



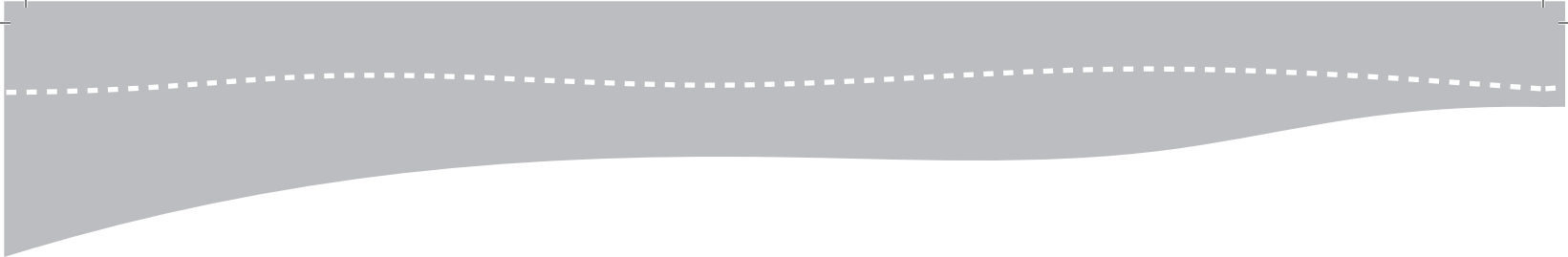
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Allez!

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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Première édition jordanienne : 2023

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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.

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

Vocabulary

Bonjour !
Bonsoir !
Bonne nuit !
Comment ça va ?/
Je vais bien, merci !
Et toi ?
Comment t'appelles-tu ?
Je m'appelle...
les chiffres
zéro
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.

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 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 for the learners to work on individually or in pairs.

Recommended exercises: WB: 2

4. 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 **Ja vais bien, merci !** 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.

Recommended exercises: LB: 2 |WB: 3

5. 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.

Now 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 ?**

Once the learners are acquainted and comfortable with the use of **Comment t'appelles-tu ?** and **Et toi ?**,

Write both the questions on the board- **Comment ça va ?** and **Comment t'appelles-tu ?** and elicit responses.

Continue asking questions to each learner. Start by greeting and end with a farewell.

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

Recommended exercises: LB: 3

6. After establishing the concepts of greetings, farewells and the question - *what is your name?*, introduce numbers via reading the sentences on learner's page. This will ensure they revise ***I am called..*** as well as get introduced to numbers. Learners who already know numbers can revise with the help of worksheets while you teach the new learners. Make use of flashcards to teach the numbers. If there are learners who know numbers beyond 5, allow them to help you teach the class. Say let's repeat after _____ and you also join the rest of the children in their chorus.

Towards the end of the class, divide learners into groups. Hand them an A4 size paper or a chart paper and ask them to make a collage of what they have learnt by drawing pictures.

Exercises on numbers can be given to the learners as homework.

Recommended exercises: LB: 1 | WB: 4

7. Revise all the concepts today. Write the questions- **What is your name?** and **How are you?** on the board in two different columns. Encourage responses and write the answers under the questions. Initiate a role-play where children ask each other's well-being and names. To make this more interesting, ask learners to write any name on a piece of paper. Put all the slips of paper in a hat/bowl and mix the papers. Let each child assume a new identity. If a learner is a girl and has received a paper with a boy's name and vice-versa, encourage voice modulation and change and assist learners carry out a small talk by walking around in the class.

To revise numbers, play, draw and tell! Give instructions to learners such as draw 5 pencils, draw 4 eyes, draw 3 cars etc. The numbers should be in the target language.

Finish all the exercises from the LB as well as the WB.

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

Unité 1

Objectives:

1. To identify body parts

To sing the song “**head, shoulders, knees and toes**” in the target language: Tête, épaules, genoux et pied...

Vocabulary:

le corps
les parties du corps
le visage
l'oreille /les oreilles
l'œil/ les yeux
le nez
la bouche
la tête
la main
le bras
le genou
l'épaule
la jambe
le pied

Teaching strategies:

1. Start the day by asking children to count. Once they can easily count till 5, ask them how many eyes/hands do they have? Also throw in a few questions like - Do you have three mouths, or do you have five heads? Let the numbers be in the target language. Ask the learners to guess the topic for the day.

Now play the song- '**Head, shoulders, knees, and toes**' (Tête, épaules, genoux et pied...) and do gestures on the song. Play the song a few more times and encourage learners to enact with you. Encourage them to sing along, if possible. Use flashcards to familiarise the students with the vocabulary used in the song.

Since learners are acquainted with some body parts, you can try a game where the learners touch the body parts they hear. The teacher says a body part and the learners touch that part of the body. Go in random order and increase the speed. Once the learners are through with this, add Simon says to the game and continue with Simon says touch your head. Try to give the instruction in the target language.

Acquaint learners with the phrase- ***Jacques a dit, followed by the body part.***

To increase the difficulty level as well as to add an element of fun, add expressions like touch your left eye, right foot etc. Demonstrate the gestures, especially when you use the words left and right. (This activity can be done in a different class)

PFA the instructions:

Jacques a dit:

Touche ton oreille gauche, ton oreille droite, ton œil gauche, ton œil droit, ton pied gauche, ton pied droit, ton épaule droite, ton épaule gauche.

2. Start the day with the *Simon says* game. Use the expressions you have used in the previous class. After 5/7 minutes of revision, start with vocabulary of the face.

To execute this lesson, draw a circle on the board and draw a face of a child. Write the word face in bold letters (in the target language). Elicit responses for questions like what are eyes called?, what are ears called?, etc while drawing/labelling those facial features. For eyes and ears, let them know the singular and plural forms. Touch one of your eyes and say, ***l'œil***. Next touch both eyes and say, ***les yeux***. Let the learners repeat. Introduce the singular and plural forms of ears using the same technique. Repeat the words along with them.

After you are certain that your learners have a good grasp of the vocabulary, randomly point at the different parts of the face.

Do not hesitate to provide additional vocabulary if your learners inquire about the names of certain facial features such as hair or cheeks or chin.

Recommended exercises: LB: 1 (only face) | WB: 2, 4

3. Begin the class by with the song on body parts.

Review vocabulary - Have learners act out different body parts while the other learners' guess. This activity will help them practice the vocabulary and also reinforce their listening and speaking skills. Do not teach new concepts today. Instead teach them the new 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 !

Try **Jacques a dit** with these instructions. Once they are comfortable, let them stand in a circle and pass a ball around and play the song- *head, shoulders, knees, and toes* in the target language. Pause the music. The learner with the ball must give an instruction and all the learners must follow. Include instructions like **Touche ton oreille gauche, etc.** Encourage children to give instructions in French. If they are unable to, you can take over.

4. Begin the class with the song on body parts. You can try a different song today.

Recommended song for this class: **Des os, il en faut - alain le lait** (If possible show the video)

Revise the facial features. For this you can conduct an activity where the learners indicate which body part or facial feature, they would utilise to perform it. For example, act like you are listening to music and the learners call out ears. This can be played in teams. Some of the action words you could use are listening to music, dancing, jumping, talking, singing, watching TV, reading, meditating (breathing in and out), thinking, etc.

Listen to the audio clip on body parts and guide learners to repeat.

Introduce new words via flashcards. Do not introduce the plural forms yet.

Recommended exercises: LB: 1 (body-parts), 4, 5, 6, 7, 8, 9 | WB: 1, 3, 6, 9

5. Begin the class by completing the suggested exercises from the books to review various parts of the body. Prior to engaging in a game or activity, it is recommended to first complete one listening and one writing exercise, and then review the answers together.

As a follow up activity, ask learners to create bingo boxes and either draw or write a body part in each square. Call out the body parts randomly and have the learners mark them off on their cards. The first learner to mark off all the body parts on their card and shout "Bingo!" wins the game. This game not only helps revise body parts but also improves listening and concentration skills.

6. Begin the class with the song on body parts.

Recommended song: **Des os, il en faut - alain le lait** (If possible show the video)

Have the learners learn the plural forms of the parts of the body. Use flashcards to introduce new vocabulary to learners. Divide the class into two teams and ask them to quiz the other team on singular and plural. Have each team take turns to name a singular or plural form of a body part until one team is unable to come up with a correct answer.

If time permits, play **Feu rouge, Feu vert** (redlight-greenlight). It is a popular children's game and can be used to revise body parts.

Choose one student to be the **Feu** (stoplight) and have them stand at the opposite end of the playing area from the other students.

The other students line up at the starting line, facing the stoplight.

The stoplight calls out **feu vert** (green light) and the students begin to move forward, using leg actions such as hopping, skipping, or taking big steps)

The stoplight then calls out **feu rouge** (red light) and the students must immediately stop moving.

The first student to reach the stoplight becomes the new stoplight for the next round.

If any student is caught moving after the red light is called, they must return to the starting line and do a forfeit. The forfeit can be anything related to the body parts. (Use instructions in French. If the children don't follow, demonstrate the action)

In the context of a body parts lesson, you can add in specific forfeits that involve the vocabulary you're teaching, such as saute sur un pied (hop on one foot) or Fais de grands pas (take big steps). Some of the forfeits can be:

1. Agite tes doigts
2. Touche tes orteils
3. Tape sur ta tête
4. Tourne tes épaules
5. Touche ton nez
6. Tends tes bras
7. Lève tes jambes

Recommended exercises: LB: 10 | WB: 5, 7

7. Start the class with bingo cards. Create bingo cards with different body parts in both their singular and plural forms. Call out the singular or plural form of the body part and have the students mark off the correct version on their bingo card. For pronunciation practice, give a chance to learners to call out words too.

After this warm-up activity, draw a monster on the blackboard. Give the monster funny facial features and body parts. For example, the monster can have 5 eyes, 3 hands, 4 legs, 7 ears etc.

Give speech bubbles to the monster. One that says **hello** and the other that says **I am called**. Give a

name to the monster. Ask questions such as many ears does the monster have? how many eyes does the monster have? Ask the question first in English and repeat the question in the target language. Accept responses like in the target language.

If time allows, you can pair up your learners and have them create a monster together. Give each pair a sheet of paper to share. One learner gives an instruction in French, such as **trois yeux** and the other learner draws that feature on the monster. Then, the second learner gives an instruction, such as **cinq mains**, and the first learner draws that feature on the same monster. Each learner takes turns giving instructions and drawing, until they have created a complete monster together.

Give the pairs 5-6 minutes to complete their drawings. Afterwards, have each pair present their monster to the class, describing the features in French as they go. This activity will encourage collaboration, creativity, and language practice, as well as provide an opportunity for learners to share their work and practice their speaking skills.

8. If the monster activity is not done in the previous class, you can choose to start the class with the same.

Next, on the board, draw a monster and add a speech bubble that says **J'ai**. Write phrases around the monster that describe its features, such as **trois yeux , quatre jambes, cinq mains** ,etc. Point to the "J'ai" speech bubble and then point to one of the body parts in its plural form. Repeat this process with different body parts until the learners become familiar with the pattern of using "J'ai" with plural body parts. It's important to avoid introducing singular forms at this point to avoid confusion and keep the focus on plural forms.

This activity will help learners practice using the verb **avoir** in conjunction with plural body parts. By using visual aids like the monster drawing and speech bubble, learners can better understand how to use the verb in context and associate it with the corresponding body parts.

Encourage learners to draw monsters in groups on A4 size papers. Have them come forward and show the monster and say sentences with **I have**. Hang the papers/drawings in the classroom.

Recommended exercises: LB: 3 | WB: 8

9. Draw the monster on the board again and add a speech bubble that says **J'ai**. Use this as an opportunity to revise plural forms with your learners by building sentences using the monster's features.

Next, draw another monster with only one eye, one ear, one leg, one mouth, and one nose. Write **J'ai** on the board and put a plus sign next to it. Add each part of the body along with its article, but don't stress too much on grammar. Encourage learners to use the articles properly.

This activity will help learners practice using **J'ai** with singular and plural body parts. By drawing the second monster with only one of each body part, learners can contrast the singular and plural forms and better understand how to use them in context.

Recommended exercises: LB: 2

10. For this activity, each learner will need a piece of paper and a pencil, and the teacher will need a die. Begin by writing body parts vocabulary on the board. Elicit responses such as – what are eyes called? etc.

Then, for each body part word, roll the die and write that number next to the word (or invite some learners to come up to the front and roll the die). Once you have a number next to each body part, it's time for the learners to draw their own monster. Let the learners know that they must draw a monster with the same number of body parts as the numbers written on the board (for example, 4 eyes, 6 ears, 2 heads, 1 arm, etc.). Give the students around 10 minutes to complete their monsters.

After completing their monster drawings, the learners can share them with the class by using sentences like **Je m'appelle**[name of the monster]. They can then describe their monster's features using **J'ai** such as **J'ai cinq oreilles**, **J'ai trois yeux**, and so on. This will allow them to practice their speaking and listening skills while reinforcing the body parts vocabulary and grammar structures.

During the activity where learners share their monster drawings with the class, you can correct any errors they make with plural forms or articles. For example, if a learner says **J'ai cinq oreille** instead of **J'ai cinq oreilles**, you can gently correct them by repeating the correct form and emphasizing the correct article usage.

11. To review the spelling of body parts, you can play a fun and engaging chain spelling game with your learners. Begin by having everyone stand up, and then say a body part word. Going in a circle, learners take turns spelling out the word letter by letter. If a learner misses a letter or spells the word incorrectly, they sit down and are 'out' for that round. The game continues until there is only one learner left standing, who is the winner.
12. Start the day off with a fun and interactive activity by introducing a new French song such as **Le corps humain** to your learners. Before playing the song, prepare placards with body parts written on them. You can also add extra words that are not part of the song to increase the challenge. Set up the placards on a table in the centre of the classroom and have the learners walk around the table while the song plays. As they listen to the song, encourage them to pick up the words on the placards that they hear.

If some learners miss a word or are unable to recognize a body part, review the vocabulary later in the class. If they have successfully picked up all the body parts from the song, applaud and show them the corresponding parts of the body.

This activity is a great way to introduce new vocabulary while also promoting listening skills and engagement among your learners.

13. Finish the remaining exercises today. It will be the last day of this unit. Sing songs, play songs, encourage actions.

To engage the learners in a competitive activity, divide the class into two teams. Pick one learner from each team to come up to the whiteboard and give them each a marker. Say a word related to body parts, and both learners must write the word on the board as quickly and accurately as possible. The first learner to correctly write the word earns a point for their team. Continue the game until each learner has had a chance to participate 1-2 times.

Unité 2

Objectives:

1. To identify colours
2. To ask and respond to the question - what is your favourite colour?

Vocabulary:

les couleurs
brun
vert
bleu
rouge
orange
jaune
violet
noir
blanc
Quelle est ta couleur préférée ?
Ma couleur préférée est...

Teaching strategies:

1. Introduce the concept of colours and explain how we use them to describe the world around us! You may want to teach a just few words per class, building up to the full 9 colour words over a series of lessons.

Help learners make associations with colours as you teach. It could be as easy as having a crayon. If you are teaching the colour red, pick up the crayon and say the colour in the target language. Ask them to repeat it a few times and then look at their clothes (if they are not in uniforms) to see if they are wearing red. The children who are wearing red socks or t-shirts or pants can stand up and shout out the colour red. If learners do not wear casual clothes to school, simply ask them to go and look for objects that are red. Continuously say the colour red as they look for red objects. When they find red objects, encourage them to say **the bottle is red, the book is red** (the colour should be said in the target language). If easily available, have pictures of the same colour that help learners form associations. As a bonus, add the spelling of the colour, so they can recognise the spellings associated with the colour.

Introduce only three colours for the day - red, yellow, and blue. Show objects, pictures, flashcards to familiarise learners with colours. You can keep some origami sheets and pass one colour around. Each child whispers the colour in the ear of the next child and passes the origami sheet ahead. The last learner standing screams the colour aloud.

2. To begin the class review, create three circles on the floor representing the colours that have been taught. Use chalks of the same colours to write the names of the colours within their respective circles. Position the circles with enough space between them so that one can jump from one to the other. Select two students to come forward simultaneously and then proceed to call out colours in a random sequence with increasing speed.

Acquaint learners with green, orange and purple via flashcards/ colourful objects.

3. Begin the day's activities with a game of **I spy**. Prior to the class, hide objects of various colours around the classroom, making sure to only use the colours that have been previously taught.

Use the sentence **I spy something that is (name of the colour)**. Divide learners into groups and guide them to look for objects.

In French, use the phrase - **Je vois quelque chose de rouge, jaune, bleu.**

Introduce the next three colours - brown, black, and white. Familiarise learners to these colours with the help of flashcards, objects.

Once the learners are comfortable using all colours, arrange the learners in a line and assign a unique gesture to each colour. For instance, when showing a black paper, ask the learner to jump and say the colour aloud. Similarly, for orange, the learner can clap while saying the colour. Here are some ideas for gestures that can be associated with nine different colours:

Red - wave hands in the air,

Blue - make swimming motions with arms,

Yellow - hold hands above head in a sun shape,

Green - pretend to water a plant,

Purple - make a crown on top of the head with fingers,

Orange - clap hands together,

White - blow a kiss,

Brown - scratch the ground like a digging motion.

Black - jump up and down.

Display the colours randomly and gradually increase the pace of showing them.

4. Start the day with an activity. Arrange chairs or stools in a circular formation with the seats facing away from the centre. Then, position paper cups or glasses beneath the seats and place objects of different colours inside them. Play some music and instruct the learners to move around while it's playing. When you stop the music, the learners should sit on the chair closest to them and take out the glasses containing different colours, and then identify the colours. Repeat this for one or two rounds.

After reviewing colours, write the question- ***What is your favourite colour?*** and the answer - ***My favourite colour is.*** Guide learners to repeat the sentence. Once they are familiar with the sentence, get them to ask and tell their favourite colours.

Recommended exercises: WB: 2

5. Start the day with revision on colours. This may take the entire class as the children will have to go outdoors. Choose a colour for the race and designate a spot in the classroom or outdoor area for each colour that will be used in the game. For example, if the chosen colour is red, you could designate the red corner of the room or the red section of the playground.

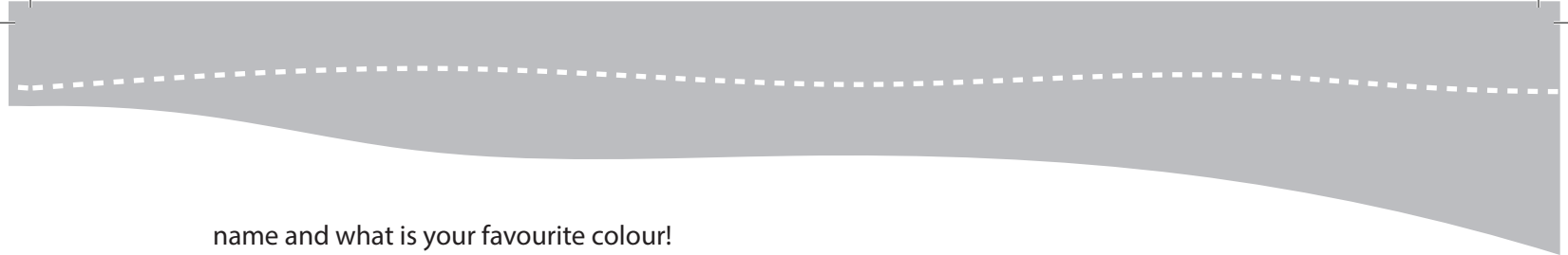
Explain the rules of the game to the learners. Tell them that when you call out the colour, they must run to the designated spot that matches that colour as quickly as possible. Alternatively, if you choose to have them touch an object of that colour, explain that they must run to the object and touch it before running back to the starting point.

Model the activity by calling out a colour and running to the designated spot yourself. This will help the learners understand how to play the game and get excited to participate.

Practice round: Have the learners practice the game by calling out a colour and asking them to run to the designated spot. This will give them a chance to get familiar with the activity and build confidence.

Actual game: Once the learners are comfortable with the rules and have had some practice, start the actual game. Call out different colours and encourage the learners to run to the correct spot as quickly as possible. You can make the game more challenging by calling out colours quickly or choosing unusual colours for the race.

6. Start the class with a warmup activity. Get learners to write their names on slips of papers. Mix them in a bowl and have them pick up a name. Once they have their partners, the learners can mingle and initiate a question - answer session. Encourage dialogues that start with a greeting, how are you, what is your



name and what is your favourite colour!

Utilise the rest of the time to do exercises from the books. Familiarize the learners with the colours featured on the flag of France.

7. Give out coloured papers, 1 colour per learner. Tell your learners to sit down. Say a colour (e.g., “red”) and the learners holding that colour have to quickly stand up, jump and then sit down. Start off slowly and get faster and faster. Or

If your classroom has lots of colourful posters on the walls, this is a great activity to do. Demonstrate by shouting out a colour (e.g., “Red”). Run to a poster and touch anywhere that has a red colour. Do the same for another colour (e.g., “Blue”). Each time run to a new poster. Now have the learners do the activity – shout out a colour and have them all run around the classroom touching the colours on posters.

Unité 3

Objectives:

1. To talk about what one likes to do.
2. To inculcate the practice of talking in first person

Vocabulary:

Qu'est-ce que tu aimes ?
J'aime danser
J'aime chanter
J'aime
Je n'aime pas
lire
dormir
applaudir
manger
écrire
sauter
danser
chanter
courir
rire

Teaching strategies:

1. Suggest learners to do a class walk and have small talks by asking each other **How are you?**

After this warm-up activity, introduce the term **like** and **dislike** in the target language. Use flashcards to familiarise the terms. Explain the terms **j'aime** and **je n'aime pas** to the learners.

Carry a set of flashcards on hobbies and without giving out the words ask them to categorise the hobbies as **j'aime** or **je n'aime pas**. The answers will vary. Ensure the terms **j'aime** and **je n'aime pas** are repeated every time you show an activity/hobby card.

Introduce the first two activities - **I like to sing** and **I like to dance**.

First acquaint learners with words - **chanter/danser**. When displaying the flashcards for **chanter/danser** include the flashcard for **j'aime**.

Similarly, make sure to include the flashcard for **je n'aime pas** when presenting the flashcards for **chanter/danser**.

Use the question- **Qu'est-ce que tu aimes ?** And encourage responses. Ask the learners to choose one activity they like and one activity they dislike, even if they have mixed feelings about both activities. They will need to select one for each category to provide their answers.

2. You can do pantomime of the hobbies your learners are familiar with by using facial expressions to indicate whether you like or dislike them.

Introduce the next two/three activities. Write the questions- **Qu'est-ce que tu aimes ?**

Acquaint learners with phrases – **écrire/manger/applaudir**. Present a series of flashcards rapidly to help learners become familiar and comfortable with using them. When displaying the flashcards for **écrire/manger/applaudir**, include the flashcard for **j'aime**.

Similarly, ensure you also include the flashcard for **je n'aime pas** when presenting the flashcards for **écrire/manger/applaudir**.

Encourage conversations around **Qu'est-ce que tu aimes ?**

3. Divide learners into pairs and have them practice asking and answering the question **Qu'est-ce que tu aimes ?** using flashcards as prompts.

Monitor and give feedback on pronunciation.

Introduce the next two/three activities. Write the questions- **Qu'est-ce que tu aimes ?**

Acquaint learners with phrases - **rire/dormir/lire**. Present a series of flashcards rapidly to help learners become familiar and comfortable with using them. When displaying the flashcards for **rire/dormir/lire**, include the flashcard for **j'aime**.

Similarly, ensure you also include the flashcard for **je n'aime pas** when presenting the flashcards for **rire/dormir/lire**.

Encourage conversations around **Qu'est-ce que tu aimes ?**

Incorporate flashcards that have been previously taught as well.

4. Since the learners are familiar with like and dislike terms, introduce the words- ***oui*** and ***non***.

Next ask them questions that involve a response with ***oui*** or ***non***.

Write ***Tu aimes*** + *danser* ?(verb). Encourage responses with ***oui*** or ***non***.

Now after identifying which hobbies fall under oui and which fall under non(go by majority), help them build sentences- ***Oui, j'aime danser/non, je n'aime pas danser.***

5. Carry a mix of questions in a box to the class today. Let each learner get a chance to come forward, choose a slip of paper and answer the question. Ensure that questions comprise ***Tu aimes and Qu'est-ce que tu aimes ?***
6. Ask learners to create a mind map of all the activities they enjoy doing in their free time. They can then share their maps with the class and talk about what they like to do and what they don't like to do (in the target language)

You can train learners to learn more words – ***courir/sauter***. Use flashcards to acquaint learners with new phrases. Add like and dislike to the sentences. For instance, acquaint learners with ***courir/sauter***. Also incorporate questions with ***Tu aimes..?***

As an activity to revise the phrases, guide learners to do exercises from learner's book and workbook. It is recommended not to finish all the exercises in a single day, but instead, to spread them out over at least two days.

Some activity recommendations:

- As a revision activity, the teacher could write various hobbies on small pieces of paper, place them in a hat, and play Pictionary with the students. The students can take turns picking a hobby and drawing it out. Once the others have correctly guessed the hobby, the learner who drew it can express whether they like or dislike it.

For example, ***J'aime courir. Je n'aime pas danser, etc. This can also be clubbed with question formation activity. The learners can have a look at the hobby and instead of drawing ask a yes or no question.***

- Ask learners to create bingo cards with different likes and dislikes in each square and ask students to mark off the squares as the teacher calls out different hobbies. The first student to get a full row or column wins.
- What's missing?: Display a set of flashcards with different hobbies in front of the learners for a few seconds, then remove one card and ask them to guess which hobby is missing. Do this in groups if there are many learners in the class.

Unité 4

Objectives:

1. To identify animals
2. To recognise colours
3. To use and reinforce basic simple sentence structures.

Vocabulary:

Les animaux
Dis-moi ce que tu vois ?
Je vois...
un ours
un oiseau
un chien
un mouton
un chat
un canard
un poisson
un cheval
une grenouille
un ours brun
un oiseau rouge
un chien blanc
un mouton noir
un chat violet
un canard jaune
un poisson orange
un cheval bleu
une grenouille verte

Teaching strategies:

1. Greet learners as you enter the class. As a warm up activity, start with colour scavenger hunt. For this you will need coloured objects. Get simple and easily accessible objects such as green leaves, some blue pens, red erasers, orange pencils, yellow flowers, white papers, brown book covers, black shoes, etc. To make this exciting, hide these objects outside the classroom, preferably in a school garden or playground.

Take them out on a scavenger hunt. Divide your learners into groups of four/five (depending on your class size). Hide the objects at different places before the class begins. Give them the list of colours in French. Explain to the learners that they will be going on a scavenger hunt to find objects or pictures that match the colours on their list. Encourage the learners to call out the colour as they find the item. The group that finds the maximum number of objects, wins the hunt. Once you return to the classroom, have each group come forward and share what they have found and say the colour aloud. To make the activity more challenging, you can add additional colours to the list (and teach them the colours in the target language) or limit the time the students have to find the items.

Play the colours song. And if time permits encourage them to follow your instructions. Say a colour and let them draw and paint an object they associate with the colour. Just as additional information, tell them what the objects are called.

2. Start the class by introducing animals via flashcards. Show them the pictures and the names for each animal. As a follow up and fun activity, encourage learners to make masks of the animals they have learned.
3. Start the class by revising animals via flashcards. Ask children to create bingo cards in their notebooks. Write names of animals in each box. The teacher calls out the names of animals in French and the learners mark off the corresponding names on their card.
4. Introduce the animals with their articles today. Use the sentence **C'est un/une + nom d'animal** to drive home the concept of **un/une**. If students ask about the significance of "un" and "une," you could explain that in French, "un" is used for boy animals and "une" is used for girl animals, without going into extensive detail about the language's grammatical rules. Show flashcards and elicit responses.

Exercises from the learner's book and workbook may help as reinforcement activities.

4. Spend the day solving exercises from both the books. If time permits, allow children to use their masks and introduce the animals. They can either use the sentence - **C'est un/une + nom d'animal**.

Recommended exercises: LB: Écoute et répète, 1,10 || WB: 3, 5

5. You could consider introducing animals along with their colours today. On the blackboard, write the article + animal + colour. Tell the learners that when you associate a colour with these animals, the colours go at end of the sentence. For example, **un ours brun, un osieau rouge**.

Show animal flashcards randomly to teach and revise **article + animal + colour**.

Remember to provide the tip that, except for **grenouille**, all other animal names in this lesson are masculine, and therefore take the article **un**. This can help students avoid errors and communicate more accurately in their French language practice.

Exercise 1 from the workbook is a good revision activity.

7. Start the day with revision activities from the books. Do activities associated with colour + animal from the books.

Recommended exercises: LB: 4,6,7 | WB: 4,6

8. Revise the **article + colour + animal** with the help of flashcards. However, write the question - **Dis-moi ce que tu vois ?** Lead them to the *Livre de l'élève* (page 53) ask the learners what the question could mean? Ask them to look at the picture and guess.

If they get the answer, clap for them. But if they don't, show the action of the verb *to see*.

Now ask the question - **Dis-moi ce que tu vois ?** And hold an animal flashcard. Encourage a response with - **Je vois + article + animal + colour**.

Distribute flashcards amongst some learners. Have learners stand in circles. Form an inner circle and an outer circle. The ones with flashcards stand in inner circle and the ones without flashcards stand in outer circles. The children in the outer circle move right after asking the question - **Dis-moi ce que tu vois ?**

The learners in the inner circle move left after answering the question. However, add a twist here. Once the learner answers the question, the learner passes his/her flashcard to the learner on the left and takes a new card.

Once this round is done, encourage learners to switch. The outer circle moves in and the inner circle moves out. The instructions remain the same. The inner circle has cards.

8. Keep the day to do activities from the learner's book as well as workbook.

Lost and found activity: Divide learners into groups. Ask one group to go out of the class for a while. Along with other learners, hide animal flashcards around the classroom. Now invite the group inside the class and let them hunt for the animals. Set a time limit and let them to find as many flashcards as possible. After the time limit, encourage the group to share the cards in front of the class.

Repeat the same round with another group, this time hiding the cards in a different place. Have each group share their findings. Repeat the rounds and the group with the most number of cards is the winner.

9. To start the day off with a fun language activity, create a long sentence in the target language, such as **'Je vois un ours brun, un oiseau rouge, un cheval bleu, un chat violet, un chien blanc, et une grenouille vert.'** Then, have the students form a line and play a game of 'Chinese whispers' by whispering the sentence in each other's ears. At the end of the game, find out what the final sentence is and see how it

compares to the original!

Another fun activity to practice animal vocabulary is to play a game of Pictionary. Write names of different animals on pieces of paper and divide the class into teams. One learner from each team will come forward and start drawing an animal while their teammates try to guess what animal it is in the target language by saying the sentence 'Je vois + [animal name]'. The team that guesses correctly (and says the entire sentence properly) gets a point. Set a time limit for this game.

10. Read the story today. First read the story together in the class. Explain the expression - **qui regarde par ici !**

After the first read, encourage learners to assume animal identities and read the story. The kids who are not animals can become Kinder and repeat all the animal names again. You be the teacher.

Recommended exercises: LB: 3,9 | WB: 7

11. To prepare for the culmination day, each child will be assigned an animal and dialogues to practice. One child will act as the teacher, and if there are many children, four can take on the role of **enfants** who will appear towards the end and say, "**Nous voyons un ours brun, un oiseau rouge, un canard jaune ..**" Each child will get to talk about two animals.

If there are more children in the class, two of them can be assigned to sing the song, **Head, shoulders, knees and toes** (with actions) and talk about their body parts using the phrase **J'ai...**

The rest of the children can engage in small talk. The first two can greet and ask about well-being, the next two can ask names, and the next two can talk about their likes and dislikes.

Have two narrators who talk in the target language) and you can translate the same in English for parents!

C'est presque fini !

Teaching strategy:

Treat this as evaluation. The learners should complete the evaluation in the class.

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:

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: Hop and Jump

Materials required: Coloured mats/ Coloured newspapers

Instructions: Spread the coloured mats on the floor one after the other. Each colour represents one word.

For example: Blue is **Je**, red is **m'appelle**, yellow is **the name of the child**.

Form a line and ask learners to jump on the mats while they say the words loudly. The child who finishes can again go at the end of the queue and join the line

Activity: Tree-a-Name

Materials required : Blackboard and chalk

Instructions: Draw a huge tree with my name is written in the centre in the target language. Try to make it colourful. Draw circles around my name is & along the edges of the tree and ask learners to write their names in the circles and if time permits draw their faces. Once the child completes the task, he/she can say My name is _____ loudly with the gesture of crossing arms. The one who shouts out first earns a star!

Activity: Hangman (ideal for body parts or likes and dislikes)

Materials required: none

Instructions. Choose a word. The first player (usually the teacher or parent) chooses a word.

Draw blanks for each letter in the word, draw a blank space on the board, leaving enough space between each blank to make it clear how many letters are in the word.

The child then guesses letters that might be in the word. For each incorrect guess, the teacher draws one part of a “hangman” figure (usually a stick figure) on the board, starting with the head and working down the body.

Winning: If the child correctly guesses all the letters in the word before the hangman figure is completed, they win the game. If the hangman figure is completed before the word is guessed, the teacher wins.

The teacher can also play this game by competing against the entire class.

Activity: Flashcard Whispers (this activity can go well with long sentences- Ours brun)

Materials required: flashcards

Instructions: Stick some flashcards on the wall/blackboard, or line them up on the floor or a table. Have learners stand in a line. Choose a word/sentence and whisper it to the first participant. That participant then whispers it to the next learner and so on. The learner at the end of the line must run and bring you the correct flashcard. Repeat, ensuring all learners get a chance to run and fetch a card.

Activity: Tag IT!

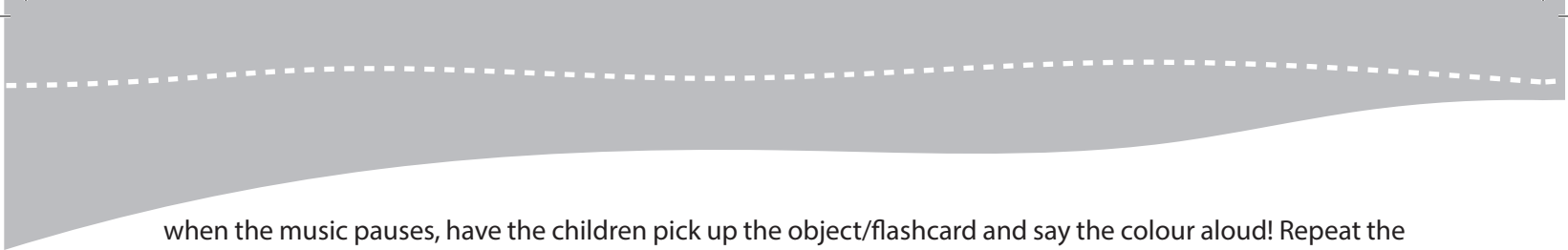
Materials required: open space

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- ***Tu aimes danser?*** or ***Qu'est-ce que tu aimes ?*** The learner answers and assumes the role of it and continues the game.

Activity: Musical Chairs

Materials required: Chairs/stools, coloured clay/flashcards or coloured objects, paper glass/containers

Instructions: Here's an activity which you can do in your class while playing the colours song. Have some chairs/stools placed in a circle (chairs facing outwards). Now place a flashcard or different coloured clay/objects in a small container/paper glass under the chairs. Let children run around the chairs in circle and



when the music pauses, have the children pick up the object/flashcard and say the colour aloud! Repeat the rounds.

Activity: Number hunt (you can include any flashcards for this activity)

Materials required: flashcards.

Hide numbers 1-5 around the classroom or outdoor area and ask learners to find and identify them in the target language you are teaching. For example, say I want number 4 and have the learners look for number 4. If they happen to find any other card while looking for number 4, hide that card again.

Activity: Flashcard making

Materials required: Colours, square papers.

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

Activity: Put in the box

Materials required: Box, objects

Instructions: Get a big box of objects and make sure you have enough objects of each category for the colours you are teaching (e.g. 3 red pencils, 5 yellow cars, 10 blue stars, etc.). Throw the objects all around the classroom. Then choose a student and say, "Max, put the red objects in the box." As the learner picks up each object make sure you start the stop watch. Repeat this with everyone. Finally, for a bit of crazy fun, throw all the objects out and let everyone scramble to collect the objects of the same colour. For example, shout out- get red or blue!

Activity: Musical Chairs

Materials required: Chairs/stools, coloured clay/flashcards or coloured objects, paper glass/containers

Instructions: Here's an activity which you can do in your class while playing the colours song. Have some chairs/stools placed in a circle (chairs facing outwards). Now place a flashcard or different coloured clay/objects in a small container/paper glass under the chairs. Let children run around the chairs in circle and when the music pauses, have the children pick up the object/flashcard and say the colour aloud! Repeat the rounds.

Activity: Crocodile-Crocodile, which is your favourite colour?

Materials required: none

Instructions: All players (except one who is chosen as 'Mr Crocodile') stand side by side at one side of the room, facing the other side. Mr Crocodile stands in the middle of the room.

The players chant, Mr Crocodile may we cross the river? The crocodile says No. If not, why not, Which is your favourite colour?

Mr Crocodile calls out one colour name and any of the players wearing that colour are safe to cross past Mr Crocodile to the other side of the room. For example, if Mr Crocodile calls, blue, anyone wearing blue is safe to cross. Once the safe players are across to the other side of the space, the players not wearing the selected colour must try to run across to the other side of the room without being caught by Mr Crocodile. The player that is caught becomes the next Mr Crocodile and the game starts again.

If your learners are very young, you be the crocodile and help them cross the river without them getting caught. Play the 'colour' song in the background.

Activity: Cultural aspects

Materials required: papers & colours

Instructions: Divide children into groups and supply them with a chart paper. Tell them the colours of French flag. Encourage them to make flags of France.

Hang the chart papers in your language class.

Activity: I see a...

Materials required: flashcards

Instructions: Spread all the flashcards all over the classroom with the picture side facing up. You may even hide the cards under chairs. Now divide learners into two teams. Call out the phrase or a word and ask the groups to find the flashcard. Repeat the rounds.

For example, hide the animal flashcards. Call out Ours. The team that finds the card, says the phrase – Je vois un ours brun ... The team that gets the maximum number of cards wins the game.

Activity: Fast-paced-questions

Materials required: none

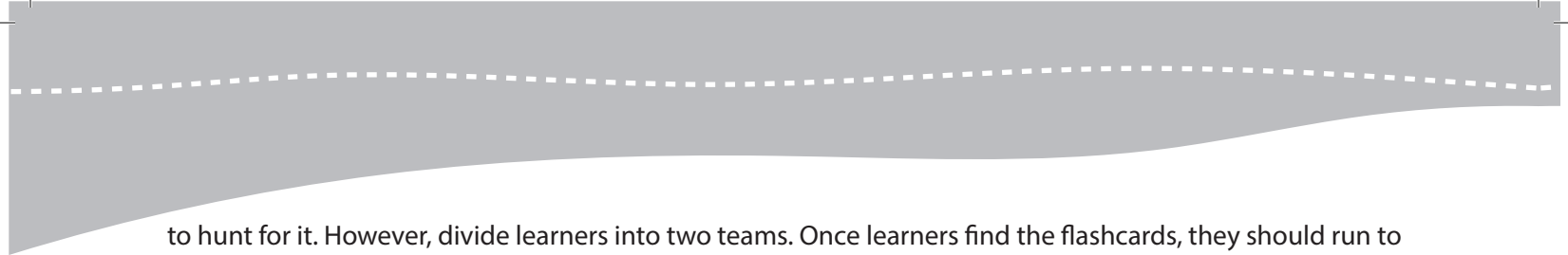
Instructions: Here you can tell learners that you will say some words in English and they should give the equivalents in the target language. Be a little fast when you call out the words.

Divide children into two teams and award them with points when they get the answers correct. Use this activity to revise colours and animals and even the previous vocabulary.

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.

Use this activity after you introduce all the likes and dislikes.

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.

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 | Les parties du corps

Track No	Title	Transcript
1	Unité 1: Les parties du corps	Adult voice: le corps la tête, la main, le bras, le genou, la jambe, le pied, l'épaule le visage l'oreille, le nez, la bouche, l'œil
2	Unité 1: Ex 2 : Écoute et complète les phrases !	1. <i>J'ai quatre yeux, deux mains, deux jambes et une bouche.</i> 2. J'ai deux <i>yeux</i> et une bouche. 3. J'ai un œil, deux <i>mains</i> , deux <i>jambes</i> et une <i>bouche</i> . 4. J'ai trois <i>yeux</i> , deux <i>mains</i> , deux <i>jambes</i> et une <i>bouche</i> . 5. J'ai un œil, cinq <i>jambes</i> et une <i>bouche</i> . 6. J'ai trois <i>yeux</i> , deux <i>mains</i> et une bouche.
3	Unité 1: Ex 5 : Écoute et mets dans le bon ordre !	1. la tête 2. le genou 3. le pied 4. la main

Unité 2 | Les couleurs

Track No	Title	Transcript
4	Unité 2 : Les couleurs	Les Couleurs brun, violet, noir et blanc, vert, bleu, rouge, orange, jaune Quelle est ta couleur préférée ? Ma couleur préférée est bleu. Ma couleur préférée est violet. Ma couleur préférée est orange. Ma couleur préférée est vert. Ma couleur préférée est rouge. Ma couleur préférée est jaune.
5	Unité 2: Ex 10: Écoute ! Quelles couleurs entends-tu ? Écris dans le bon ordre.	Quelle est ta couleur préférée ? 1. Ma couleur préférée est rouge. 2. Ma couleur préférée est orange. 3. Ma couleur préférée est violet. 4. Ma couleur préférée est vert.

Unité 3 | J'aime

Track No	Title	Transcript										
6	Unité 3 : Qu'est-ce que tu aimes ?	Qu'est-ce que tu aimes ? J'aime applaudir, J'aime manger, J'aime écrire, J'aime danser, J'aime chanter, J'aime sauter, J'aime courir, J'aime lire, J'aime dormir, J'aime rire. Qu'est-ce que tu aimes ? - J'aime lire et écrire. Tu aimes danser ? - Non, je n'aime pas danser. Tu aimes chanter ? - Oui , j'aime chanter.										
7	Unité 3: Ex 2: Écoute et relie à la bonne image!	<table><tr><td>1. J'aime manger</td><td>6. J'aime sauter</td></tr><tr><td>2. J'aime applaudir</td><td>7. J'aime courir</td></tr><tr><td>3. J'aime écrire</td><td>8. J'aime lire</td></tr><tr><td>4. J'aime danser</td><td>9. J'aime dormir</td></tr><tr><td>5. J'aime chanter</td><td>10. J'aime rire.</td></tr></table>	1. J'aime manger	6. J'aime sauter	2. J'aime applaudir	7. J'aime courir	3. J'aime écrire	8. J'aime lire	4. J'aime danser	9. J'aime dormir	5. J'aime chanter	10. J'aime rire.
1. J'aime manger	6. J'aime sauter											
2. J'aime applaudir	7. J'aime courir											
3. J'aime écrire	8. J'aime lire											
4. J'aime danser	9. J'aime dormir											
5. J'aime chanter	10. J'aime rire.											
8	Unité 3: Ex 8: Qu'est-ce qu'ils disent? <input checked="" type="checkbox"/> s'ils aiment, et <input type="checkbox"/> s'ils n'aiment pas. Écris la phrase.	<table><tr><td>1. Je n'aime pas danser.</td><td>6. J'aime sauter.</td></tr><tr><td>2. J'aime manger.</td><td>7. Je n'aime pas courir.</td></tr><tr><td>3. Je n'aime pas écrire.</td><td>8. J'aime lire.</td></tr><tr><td>4. J'aime chanter.</td><td>9. J'aime dormir.</td></tr><tr><td>5. J'aime applaudir.</td><td>10. Je n'aime pas rire.</td></tr></table>	1. Je n'aime pas danser.	6. J'aime sauter.	2. J'aime manger.	7. Je n'aime pas courir.	3. Je n'aime pas écrire.	8. J'aime lire.	4. J'aime chanter.	9. J'aime dormir.	5. J'aime applaudir.	10. Je n'aime pas rire.
1. Je n'aime pas danser.	6. J'aime sauter.											
2. J'aime manger.	7. Je n'aime pas courir.											
3. Je n'aime pas écrire.	8. J'aime lire.											
4. J'aime chanter.	9. J'aime dormir.											
5. J'aime applaudir.	10. Je n'aime pas rire.											

Unité 4 | Ours brun

Track No	Title	Transcript										
9	Unité 4: Ours brun	<p>un ours brun, un oiseau rouge, un chien blanc, un chat violet, un canard jaune, un cheval bleu, un poisson orange, un mouton noir, une grenouille verte, une institutrice, des enfants</p> <p>un ours, un oiseau, un chien, un chat, un canard, un cheval, un poisson, un mouton, une grenouille, une institutrice, des enfants</p> <p>Dis-moi ce que tu vois ?</p> <p>Je vois un cheval.</p> <p>Je vois un canard.</p> <p>Je vois un mouton.</p>										
10	Unité 4: Ex 5: Écoute et relie !	<table><tr><td>1. Je vois un ours brun</td><td>6. Je vois un cheval bleu</td></tr><tr><td>2. Je vois un oiseau rouge</td><td>7. Je vois un poisson orange</td></tr><tr><td>3. Je vois un chien blanc</td><td>8. Je vois un mouton noir</td></tr><tr><td>4. Je vois un chat violet</td><td>9. Je vois une grenouille verte</td></tr><tr><td>5. Je vois un canard jaune</td><td></td></tr></table>	1. Je vois un ours brun	6. Je vois un cheval bleu	2. Je vois un oiseau rouge	7. Je vois un poisson orange	3. Je vois un chien blanc	8. Je vois un mouton noir	4. Je vois un chat violet	9. Je vois une grenouille verte	5. Je vois un canard jaune	
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