encourage sentence formation.

Recommended exercises: LB: 1, 3 | WB: 9

3. Start the day with **Tina's week**. Encourage children to read each line.

Read the page again. Today only focus on **Je/J' + Verb**. Encourage learners to make small sentences. For example, **I study**... ask them the question - **What do you study?** Let them make a sentence with **I study French** etc. Also, acquaint them with the preposition **on + day**.

If time permits also familiarise them with words like **cours d'art, cours de musique**

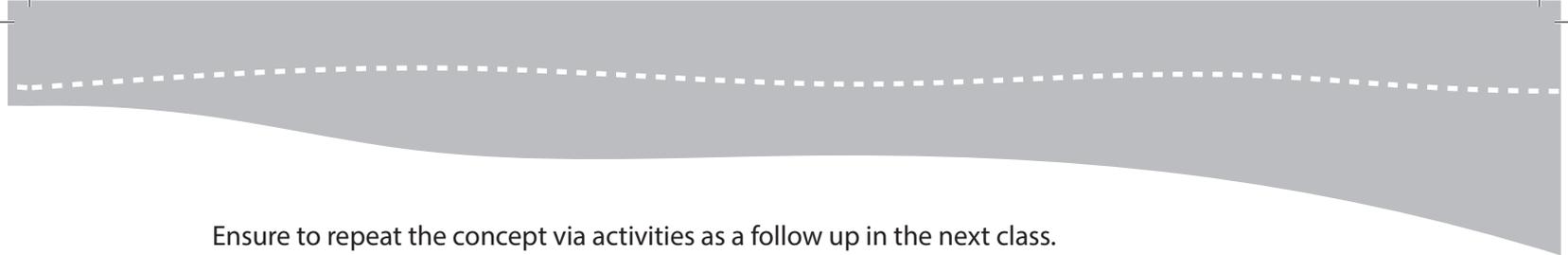
Recommended exercises: LB: 5, 6 | WB: 6

4. Start the day with **Tina's week** again. This time put learners in pairs and let them read the sentences to each other.

Introduce the question - **What do you do on .... ?** Write it in the centre of the board. Below the question write the phrase **On + day** and draw seven arrows. Next write the sentence below each arrow. Go slow with the sentences. If there are any grammatical nuances, let learners know.

Tell your learners that when the verb begins with a vowel, the subject pronoun **je** (meaning I) changes to **j'** to maintain smooth pronunciation. So, **it is j'apprends, j'ai** but **je fais**.

As a follow up activity, hand over slips of papers to learners. Let them write what they do on Sunday and fold the paper. Mix all the slips of papers and have learners pick up a paper. Guide them to go around asking **what do you do on Sunday?** The partner should read the response from the paper.



Ensure to repeat the concept via activities as a follow up in the next class.

Recommended exercises: LB: 2, 4 | WB: 7, 8

**\*For exercise 4 in Livre de l'élève:**

Instructions: This is a speaking activity and done in pairs. While one learner is person A, the other learner assumes the identity of person B. Encourage children to ask questions to their partners and register the responses in the space provided. Learners should ask questions for days with empty slots.

## Unité 5

### Objectives:

1. To learn classroom language
2. To use classroom language in the foreign language class.

### Vocabulary:

Je peux entrer ?	J'écoute des chansons françaises.
Excuse-moi! j'ai une question !	Je réponds.
Excuse-moi !	Je demande.
Je ne comprends pas !	Je parle en français.
Je peux aller aux toilettes ?	Je lis des livres.
Ja, bien sûr !	J'écris dans le cahier.
Comment dire cela en français ?	Que fais-tu dans ton école ?
C'est un _____	Que fais-tu dans le cours de français ?
Je ne sais pas !	
Désolé	
Répète, s'il te plaît !	
J'apprends le français.	

## Leçon 1:

### Teaching strategies:

1. This unit reviews vocabulary devoted to classroom language. Classroom language is intended as an aid to encourage learners to use the phrases/words in a classroom setting.

Make use of flashcards to acquaint children with the phrases. There are about 12 phrases/words. Split the lesson into a couple of classes as doing all sentences in one class could be too daunting.

First let children listen to the audio on the learner's page. Ensure they point to each picture as the audio is being played. Pause the audio so they have time to repeat the phrase. Ask them what the phrase could mean. Repeat this process a few times.

Prior to the class, make placards. Each placard should carry only one word. For example, **Je** on one placard, **peux** on the next, **aller** on the third, **aux** on the fourth and **toilettes** on the fifth. Split all the sentences in a similar way. Single words like **Merci** can be dropped from this activity. After teaching, encourage each learner to pick up a placard and look for the missing words to form sentences or questions.

You will have to divide this lesson into two/three classes, do some activities to ensure children are able to use the expressions in the class.

2. Sentences/phrases can be revised via activities.

Choose from a list of recommended activities depending on the time and whatever is appropriate for your class.

#### **\*For exercise 2 in Livre de l'élève:**

Instructions: Form groups. And give every group about 5/7 minutes to prepare this dialogue. Encourage each group to come forward and play it. If a group is innovative to make some changes in the sentences, encourage learners and assist them.

## Leçon 2:

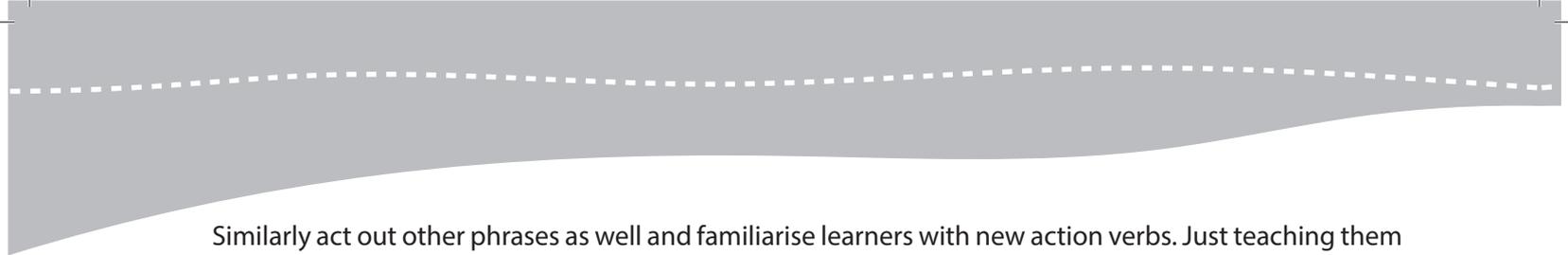
### Teaching strategies:

1. Make use of the phrases learnt in the previous class. Revise them via flashcards or by mimicking. Ask your learners to guess.

For the next set of sentences, write the question – **Que fais-tu dans le cours de français ?** To acquaint learners with answers to this question, use gestures.

Open a book and pretend to read. Ask children to guess. Once learners can establish the action, teach them the phrase, **Je lis** via flashcard.

Next pretend to be writing and ask learners to identify the action. Teach them, **J'apprends** and simultaneously show the flashcard for I study.



Similarly act out other phrases as well and familiarise learners with new action verbs. Just teaching them the phrases will not suffice and reinforcing the sentences via activities is a must. Spread this chapter over a few days. Encourage role plays.

A popular activity is to have learners get into groups. Assign each group a task to quiz the other group. Give them time to prepare the quiz. Use expressions from the previous chapter too. A few suggestions could be – Unscramble the sentences/Action charades/ True or false etc.

Recommended exercises: LB: 1, 4, 6 | WB: 3

2. Since they have learnt the phrases *I read, I write, I speak, etc.* in the previous classes, take help of these sentences to add new words and teach new sentences. You can make use of the video/flashcards or just enact basic phrases and add a new element.

Recommended exercises: LB: 2, 3, 4 | WB: 4, 5, 7, 8, 9

# Autoévaluation !

\*\* The last part of the learner's book as well as the workbook are revision activities. You can also treat them as a part of evaluation to assess learners.

\*\* You can incorporate the exercise through routine activity at any time during the class, whether it's at the beginning, in the middle, or at the end of the class. It's also an effective way to provide learners with a break whenever you feel they need one.

## Bingo

Instructions:

1. Encourage learners to cut any pictures and paste them on their Bingo sheets. They can be in any random order according to their choice.
2. Call out words/phrases.
3. Learners identify the words/phrases that have been called out and strike off the word.
4. If a learner has all words or pictures covered diagonally, across a row or vertically in a column, they should call BINGO.
5. If a student claim they have BINGO and they are incorrect, they are disqualified from that round.

# Classroom activities:

## Unité 1 – Leçon 1

### Activity: Exercise routine

Say the following and have your students follow your lead: “Stand up (teacher stands and so does everyone else), “Hands up / hands down” (x 3-5), “Jump” (x3-5), “Run! / Stop!” (x3-5), “Turn around! / Stop!” (x3-5), finally “Sit down”. Throughout the course you can introduce other commands, such as “Hop”, “Wiggle”, “Crouch” and so on.

The commands are :

Stand up - Levez-vous !

Hands up/ hands down - Les mains en l’air / Les mains en bas !

Jump - Sautez !

Run - Courez !

Turn around/ stop - Tournez-vous / Arrêtez !

Sit down - Asseyez-vous !

Hop - Faites un petit saut !

Wiggle - Remuez !

Crouch - Accroupissez-vous !

### Activity: Let’s get acquainted!

Materials required: none

Instructions: Form groups of five or six. Get the children to form small circles to make small talk with the person next to them. Start by exchanging pleasantries - **Good morning! How are you?** After they are done with their partner, encourage them to initiate such dialogues with other members in the group. Let the rounds continue till each learner has had a tête-à-tête with every member in the group. Remind learners to keep the communication in the target language.

Sample format: **Hello! How are you? Whats your name?,Where are you from?,Where do you live?, What languages do you speak?, etc.**

Motivate them to end the conversation with **Pleased to meet you** and **goodbyes** before they move on to the next rendezvous.

### Activity: Could you spell your name, please?

Materials required: none.

Instructions: Encourage your learners to get as imaginative as possible and assume new identities. Let them come up with hilarious names. Ask them to keep their new names and surnames to themselves. Now divide them into two teams - team A and team B.

Ask a learner from team A to come forward. Encourage the learner to ask any fellow learner from team B to spell his/her name. Sample question: ***could you spell your name, please?*** (in the target language.)

When the learner from team B spells his/her new name, the learner from team A writes it on the board.

For every name written correctly, award the team with 2 points. For every name spelt correctly, award the team with 1 point.

Continue the game with both teams spelling and writing the names alternatively.

### **Activity: Read it aloud!**

Materials required: A bowl and some papers.

Instructions: Make small chits/placards and write words that you want your learners to pronounce. Use a bowl or a small bag to keep these chits. (Words can be taken from the phonics section). Divide children into two teams and encourage a member from each team to come to front of the class, pick a chit and spell the word aloud.

If the child can say the word properly, award the team with one point. Repeat the rounds till all the chits are over. Ensure all children get to participate.

### **Activity: Hopscotch**

Materials required: chinks, open space.

Instructions: To play the game, you need to first draw a Hopscotch court. The traditional way to do this is to either draw it on the road/pavement using chalk.

The traditional Hopscotch court comprises a series of 8 or 10 squares in a linear format. You can use series till 20. In the pattern, "square 1" is followed by "square 2" and "square 3" in a parallel manner. After which comes "square 4" followed by "square 5" and "square 6" drawn in parallel. This continues with the next squares with "square 20" being the home square.

In one of the most popular variations of the game, the object is kicked with the hopping foot from one box to another.

In another challenging variant, after a player has completed their sequence, they mark their initials on the square they just finished which becomes neutral only for that player. Other players are expected to skip that square while they play their turn.

Under another variant, the players are expected to complete the sequence within a time limit (usually 30 - 60 seconds).

Whichever variant you choose to play, ensure the children say the numbers aloud when they hop or skip the numbers!

### **Activity: One, Two, Three, Stand -Up!**

Materials required: none.

Instructions: To begin, choose a number to count to. The number you choose will depend on your class size and how difficult you want the game to be. For this example, let's choose the number 5. Then, tell the learners that when the teacher says 'Go!', one learner from the class must stand up and say the first number (one). Then, another learner must stand up and say the next number (two). And so, on until they get to five. Any learner can stand up at any time they want. If two learners stand up at the same time and say the same number, then they lose.

## **Unité 1 | Leçon 2**

### **Activity: My best friend.**

Materials required: Drawing papers, colours.

Instructions: Have learners draw a boy and a girl as their best friends. Encourage them to carry their drawings in front of the class and introduce their best friends.

This activity is to build their confidence in speaking the language. The introduction can be as follows:

I am \_\_\_\_\_. This is my best friend (girl). My best friend is called \_\_\_\_\_.

This is my best friend (boy). My best friend is called \_\_\_\_\_.

### **Activity: My best friend.**

Materials required: Drawing papers, colours.

Instructions: Have learners refer to their previous drawings and introduce their best friends.

This activity is to build their confidence in speaking the language. The introduction can be as follows:

I am \_\_\_\_\_. This is my best friend (girl). She is called \_\_\_\_\_. She lives in \_\_\_\_\_.

This is my best friend (boy). He is called \_\_\_\_\_. He lives in \_\_\_\_\_.

### **Activity: Make your own flashcards.**

Materials required: square papers, colours.

Instructions: The DIY kit can be brought from home. Ensure each child has his/her set of square cards. Use cards of size 5" x 5"

Say a sentence for example, my best friend is naughty. If you have used a female friend in the sentence, the learners should make a card with a girl who is naughty. Accept their versions of naughty. The idea is not to have Picassos, but to have fun and subtly test their understanding of the language.

### **Activity: A glimpse!**

Materials require: Flashcards.

Instructions: Having the flashcards facing down and away from you, start low and raise the flashcard above you head quickly so that the image shows but only for a second. Students try to guess what it is they saw. You can do this in different ways to make it more exciting, such as from side to side and a simple flash turnover.

### **Activity: Pretend Play!**

Materials required: A notebook and a pencil.

Instructions: Have one child assume the role of a teacher and take attendance. Give other children also a chance to become the teacher. If the child is ready, encourage him/her to revise a concept from the previous lessons or book. For example, the child can revise Alphabet, or Numbers. Help the child if she/he needs help.

## **Unité 2 – Leçon 1**

### **Activity: What is that?**

Materials required: A bottle.

Instructions: Sit your learners in a circle with a bottle in the middle. The teacher spins the bottle. When it stops spinning, the child it is pointing to is shown a flashcard and asked to say what it is. If the answer is correct, then that child can spin the bottle. This is a good vocab review activity.

Ensure and encourage the children to use the article along with the nouns!

### **Activity: Call out loud!**

Materials required: flashcards.

Instructions: Hand over one card to each learner (singular and plural). If you have more than 10 learners in your language class, group children into teams. If a learner has a singular card, he/she will have to find the learner with the plural form and vice-versa.

The catch here is that when learners look for their partners, they should constantly say their word loudly. This will lead to a little chaos, but it's a great way to revise!

### **Activity: Climb the stairs**

Materials required: flashcards (from previous lessons/units)

Instructions: Take learners to the staircase in your school to play this fun game. You will need to have two to five more cards than the number of stairs. The more extra cards you have, the more chances your learners will have to win.

When a learner answers a question correctly, he/she moves to the next stair. If the answer is incorrect, he/she

must stay put. Miss too many, and he/she can't make it to the top of the stairs.

Learners can sit on the steps and move to the next one with each correct answer. This can be played with three while the others watch. Then next three learners and the game continues.

### **Activity: Add ons!**

Materials required: none.

Instructions: Have children stand in a circle. On the board write the phrase – ***Dans mon école il y a.*** Now ask children to say the phrase and add one word from the list they have learnt. The next child has to say the sentence on the board, the word said by the previous child and add a new word. Ensure they are using the plural forms and the articles well. If a child is unable to recollect any of the previous word, prompt him/her once. The second time he/she forgets, the child is out of the game. The last one standing is the winner.

Encourage children to use plural forms with numbers. For example, ***Dans mon école il y a deux salles de classe, etc.*** You can also bring a variation to this game by handing over one flashcard to each child.

## **Unité 2 – Leçon 2**

### **Activity: Post it!**

Materials required: post-it notes!

Instructions: Have children form groups and number the groups. Hand over post-it notes to each group and let them write sentences for all the objects in the classroom such as this is a pen, this is a door, etc. in the target language.

Ask each group to write the group numbers on their post-it notes before they write sentences. Start the stopwatch and ask them to label all the objects in the class. The group that finishes first will be announced winner.

## **Unité 3 – Leçon 1**

### **Activity: Pictionary - I**

Materials required: Chalk and blackboard, flashcards (from the previous lesson too)

Instructions: Divide the class into two or three groups, depending on the class size. Have a list of vocabulary words (flashcards) you want them to practice. Invite a learner from one team to come forward and hand over a flashcard. The learner is not allowed to show the card to his/her teammates, nor is he/she allowed to speak, but draw the word on the flashcard. The teammates are allowed to guess as soon as the learner starts to draw on the blackboard. Once one team has guessed correctly, they receive one point, and then shift to the other team.

## Activity: Pictionary - II

Materials required: chalk and blackboard, flashcards (from the previous lesson too)

Instructions: Divide the class into two or three groups, depending on the class size. Have a list of vocabulary words (flashcards) you want them to practice. Invite learners from all teams to come forward and close their eyes or look the other way.

All teammates are shown one card. When you start the stopwatch, have all teams draw simultaneously. This adds excitement to the game, as well as increases kinetic activity, because learners who are guessing the word can guess the word from another group's picture. Once one team has guessed correctly, they receive one point, and then choose three other learners to guess and repeat the round in the same way.

## Activity: Bingo!

Materials required: Paper and pen/pencil

Instructions: So this one is one of the most known games. It is usually played with numbers. But the fun part here is that it's a word bingo.

All you need to do is ask the learners to make bingo sheets with a 4x4 grid (or as required). Invite them to write down any words they have learnt this year in a random manner. Once they are done writing the words randomly in the grids, draw out words from flashcards. The learner who finishes striking off the entire page will be the first winner.

## Unité 3 – Leçon 2

### Activity: Call out!

Materials required: Chalk and blackboard.

Instructions: In this activity, students can learn teamwork skills and express their creativity. Provide each learner with a sheet of paper and drawing tools, direct them to write their names and then provide them with an instruction and instruct them to draw a picture within a set timeframe. After the time is up, learners pass their drawing to another classmate and continue the drawing of someone else. This continues until learners receive their original artwork.

At every transfer of the drawing, the teacher adds a new instruction. Every handover should have a set timeframe. Even if the drawing is not complete, encourage learners to pass their drawings.

The teacher can use directions such as ***In my school there is /there are,***

Repeat the same activity with ***In my classroom there is/there are.***

\*A lot of activities haven't been listed for this lesson since the activities from previous lessons can be implemented here as well. If your class has particularly enjoyed any activity/game from the previous lesson, tweak the activity and feel free to implement it here.

## Unité 4 | Leçon 1

### Activity: Catch me if you can!

Materials required: Chalk and blackboard.

Instructions: Have learners sit in a circle. After reviewing the chosen set of flashcards, place them in a pile in the centre of the circle. Take the first card and show it to everybody. Treat this as a magic word. Have one learner walk around outside of the circle saying words from the specific topic – in this case subjects - while touching each learner on the head. When the “magic” word is said, the learner whose head is touched at that time, must stand up and chase the learner who touched him/her around the circle. The first one to sit in that spot remains seated and chooses the next “magic” word. The learner standing begins again; “Englisch... Mathe...”.

### Activity: Act it out!

Materials required: None.

Instructions: Separate children into groups. Have learners enact the joke on page 52. Extend help for pronunciation, intonation, articulation etc.

### Activity: My favourite subject!

Materials required: Basket, ball, and chits with subject names.

Instructions: Have various chits/placards (some with one subject as well as more than one subject). Keep the chits in a small bag/bowl. Get learners to stand in a line and pick up a chit from the bowl. If the learner can form a sentence correctly, the learner gets to aim the ball into the basket. If the ball lands in the basket, the learner earns a star in his/her book!

If a learner is unable to construct a sentence, give the learner another chance, prompt, help the learner with sentence formation.

For example, if the word is la Science, the learner will try to make a sentence, or if the chit has words like La Science and les Maths, the learner will try making a sentence with the same.

### Activity: General dialogues!

Materials required: none.

Instructions: Pair your learners and encourage them to form dialogues. Give them a situation such as you are in France. One learner from each pair is visiting the country and the other learner is a local. They happen to meet and initiate a dialogue. Encourage your learners to ask basic questions on name, age, place, favourite colour, name of the school, favourite colour, etc. Ensure they exchange pleasantries too.

Give learners about 15/20 minutes to prepare and then have them perform in front of the class.

## Unité 4 | Leçon 2

### Activity: Wall Touch!

Materials required: Post it notes!

Instructions: Divide learners into pairs. Give post it notes to each pair. Encourage them to write the days of the week. Stick the cards/post-it notes on the wall randomly around the room. Then bring everyone into the middle of the room. Shout out "**Monday**" and everyone must race over to a **Monday** card and touch it. Then "**Tuesday**" and so on (in the correct order) until you make it through all the weekdays. Play another round, this time faster!

### Activity: Draw a caterpillar!

Materials required: chart papers, colours.

Instructions: Divide children into two groups. Tell them that there was a caterpillar who was named **the week** in French. She had seven little tummies with the days of the week as each tummy. Ask them to make a colourful weekly caterpillar featuring words like today, tomorrow and yesterday. Hang the drawings in the classroom!

### Activity: Gestures!

Materials required: none.

Instructions: As the song plays each of the day words (Monday, Tuesday, etc.) slowly lower both arms, stretching right out, getting lower on each beat of the day words. So, for "**Monday**" both arms will be straight up at 12 o'clock, "**Tuesday**" your arms will be at 5-to and 5-past, ... "**Thursday**" at quarter-to and quarter-past and finally by "**Sunday**" both arms are pointing down to half-past.

### Activity: Make your dream Timetable task!

Materials required: Colours and A4 sized paper.

Instructions: Have your learners pair up and share one paper between themselves. They have already learnt subject names in the previous classes. Today ask them to draw a timetable with five/seven columns and a few rows. They can write the days of the week in each column and write the subjects they wish to learn in the rows.

Collect these sheets from them for the next class.

### Activity: Writing task!

Materials required: none.

Instructions: Hand over activity papers from the previous class and encourage them to build small sentences like ***I study French on Monday, I have art class on Saturday, On Tuesday I go to maths class, on Thursday,***

*etc.* referring to the timetable made by them.

Encourage them to read out their sentences to the class. Hang the timetable in the class later on.

## Unité 5 | Leçon 1

### Activity: Choose the correct one!

Materials required: flashcards.

Instructions: Introduce the phrases through flashcards. Use variations like keeping three/four flashcards on the table, saying a phrase, and asking a learner to pick the right one. Challenge your learners by using a phrase or sentence which is different than the flashcards on the table. Learners can sit in a circle and each learner can come to the centre for his turn.

### Activity: Simon Says

Materials required: none.

Instructions: This game can be played by the class, or in small groups.

One learner is chosen to be Simon.

The others stand in a straight line. Simon then calls out a classroom instruction when the classmates must follow the command.

Everyone must follow this instruction. If learners fail to do it, they are out or must sit down.

If Simon calls out an instruction without saying "Simon says", any learners who obey this instruction are out and must sit down.

The last person standing wins and becomes the next Simon.

Phrases such as *Jacques a dit!* can be used. Try to change Simon after 5 sentences.

## Unité 5 | Leçon 2

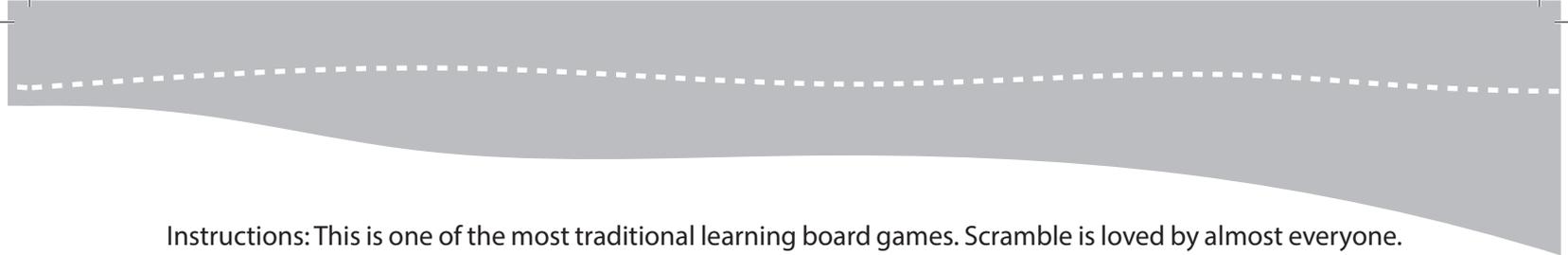
### Activity: Dumb Charades

Materials required: None.

Instructions: It is a word guessing game where there will be three participants in a team and will be given a word. One participant enacts the word while the other two guess the word. Each team gets a speculated time of 1 minute to mimic and guess. The person enacting the word is not supposed to say anything.

### Activity: Sentence scramble

Materials required: Chalk and blackboard.



Instructions: This is one of the most traditional learning board games. Scramble is loved by almost everyone. It's a quality game that improves your memory skills and vocabulary all at the same time.

But here's the twist: when in the classroom, you scramble the letters on the board in no order. Allow learners to unscramble the words in 1 minute time. The learner who unscrambles the most words in the least time will win in the end.

Alternatively, this can be also played in teams.

## **Jeu**

This is a great way to make revision fun and interesting. Divide learners into groups. Each group should have only 4 to 5 participants. You will require a die for each group.

# TRANSCRIPTION

## Unité 1 Leçon 1 | L'Alphabet

Track No	Title	Transcript
1	Unité 1 Leçon 1: L'Alphabet	A comme Abeille, B comme Bouteille, C comme Cd, D comme Dauphin, E comme Éléphant, F comme Fourmi, G comme Girafe, H comme Horloge, I comme Île, J comme Jaguar, K comme Kiwi, L comme Lait, M comme Maman, N comme Nid, O comme Ours, P comme Papa, Q comme Queue, R comme Radeau S comme Sac, T comme Tableau, U comme Usine, V comme Vache, W comme Wagon, X comme Xylophone, Y comme Yoyo, Z comme Zoo, é comme clé, è comme frère, ô comme hôtel, œ comme sœur
2	Unité 1 Leçon 1: La Phonique	a/ à/ â : Prononciation: /a/: <b>S</b> alut !, <b>q</b> u <b>a</b> tre, <b>m</b> arron i/ î/ i/ y : Prononciation: /i/: il, d <b>i</b> x, gr <b>i</b> s o/au/eau/ô: Prononciation: /o/: <b>j</b> au <b>o</b> ne, <b>r</b> o <b>o</b> se, <b>h</b> ô <b>o</b> tel ch/sh: Prononciation: /ʃ/: <b>ch</b> at, <b>ch</b> inois, <b>sh</b> ort ou/oû/où: Prononciation: /u/ : <b>m</b> ou <b>o</b> ton, <b>d</b> ou <b>o</b> ze, <b>r</b> ou <b>o</b> ge oi: Prononciation: /wa/: <b>t</b> ro <b>o</b> is, <b>n</b> oir, <b>p</b> ois <b>o</b> n
	Unité 1 Leçon 1: Virelangues	Douze douches douces. Seize chaises sèchent. Trois tortues trottent sur un trottoir très étroit.
3	Unité 1 Leçon 1: Ex 7: Écoute et relie les points.	1.- cd, 2- clé, 3- sac, 4-français, 5- abeille, 6- papa, 7- maman, 8-tableau, 9- éléphant, 10-lait, 11- ours, 12- kiwi, 13-nid, 14-hôtel, 15- frère
4	Unité 1 Leçon 1: Les chiffres	zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.
5	Unité 1 Leçon 1: Ex 12 : Écoute et note la température.	1. La température à Berlin est de 14 degrés Celsius. 2. La température à Madrid est de 20 degrés Celsius. 3. La température à New-Delhi est de 8 degrés Celsius. 4. La température à Paris est de 16 degrés Celsius.

## Unité 1 Leçon 2 | Mon ami et moi

Track No	Title	Transcript
6	Unité 1 Leçon 2: Mon ami et moi	Girl voice: Elle est ma meilleure amie. Mon amie s'appelle Anne. Elle a 7 ans. Elle habite à Paris. Elle est intelligente. Boy voice: Il est mon meilleur ami. Mon ami s'appelle Marcus. Il a 9 ans. Il habite à Lyon. Il est travailleur.

7	Unité 1 Leçon 2: Ex 2: Écoute et relie!	Bonjour! Je m'appelle Anne et voici mes amis. Marcus est méchant. Emma est amicale et Alice est intelligente. Zoé est sympa. Léo est aussi sympa, mais il est aussi paresseux.
8	Unité 1 Leçon 2: Ex 4: Écoute et choisis la bonne réponse !	1. Ma meilleure amie est très <b>intelligente</b> . 2. Mon ami s'appelle <b>Leon</b> . 3. <b>Mon</b> meilleur ami habite à Berlin. 4. Mon amie <b>a</b> sept ans.
9	Unité 1 Leçon 2: L'assistance	Professeur: Léa ? Léa: Je suis là, Madame Gracia Professeur: Alice ? Alice: Je suis là ! Professeur: Leon ? Girl voice: Leon n'est pas là !

### Unité 2 Leçon 1 | Mon école

Track No	Title	Transcript
10	Unité 2 Leçon 1: Mon école	C'est mon école. Mon école s'appelle Pascale. C'est à Paris. la bibliothèque, la salle de classe, la toilette, la cantine, le terrain
11	Unité 2 Leçon 1: Ex 8: Écoute et complète: grand ou petit!	1. Ma salle de classe est <b>grande</b> . 2. La bibliothèque est <b>petite</b> . 3. Le terrain est <b>grand</b> . 4. La cantine est <b>petite</b> . 5. Mon école est <b>grande</b> .
12	Unité 2 Leçon 1: Ex 10: Écoute et choisis la bonne réponse.	1. Mon école est <b>grande</b> . 2. Dans mon école il y a <b>un terrain</b> . 3. Il y <b>deux toilettes</b> . 4. Mon école s'appelle <b>Pascale</b> . 5. Mon école est à <b>Paris</b> . 6. C'est <b>mon école</b> .

### Unité 2 Leçon 2 | Ma salle de classe

Track No	Title	Transcript
13	Unité 2 Leçon 2: Ma salle de classe	la fenêtre, le professeur, le tableau, la chaise, la porte, la table, l'étudiant, l'étudiante
14	Unité 2 Leçon 2: Ex 6: Écoute, dessine et écris les mots.	1. le tableau, 2. la fenêtre, 3. la porte, 4. la table, 5. la chaise, 6. l'étudiante

### Unité 3 Leçon 1 | Mon sac

Track No	Title	Transcript
15	Unité 3 Leçon 1: Mon sac	Adult voice: Qu'est-ce qu'il y a dans ton sac ? Child voice: Dans mon sac il y a un cahier, une bouteille, une trousse, un livre, une boîte à lunch

16	Unité 3 Leçon 1: Ex 3: Écoute et choisis la bonne réponse !	1. une bouteille, 2. un livre, 3. un cahier, 4. une boîte à lunch, 5. un sac, 6. une trousse
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### Unité 3 Leçon 2 | Ma trousse

Track No	Title	Transcript
17	Unité 3 Leçon 2: Ma trousse	Qu'est-ce qu'il y a dans ta trousse ? Dans ma trousse il y a un crayon, une gomme, une règle, un stylo, un taille-crayon.
18	Unité 3 Leçon 2: Ex 9: Écris, écoute et vérifie!	1. Dans ma trousse il n'y a pas de <b>règle</b> . 2. Dans ma trousse il y a une <b>gomme</b> . 3. Dans mon sac il y a une <b>bouteille</b> . 4. Dans mon sac il y a un <b>livre</b> . 5. Dans mon sac il n'y a pas de <b>cahier</b> . 6. Dans mon sac il n'y a pas de <b>boîte à lunch</b> .

### Unité 4 Leçon 1 | Les matières

Track No	Title	Transcript
19	Unité 4 Leçon 1: Les matières	Ma matière préférée est l'art. Ma matière préférée est le sport. Ma matière préférée est l'anglais. Ma matière préférée est les maths. Mes matières préférées sont les sciences et le français. Mes matières préférées sont le sport et la musique.
20	Unité 4 Leçon 1: Ex 3: Écoute! Comment trouvent les étudiants les matières? Quelles sont leurs matières préférées?	<b>Hugo:</b> J'aime aller à l'école parce que j'aime la science. La science est vraiment intéressante. <b>Alice:</b> Ma matière préférée est l'anglais. J'aime l'anglais parce que c'est facile. <b>Zoé:</b> Je viens d'Afrique. Ma matière préférée est l'allemand, mais c'est difficile. <b>Anne:</b> Ma matière préférée est l'art. J'aime l'art parce que c'est fantastique. <b>Marcus:</b> Le sport est vraiment super et cool ! C'est ma matière préférée!"

### Unité 4 Leçon 2 | Jours de la semaine

Track No	Title	Transcript
21	Unité 4 Leçon 2: Les Jours de la semaine	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Aujourd'hui c'est lundi, hier c'était dimanche, demain c'est mardi.
22	Unité 4 Leçon 2: La semaine de Tina!	Le lundi j'apprends le français. Le mardi j'apprends les sciences. Le mercredi j'ai un cours d'art. Le jeudi j'ai un cours de musique. Le vendredi j'apprends les maths avec Anne. Le samedi j'apprends l'anglais chez moi. Le dimanche je fais du sport.

23	Unité 4 Leçon 2: Ex 2: Écoute et complète les dialogues..	Leon: Salut Anne ! Comment ça va ? Anne: Salut Leon ! Merci, ça va bien ! Et toi ? Leon: Merci, ça va bien aussi ! Anne: Que fais-tu le lundi ? Leon: Le lundi, j'apprends l'allemand. Et toi ? Anne: J'apprends les maths. Leon: Que fais-tu le dimanche ? Anne: Je fais du sport.
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### Unité 5 Leçon 1 | Les phrases dans la classe

Track No	Title	Transcript
24	Unité 5 Leçon 1: Les phrases dans la classe	1. Excuse-moi ! J'ai une question ! 2. Répète, s'il te plaît ! Je ne comprends pas ! 3. Je peux entrer ? 4. Je peux aller aux toilettes ? 5. Adult voice: Oui, bien sûr ! 6. Comment dire cela en français ? 7. Adult voice: C'est une girafe. 8. AAAchooo! Excuse-moi ! 9. Crying (if possible)- Désolé ! 10. Merci !
25	Unité 5 Leçon 1: Ex 3: Écoute et complète les dialogues !	Dialogue 1: Comment dire cela en français ? Child voice: <b>C'est une bouteille !</b> Dialogue 2: <b>Je peux entrer ?</b> Dialogue 3: (Child voice:) <b>Je peux aller aux toilettes ?</b> Adult voice: Oui, bien sûr ! Child voice: Je peux aussi ? Dialogue 4: Child voice: <b>Comment dire cela en français ?</b> C'est un crayon.

### Unité 5 Leçon 2 | Dans le cours de français

Track No	Title	Transcript
26	Unité 5 Leçon 2: Dans le cours de français	Je lis, j'apprends, je demande, je parle, j'écris, j'écoute, je réponds
27	Unité 5 Leçon 2: Ex 3: Écoute et complète les phrases suivantes.	1. Je <b>lis</b> des livres. 2. J' <b>écoute</b> des chansons françaises. 3. Je <b>parle</b> anglais. 4. J' <b>apprends</b> le français. 5. J' <b>écris</b> dans le cahier.
28	Unité 5 Leçon 2: Ex 5: Écoute et mets les phrases dans le bon ordre!	1. Je lis des livres. 2. J'écris dans le cahier. 3. J'apprends le français. 4. J'écoute des chansons françaises. 5. Je demande. 6. Je parle français.

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Bilan:  
écoute :  
Écoute et choisis la bonne  
réponse!

1. C'est ma meilleure amie Sara. Mon amie est intelligente.
2. Mon école est grande. Dans mon école il y a beaucoup de salles de classe et une bibliothèque.
3. C'est ma salle de classe  
Dans ma salle de classe il y a quelques tables et deux fenêtres.