



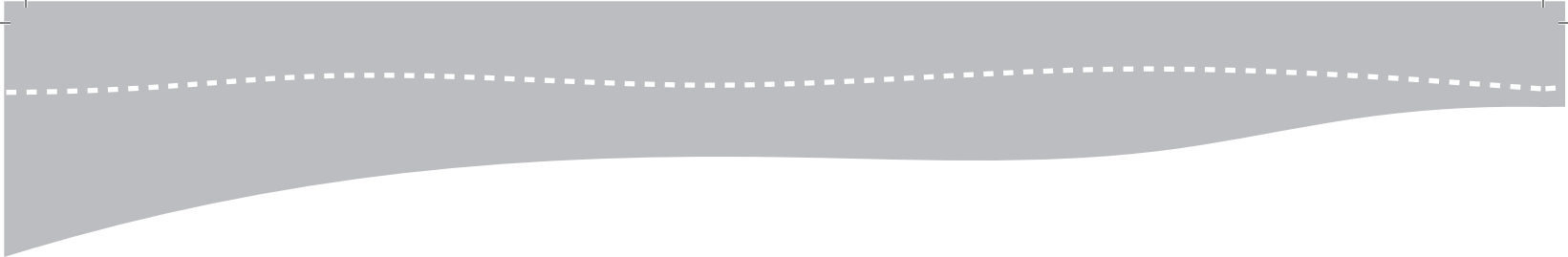
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Allez!

FRANÇAIS POUR LES ENFANTS
Guide pédagogique

SARABJIT LALL
SARBARI SEN





Conception graphique de la couverture : Vini Goyal ;
Adaptation de la maquette intérieure : Praniti Sinha Lal & Radnyee Naik;
Mise en page : GOYAL Publishers & Distributors Pvt. Ltd. ;
Coordinateur de projet : Vini Goyal
Conseillère pédagogique pour l'édition jordanienne : Kifaya Al Ghouti

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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. Digital games and activities have also been included after every lesson. 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 in 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 the 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 1

Objectives:

1. To greet and bid goodbye
2. To ask and respond to questions 'how are you?' & 'what is your name?'
3. To introduce oneself

Vocabulary:

Salutation
Prendre congé
Bonjour !
Bonsoir !
Bonne nuit !
Comment ça va ?
Je vais bien, merci !
Et toi?
Salut !
merci
Les chiffres
zero
un
deux
trois
quatre
cinq

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.

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. Show flashcards with soleil, lune, jour und nuit! Acquaint the learners to the vocabulary. Play the video and ask them who it is! Elicit responses in the target language.
4. Today start the day with a Hello song. Wave out to learners during the song and ask them to guess what the song could be about!

Now tell your learners that ***though it is morning, you say 'good night' to your parents.*** They will definitely laugh or giggle, encourage the correct response in English and show them the equivalent flashcard for good morning in the target language. Let them repeat the word and say good morning to each other in the target language of course! Similarly, use instances like ***I am playing with my friends at 5:30 pm*** (if learners don't follow pm and am, use evening), ***and my neighbour walks up to me, I say good night!*** Prompt correct replies and move on to show the good evening flashcard in the target language. For afternoon, say ***it is time to go home from school. It is almost 1 pm. I think I will say good morning*** (if they have learnt the word in the target language, use the same word). For good night, you can say, ***it's night already. I am sleepy. And my brother says good evening to me. Do you think he is right?*** Dramatize all the sentences.

After repeating the words a few times, encourage them to repeat greetings. You can split this lesson into two classes based on your learner's capacity and enthusiasm for acquiring new vocabulary.

5. Start the day with the song on greetings.

Go to the window and say ***I can see the sun in the sky. What should I say? - good morning or good evening?*** Or ***what do you say while going to bed?***

Revise greetings by asking such questions. For example, ***It is dark and cold. I am super sleepy. What should I say? - good morning or good night?***

It's bright and sunny. Do you think I can say good evening?

Inform your learners now that they know their greetings well, it is time to learn how to bid goodbye.

Make use of flashcards to introduce the words. Associate a gesture for each farewell. After repeating the words a few times, have learners open the learner's book to the learner's page. Guide them to listen to the audio and encourage them to repeat goodbyes.

6. Today start the day with a Hello song. Wave out to learners during the song and ask them to guess what the song could be about! Play the song again or play another song on greetings to make your learners comfortable. If learners want to listen to the song again, play it one more time. Songs are a great way to begin a class and make learners comfortable. You can also do the exercise routine from the activity section. Demonstrate the actions as you instruct in French. Let children get a feel of the language.

Next tell them that they are going to learn to greet; say hello and ask about someone's well-being in French.

Introduce the topic with flashcards.

Pronounce each word/phrase out loud and ask the learners to repeat after you.

Next, show the new learners how to say goodbye in the target language and how to respond to someone saying goodbye to them.

Provide clear explanations of any vocabulary they may need to know.

Practice exercises from LB and WB the learners to work on individually or in pairs.

Recommended exercises: LB: 1,2, 3, 5 | WB: 2, 3

7. Start the class by greeting the learners and asking them how they are doing. Review the concepts done previously via flashcards or any suggested activity from this book. Make it interesting by calling learners forward and ask them to draw a greeting on the blackboard. The instruction must be in French.

Introduce the question- ***Comment ça va ?*** via flashcards.

Encourage learners to say ***Je vais bien, merci !! Et toi ?*** When you show the card, also make a gesture by smiling wide, crossing your arms to show you are very well. While teaching children, remember to use a lot of dramatization. Make use of other cards and facial expressions to teach the next few phrases. Lead your learners to show 'thumbs up' gesture for ***'I am good'***, ***'How much'*** gesture for ***'How are you?'*** and 'lean forward and point at the person' to ask ***'And what about you?'***

After repeating the phrases a few times, have learners open the learner's book to the learner's page and play the audio. Guide them to listen to the audio and encourage them to repeat greetings.

Ensure you emphasise the phrase ***Et toi ?***

Recommended exercises: LB: 4, 6, 7, 8, 9 | WB: 1

8. Start the day with ***Comment ça va ?*** Go around and ask the question to everyone in the class. While you do so, shake hands, say ***Bonjour, Comment ça va ?***

Ask learners if they could guess what you have been asking. If they are able to guess, applaud. If they are unable to get the correct answer, show them the '***I am very well***' flashcard. When you show the card, also make a gesture by smiling wide, crossing your arms to show you are very well.

Carry some everyday objects to the class today. Pick up five pencils and ask learners how many do they see? Do the same with three or two objects. Tell them that the topic for today is numbers. Introduce numbers with the help of flashcards or videos.

After introducing numbers, organize the learners into groups, separate them into two straight lines. The teacher will provide instructions, such as "get two pencils" or "bring three erasers." Only the first learner in each line should collect the specified items. The learner who accomplishes the task first earns a star for their team. Afterwards, the learners move to the back of their respective lines and commence a new round with the next learners in line.

Recommended exercises: LB: 11,12,13,14,15,16,17,18 | WB: 5,6,8

Do not do all the exercises on the same day. Save some exercises for the next day.

9. Revise numbers today. You can review the numbers with flashcards. Engage in an activity today. For this, you will require open space. Inform the learners that you will announce a number, and they must assemble themselves into groups matching that number. For example, when you say "two," the children should form groups of two. If a child is unable to fit into any group, they will be excluded from the next round.

Do some activities from the books too.

10. Utilise this day to review all the concepts previously learned. Engage in activities such as listening to songs related to greetings, numbers, playing games, and completing any remaining activities from the book.

Unité 2

Objectives:

1. To identify family members
2. To ask and respond to the question- what is your name?

Vocabulary:

famille
requin
papy
mamie
papa
maman
bébé
Comment t'appelles-tu ?
Je m'appelle ...

1. Revise greetings and numbers with the help of flashcards before you start with family introduction.

Play the video recording of the Shark Family Song without lyrics. Ask your learners to guess the song and the topic for the day!

Now play the song with lyrics and alongside show flashcards of family members corresponding to the family members in the song.

Introduce the word **grands-parents** today. To teach this, you may show flashcards of **papy** and **mamie**, bring the flashcards together and say **grands-parents**.

Teach them that **papie** and **mamie** are also called **grand-père** and **grand-mère**

Ask them if they have **grands-parents** at home and encourage them to tell their names using the words **papie** and **mamie**.

2. Revise greetings and numbers with the help of flashcards before you start with family introduction.

Play the song with lyrics and alongside show flashcards of family members corresponding to the family members in the song.

Introduce the word **parents** today. To teach this, you may show flashcards of **papa** and **maman**, bring the flashcards together and say **parents**.

Teach them that **papa** and **maman** are also called **père** and **mère**.

Encourage them to tell the names of their **parents** using the words **papa** and **maman**.

3. Introduce the words **requin** and **bébé** today. Let the learners sing the Baby shark song. Focus on correct pronunciation and encourage active participation.


Recommended exercises: WB: 2

4. Today tell your name to your learners in English. Repeat it a few times by going up to a few learners, telling your name and asking what their name is! Based on this interaction ask them if they are able to guess the lesson for the day! If they come up with the answer, ask them to clap for themselves. If they don't, tell them I know how to say my name in English, but I want to learn how to say my name in French. So, let's learn to ask and tell our names in French today.

Introduce the question and answer via the video. If you don't have an access to any digital resource, bring in the same puppets and put them into role-play to acquaint them with **Comment t'appelles-tu ?** and **Je m'appelle... + Et toi ?**

Play the conversation for **Comment t'appelles-tu ?** And encourage learners to repeat. Play the audio two times if required.

Recommended exercises: LB: 1,2,3,4,5 | WB: 1,3,4,5,6,7,8

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5. After establishing the concepts of greetings, farewells and the question - what is your name?, introduce role plays in the class. Encourage children to introduce themselves through a dialogue. Give some preparation time and encourage each pair to come in front of the class for role-play.

6. Revise the question- **Comment t'appelles-tu ?** Once you think your learners are comfortable with the question and answer- **Comment t'appelles-tu ?** acquaint them with the words **Mon** and **Ma**. While this is not a part of the book and there are no exercises for the same, you may teach the children to distinguish between **mon** and **ma** and they can learn to say **C'est mon papa** and **C'est ma maman**.

To help learners distinguish between **mon** and **ma**, write **mon** and **ma** on the blackboard and show each family member a flashcard and ask which column does the family member fall under.

7. Revise the names of family members. Sing the baby shark song. Once learners are comfortable with **mon** and **ma**, take a flashcard and say the line **C'est** and add **mon** or **ma + Family member**.

Ensure every learner repeats **C'est + mon/ma + Family member** for every flashcard.

Now give them a flashcard each or ask them to open the books to Exercise 2 in the learner's book and introduce their family members by pointing at pictures of family members.

8. Keep the day to complete remaining activities, just listen to songs, do activities to reinforce the concepts better.

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

Unité 3

Objectives:

1. To identify and learn food items
2. To talk about likes and dislikes

Vocabulary:

la boisson
l'eau
le lait
le jus de fruits
les légumes
la tomate
la pomme de terre
les épinards
les fruits
la pomme
la fraise
la banane
l'orange
le popcorn
le beignet
la glace
la pizza
la soupe
j'aime
je déteste

Teaching strategies:

1. Start the day by engaging the students in a discussion about their favourite food and beverages. As the children share their preferences, write the equivalent terms in the target language on the blackboard, creating a word web for better visualization.

Once the favourite foods and beverages are discussed, shift the focus to distinguishing between what they like and don't like from the list. Introducing the words **j'aime** for like and **je déteste** for dislike in the target language and encourage the learners to actively participate in using these new words. For example, point at a word on the board and encourage them to use **j'aime** or **je déteste**.

Do not emphasise on making sentences at this point.

2. Revise the words **j'aime** or **je déteste** with the help of flashcards. Introduce the term **Boissons**. Write the word in the centre of the board and draw a glass of water or show a flashcard. Encourage learners to come up with the word water in English. Now repeat the similar process for **le jus** and **le lait**. Allow learners to come up with new **boissons**. Write them on the board. Place the words on the board, and if the learners happen to pick them up, that would be fantastic. However, if they don't, avoid actively encouraging them to learn the words.

Show a flashcard and introduce the question- **Aimes-tu + name of a drink?** Motivate them to answer **oui** or **non!**

3. Recap the words with the help of flashcards or video. Introduce the term **les légumes**. Write the word in the centre of the board and draw a carrot or show a flashcard. Encourage learners to come up with the word carrot in English. Now repeat the similar process for **la tomate**, **les épinards** and **les pommes de terre**. Allow learners to come up with new **légumes**. Write them on the board. Place the words on the board, and if the learners happen to pick them up, that would be fantastic. However, if they don't, avoid actively encouraging them to learn the words.

Show a flashcard and ask the question- **Aimes-tu + name of a veggie?** Motivate them to answer **oui** or **non!**

4. Revise the words with the help of flashcards or video. Introduce the term **les fruits**. Write the word in the centre of the board and draw an apple or show a flashcard. Encourage learners to come up with the word apple in English. Now repeat the similar process for **l'orange**, **la fraise**, and **la banane**. Allow learners to come up with new **fruits**. Write them on the board. Place the words on the board, and if the learners happen to pick them up, that would be fantastic. However, if they don't, avoid actively encouraging them to learn the words.

Show a flashcard and ask the question- **Aimes-tu + name of a fruit?** Motivate them to answer **oui** or **non!**

Recommended exercises: LB: 1,2 | WB: 1,2,3

5. Recap the words with the help of flashcards or video. Introduce the term **La nourriture**. Write the word in the centre of the board and draw an ice-cream or show a flashcard. Encourage learners to come up with the word ice-cream in English. Now repeat the similar process for **la soupe**, **le popcorn**, **le beignet**

and **la pizza**. Allow learners to come up with new **La nourriture**. Write them on the board. Place the words on the board, and if the learners happen to pick them up, that would be fantastic. However, if they don't, avoid actively encouraging them to learn the words.

Show a flashcard and ask the question- **Aimes-tu + name of a food item?** Motivate them to answer **oui** or **non!**

6. Let the learners learn to say **Mon fruit préféré est** and **Ma légume préféré est ...**

Before you teach them the phrases, go through a thorough recap of the the vocabulary on **Manger et boire**.

7. Revise vocabulary, sentences through exercises. Spread this session over the next three classes. Ask questions, discuss answers, engage children even when they solve exercises.
8. Show pictures of different foods to the learners and classify them as **j'aime** or **je déteste** together. Encourage responses in full sentences.
9. Introduce children to the mealtimes in France. (This is not a part of the book). However, introducing learners to the culture of a country is crucial, and one of the most effective ways to achieve this is through the exploration of its culinary delights.

Talk about **Le petit-déjeuner**, **le déjeuner** and **le dîner**. Carry pictures and show them what the French eat for breakfast, lunch, and dinner. If it is doable, introduce the phrases- **Pour le petit-déjeuner, je mange _____**, **Pour le déjeuner, je mange _____**, **Pour le dîner, je mange _____**! Allow the learners to use the vocabulary in sentences.

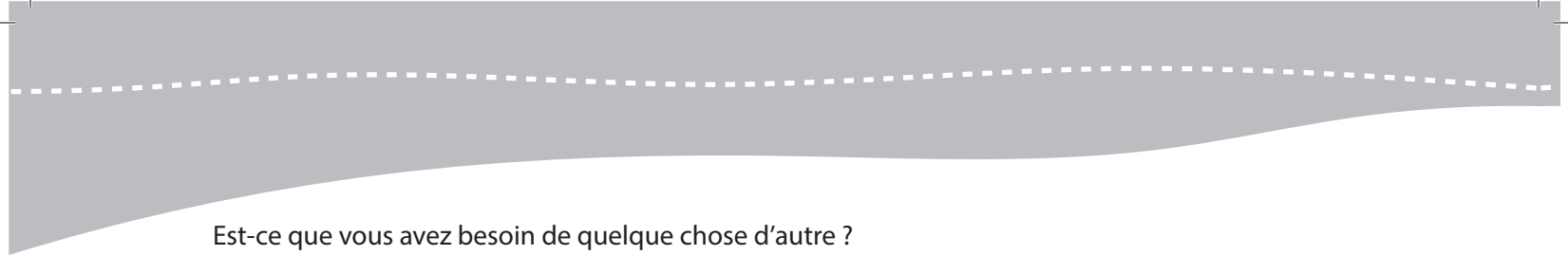
10. It is time to embark on a culinary adventure and introduce the learners to the delightful world of authentic French dishes, exploring what is commonly enjoyed in France. During this journey, draw parallels between French and their own cultures, encouraging them to share and discover the differences in food traditions and culinary preferences.
11. Today have the learners go to the French market!

Set up the Marketplace: Arrange a box of plastic vegetables and fruits. Create a designated area for the marketplace with a shopkeeper's table and a few customer spaces.

Introduce Phrases: Before starting the game, introduce some basic phrases in French that the children can use during the activity. For example:

Bonjour ! Comment puis-je vous aider aujourd'hui ?

Je voudrais + des fruits/légumes.



Est-ce que vous avez besoin de quelque chose d'autre ?

Oui,...

Non, c'est tout !

Role Play: Assign one child as the shopkeeper and let a few others play the role of customers. The shopkeeper will stand behind the table with the plastic veggies and fruits, while the customers will take turns visiting the shop.

Customer Interaction: Encourage the customers to approach the shopkeeper and use the phrases you introduced earlier. For example, they can say, ***Bonjour ! Comment puis-je vous aider aujourd'hui ?*** to ask what's available or ***Je voudrais + des fruits/legumes*** to express their desire for a particular fruit or vegetable.

Shopkeeper's Response: The shopkeeper should respond to the customers' requests appropriately. They can pretend to weigh the fruits or vegetables, accept payment (pretend money or tokens), and hand over the plastic items to the customers.

Rotate Roles: After a while, let other children take turns being the shopkeeper and customers. This way, everyone gets a chance to participate and practice the phrases.

Review: After the game, have a short review session where you go over the phrases and vocabulary used during the activity. Ask the children about their favourite fruits and vegetables and repeat the phrases together as a group.

By creating this fun and interactive game, the pre-primary students can practice basic French phrases while engaging in imaginative play at the marketplace. It's a great way to make language learning enjoyable for young learners!

Unité 4

Objectives:

1. To identify farm animals
2. To be able to talk about an animal sound

Vocabulary:

les animaux
le coq
la vache
le chat
le canard
le chien
le mouton
l'oiseau
le cheval
l'animal (par exemple, la vache) dit..

1. Start the day by asking learners if they have any favourite animals. Collect responses and introduce them to the word **Les animaux**. Ask them if they have *pets at home*. Introduce the words **le chien** and **le chat** today. Teach them to say **J'ai un chien** and **J'ai un chat**. Play the Old McDonald song in French.
2. Revise the phrases learnt in the previous class and familiarise learners to **la vache** and **le cheval**. Tell them that they are going to learn how to say horse and cow in French. Also ask them the sounds that these animals make. Ask them where does one generally find these animals? Acquaint them with the word **la ferme**! If you think your learners are up for a challenge, introduce the phrase- **Il y a une vache dans une ferme ! Il y a un cheval dans une ferme !** Play the Old McDonald song in French.
3. Recall all the words done so far. You can do a quick recap with flashcards or some activity in which you make the animal sounds and ask them to guess the animal name. Here do encourage them to say the phrases. Play the LE VIEUX MACDONALD (Old MacDonald) song in French.

Once you have established that the learners are able to handle the words and phrases well, lead them to exercises from learner's book and workbook. Do only those words that have been taught.

4. Recall all the words done so far. You can do a quick recap with flashcards or some activity in which you make the animal sounds and ask them to guess the animal name. Here do encourage them to say the phrases. Play the Old McDonald song in French.

Tell the learners that today they will be learning a few more animal names. Introduce **le mouton** and **le canard** via flashcards. If you think your learners are up for a challenge, introduce the phrase- **Il y a un canard dans une ferme ! Il y a un mouton dans une ferme !**

5. Start the day with some dumb charades. Encourage learners to act out the words. Only if they aren't able to act them out, lead them to make the animal sound. But first let them try to enact. Play the Old McDonald song in French.

Introduce **l'oiseau** and **le coq** after the game.

6. Recommend that two/ three days are dedicated to exercises from the books.
7. Introduce animal sounds with questions like **Le coq dit cocorico ?** or **Le coq dit hiii ?** Guide learners to give appropriate answers in full sentences. Introduce similar questions like these and encourage responses.

Recommended exercises: LB: 10, 11, 12,13 | WB: 4, 5, 8

8. **Bingo:** Use the Bingo sheet from the workbook. Guide learners to stick the pictures as they wish. Designate one learner as the Bingo caller. This learner will randomly draw and announce the numbers or call out phrases that correspond to the squares on the Bingo cards.

The Bingo caller starts the game by drawing a flashcard from a container or randomly selecting a word/ image (if using theme-based Bingo). They will then announce the phrase to the players. for example, ***la vache dit mueh !***

Marking the Cards: If the announced phrase appears on a player's card, they mark it off using their pen or marker. The centre square is usually marked as "Free" and is considered already filled.

The goal of the game is for players to complete a pre-determined pattern on their Bingo card. Common patterns include a straight line (horizontal, vertical, or diagonal), four corners, or blackout (filling the entire card). The pattern will be announced before the game starts.

The first player to complete the specified pattern calls out **Bingo!** to notify the others. The caller then verifies the winning card by checking if all marked squares match the announced phrases for the chosen pattern.

9. **C'est Presque fini !** is an effective way to assess the learners and can be used as a speaking test. Additionally, you can incorporate the Leiterspiel to further evaluate the children's language skills.

Have the learners play **Jeu** in pairs or small groups. Before each player takes their turn to roll the dice and move their game piece, they must answer a question related to the lesson topic, such as naming an animal and its sound or expressing their favourite fruit or vegetable in French. This speaking test not only tests their language proficiency but also reinforces their learning in a fun and engaging way.

Classroom activities:

General activities:

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: Four corners

Materials required: 4 coloured mats/coloured chalks

Instructions: Place the coloured mats in four corners of the classroom or draw four circles with coloured chalks. Label these mats/circles as good morning, good afternoon, good evening and good night. Now play the Hello song and ask children to run around or dance. Pause the song and ask children to select any corner. Now call out any of these words. The children standing in that corner have to say the word thrice in unison. The teacher who plays the song will face the other way round or close his/her eyes.

Activity: Pass and Say

Materials required: Flashcards

Instructions: This one is simple but effective. Have students sit in a circle. Show them a flashcard and say the word. Pass it to the kid sitting next to you and encourage him/her to say the word and pass it to the next person. For larger groups, you could have two or three cards going around at once.

Activity: Lip reading

Materials required : flashcards

Organize the learners into two groups. Each participant will draw a flashcard and silently mouth the vocabulary word, using as much exaggeration as they like. The opposing team will then attempt to lip-read and guess the word being conveyed. Let the fun and challenging game begin!

Activity: Simon says

Materials required : flashcards

This is a fun twist on the classic Simon Says game, ideal for developing listening skills and following instructions. Stick flashcards on walls and say, Simon says, find the (e.g. cow). Children must run to the correct card. When you give the instruction without saying **Jacques a dit**, children must stay where they are. If they do go running off you could give them a forfeit (the forfeit can be the exercise routine (first activity in this book)).

Activity: Flashcard Whispers

Materials required: flashcards

Instructions: Place several flashcards on the wall or arrange them in a line on the floor or a table. Divide children into two teams. Ask each team to form a line in front of the cards. Whisper a word to the first student in the line, who then whispers it to the next student, and so on down the line. The last child in line must quickly run to find and bring you the correct flashcard corresponding to the whispered word. Make sure to rotate the children in the line so that everyone gets a chance to participate and find a card. The team who reaches first and taps the correct flashcards earns a point for their team.

To increase the difficulty level or focus on language structures, you can use short sentences containing the target words. For example, say **C'est mon papa** or **J'aime la pomme** instead of just saying **papa** or **la pomme**.

Activity: Tag IT!

Materials required: open space

Instructions: Take your learners to an open space/playground. One of the learners is it while the others run around. The job of it is to tag another learner and ask any of the questions- **Mon animal préféré est** Or **Aimes-tu name of the (food item) ?** The learner answers and assumes the role of it and continues the game.

Activity: Flashcard race

Materials required: Open space and flashcards

Instructions: Divide the class into two or more teams. Place the flashcards at one end of the room and have the teams line up at the opposite end. Call out a vocabulary word in the foreign language, and one student from each team races to find and grab the corresponding flashcard. The first student to bring back the correct card earns a point for their team.



Continue with different words and rotate players.

Activity: Flashcard making

Materials required: Colours, square papers.

Instructions: Have learners create flashcards with the animals and sounds in the target language.

Activity: Fishbowl Game/Pictionary

Materials required: flashcards, bowl

Prepare a bowl with folded slips of paper containing animal names, food items, or family vocabulary words.

Divide the class into two teams and have them sit in lines.

One student from each team comes forward to pick a slip from the bowl.

Without saying the word, they must act out or draw the word on the board for their team to guess.

The team that guesses correctly gets a point.

Activity: Cultural aspects

Materials required: papers & colours

Instructions: Create groups of children and provide each group with a chart paper. Instruct them to research and draw or represent traditional foods from India on one side of the chart paper and foods enjoyed in France on the other side. Encourage the children to collaborate and gather information about these cuisines before starting the activity. This hands-on approach will not only stimulate their creativity but also foster their research skills and knowledge about different cultures' culinary traditions.

Hang the chart papers in your language class.

Activity: The missing one!

Materials required: flashcards

Instructions: Introduce the flashcards to the children one by one, teaching them the new words. Lay the cards on the floor or table, and together, repeat the words slowly to reinforce their understanding. Afterward, collect the cards, but discreetly remove one without letting the children see which card was taken. Once the cards are back on the table, ask the children to identify the missing card.

Activity: Fish it & match it!

Materials required: Flashcards

Instructions: Write some phrases/words on a big book or on the blackboard. Mix all flashcards in a bowl.

Include the flashcards from the previous units as well. Now call out a phrase or a word and ask the children to hunt for it. However, divide learners into two teams. Once learners find the flashcards, they should run to the board and check if they can find the phrase/word. If the word is on the board, the learners can place the flashcard on the phrase. Repeat the rounds till all the cards are discarded or placed on the book.

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 particular 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.

Activity: Last one standing

Materials required: A ball

Instructions: You will need a large ball to play this game. Begin by asking a question and throwing the ball to a learner. As soon as he/she catches it, that learner must answer, ask another question and then immediately throw the ball to another learner. That learner in turn must answer, ask a question and throw to another learner. This continues until a learner catches the ball and cannot immediately ask or answer and that learner is then "out." He/she must leave the circle. This continues at a rapid pace until there is just one learner left. That learner is the winner. Students of all ages enjoy this fast-paced game.

Initially go slow and gradually increase the speed.

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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 | Les salutations

Track No	Title	Transcript
1	Unité 1: Les salutations	Salut! Salut! Comment ça va ? Je vais bien, merci ! Et toi? Je vais bien! merci! Au revoir! Le soleil- La lune Bonjour ! Bonsoir ! Bonne nuit !
2	Unité 1: Ex 7: Écoute bien et barre!	1. Salut ! 2. Comment ça va ? 3. Et toi? 4. Bonne nuit ! 5. Bonjour ! 6. Je vais bien, merci !
3	Unité 1: Ex 10: Complète les phrases !	Emma: Bonjour ! Alice. Alice: Bonjour ! Emma. Alice: Comment ça va ? Emma: Je vais bien, merci ! Et toi ? Alice: Je vais bien, merci ! Emma: Au revoir! Alice: Au revoir!
4	Unité 1: Ex 11: Écoute et répète !	zéro, un, deux, trois, quatre, cinq
5	Unité 1 : Ex 14: Quels nombres entends-tu ?	1. deux 2. quatre 3. un 4. zéro 5. trois 6. cinq
6	Unité 1: Ex 18: Entoure les nombres que tu entends.	1. deux 2. un 3. trois 4. zéro 5. cinq

Unité 2 | La famille des requins

Track No	Title	Transcript
7	Unité 2 : La famille des requins	La famille des requins Papie requin, Mamie requin, Papa requin, Maman requin, Bébé requin Comment t'appelles-tu ? Je m'appelle bébé requin
8	Unité 2: Ex 8: Écoute et entoure la bonne image.	numéro un- maman requin , numéro deux- papie requin , numéro trois- mamie requin , numéro quatre- bébé requin , numéro cinq- papa requin
9	Unité 2: Ex 10: Écoute et mets dans le bon ordre.	1. maman requin 2. bébé requin 3. mamie requin 4. papie requin 5. papa requin

Unité 3 | Manger et boire

Track No	Title	Transcript
10	Unité 3 : Manger et boire	Boissons- l'eau, le lait, le jus Les Légumes- la tomate, la carotte, les épinards, les pommes de terre Les Fruits- la fraise, la pomme, la banane, l'orange La nourriture : J'aime ou Je déteste ? le popcorn, le beignet, la glace, la pizza, la soupe J'aime - je déteste
11	Unité 3: Ex 3: Écoute et choisis la bonne réponse.	1. J'aime la glace 2. J'aime le lait 3. Je déteste la banane 4. J'aime le jus 5. Je déteste les pommes de terre.
12	Unité 3: Ex 7: Écoute et mets les aliments dans la bonne boîte.	1. la tomate, 2. la carotte, 3. la pomme, 4. le jus, 5. la pizza
13	Unité 3: Ex 12: Écoute et choisis la bonne option.	1. J'aime le jus. 2. Je déteste le popcorn. 3. Je déteste l'orange. 4. J'aime la carotte. 5. J'aime la fraise. 6. J'aime la glace.

Unité 4 | Les animaux

Track No	Title	Transcript
14	Unité 4: Les animaux	le cheval dit hiiii, le coq dit cocorico, l'oiseau dit cui cui, le chien dit ouaf ouaf, la vache dit meuh, le chat dit miaou miaou, le canard dit coin coin, le mouton dit bée.
15	Unité 4 : Ex 3: Écoute et choisis la bonne option !	1. le chat 2. l'oiseau 3. le mouton 4. le cheval.
16	Unité 4: Ex 6: Écoute et relie !	1. meuh 2. cocorico 3. hiiii 4. coin coin 5. miaou miaou 6. cui cui 7. bée 8. ouaf ouaf
17	Unité 4: Ex 9: Écoute et choisis la bonne option !	1. le canard 2. le mouton 3. le chat 4. le cheval 5. la vache