



Let's enjoy making – notes for trainers

Overview

What you will be teaching

- Key vocabulary to describe the rooms of a house, in particular, a bedroom
- How to say what you think
- The preposition derriere
- A limited range of simple structures and rules
- Key vocabulary to evaluate performance in another curriculum area (D&T)

What you will be able to do

- Teach a set of vocabulary and incorporate it into a longer spoken and written passage
- Teach some sports/hobbies, some adjectives and the four seasons
- Use French to model a design project
- Show learners how to incorporate evaluation into their practice.

The module covers 6 sessions. It maps to the Common European Framework/Junior Language Portfolio (JLP) and when teaching the learners, in this case primary colleagues, you will be developing aspects of the National Curriculum Subject Content for Key Stage 2 Languages. In each session you will teach new language as well as activities to use in the classroom. It is important that your learners know that they can start straight away, teaching as they learn. At the end of each session, they will be able to take away a prompt sheet for the language they will need and links to supporting resources.

KS2 National Curriculum coverage

Trainers, learners and children will have opportunities to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language, and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Sessions summary

Session 1 Objectives:

- Learn how to teach a set of vocabulary and incorporate it into a longer spoken and written passage.
- Consider ways of helping children to retain and retrieve language.
- Use a selection of games and activities designed to help children practise vocabulary.

Session 2 Objectives:

- Understand the relationship between masculine and feminine forms of key words:
 - a
 - the
 - it
- Practise the grammar with a dialogue, using the vocabulary from Session 1.

Session 3 Objectives:

- Tell children whether they are right
- Indicate to them they are wrong
- Model how to say where they think something is
- Use some prepositions

Session 4 Objectives:

- Use French to demonstrate the steps of a process
- Use previously learnt language in a practical situation

Session 5 Objectives:

- Use French to introduce the idea of a design brief
- Use French to stimulate children's ideas for a project
- Turn the design brief into a finished product

Session 6 Objectives:

- Use French to say what you like about elements of a piece of work
- Learn the French to allow you to judge the quality of a finished product.

Resources

- PPT modelling how to make a bedroom **
- Checklist for removal van activity ***
- A3 template of an empty bedroom ***
- Small pictures of furniture to print out and laminate ***
- Blank design template ***
- Sample design template as model ***
- Step-by-step guide to making the room with pictures and text (Fabriquer une pièce) ***
- Hexagons with text and pictures for pair work matching activity (Twizzlers) ***
- Speaking/writing frames for Session 6 (evaluation.docx) ***
- Short video clip to illustrate Kim's Game activity (furniture kim1) (Session 1) ****
- Short video clip to illustrate the removal activity (demenageurs2) (Session 2) ****
- Short video clip to illustrate the jigsaw activity (jigsaw)(Session 3) ****
- Trainer's guide which can be given to teachers after each module *
- Coloured pens/pencils

- Swatches of fabric (tiny pieces of cloth)



The expectation is that you will use, and expect learners to use French as much as possible. Where it might be more appropriate to use English, for example when outlining the objectives of the session, this will be signalled by this symbol

- * this resource is provided as PPT – slides can be printed out
- ** PPT is a guide for trainers and can be adapted
- *** this resource is provided as a Word document.
- **** this resource is a video clip to demonstrate a particular activity

Session 1

Objectives

- Learn how to teach a set of vocabulary and incorporate it into a longer spoken and written passage
- Consider ways of helping children to retain and retrieve language.
- Revise vocabulary possibly known already (colours) in a new context.
- Use a selection of games and activities designed to help children practise vocabulary.

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<i>la chambre</i> <i>une armoire</i> <i>un bureau</i> <i>un canapé</i> <i>une chaise</i> <i>une commode</i> <i>un fauteuil</i> <i>un lit</i> <i>un lit à baldaquin</i> <i>un grand lit</i> <i>un petit lit</i> <i>des lits superposés</i> <i>un miroir</i> <i>un ordinateur</i>	<i>la chambre</i> <i>une armoire</i> <i>un bureau</i> <i>un canapé</i> <i>une chaise</i> <i>une commode</i> <i>un fauteuil</i> <i>un lit</i> <i>un lit à baldaquin</i> <i>un grand lit</i> <i>un petit lit</i> <i>des lits superposés</i> <i>un miroir</i> <i>un ordinateur</i>	<p>Indefinite articles : Un, une, des</p> <p>Adjectives of colour : agreement and position</p>	<p>Slide 1</p> <p>⊗ Before you start teaching this session, explain that after the first three sessions, they will have the language and the ability to work on a project that will enable pupils to design and create a bedroom out of a shoe box and then present their work to the rest of the class in a spoken and written presentation. After this they will explore ways in which children can acquire and use language needed to evaluate each other's work.</p> <p>Before we reach that stage, however we need to learn the language that will enable us and the children to complete the task. We can't expect a project linked to Art and Design to be successful unless the children have the language they need in order to follow instructions and to describe both the process they follow and the room that they create, and this includes the names of the furniture and their ability to describe where the furniture is. They should be able to comment on the work of the other pupils. So all of these sessions aim to give you the language for the project and the expertise to teach it to the children</p> <p>Slide 2</p> <p>The objectives will reinforce the message that we need constantly to recycle vocabulary in different contexts. Here the colours are reintroduced so that the new vocabulary is not taught as single words.</p>	3 min

<i>un poster</i> <i>une table</i> <i>une table de snooker</i> <i>un tapis</i> <i>une télévision</i>	<i>un poster</i> <i>une table</i> <i>une table de snooker</i> <i>un tapis</i> <i>une télévision</i>		<p>Stress that we can often teach new vocabulary at text level, but sometimes it is more efficient to present a set of words relating to one context at word level as here, because the gender of the words will be important in the following sessions, so that needs to be retrieved at the same time as the noun.</p> <p>Tell them that the games and activities are provided as separate resources for printing and laminating.</p> <p>The vocabulary will be needed for the making project introduced in Session 4, so they will need to be able to describe a bedroom using as much of the vocabulary as they can remember.</p>	3 min
<i>blanc(he)(s)</i> <i>bleu(e)(s)</i> <i>gris(e)(s)</i> <i>jaune(s)</i> <i>marron</i>	<i>blanc(he)(s)</i> <i>bleu(e)(s)</i> <i>gris(e)(s)</i> <i>jaune(s)</i> <i>marron</i>		<p>Slide 3</p> <p>Show them the slide and ask them to think of the furniture they have in their house. Does this remind them of their house? This is the way they would use the slide with their pupils, so it's fine to do that in English ☸</p>	2 min
<i>noir(e)(s)</i> <i>rouge(s)</i> <i>vert(e)(s)</i> <i>violet(te)(s)</i>	<i>noir(e)(s)</i> <i>rouge(s)</i> <i>vert(e)(s)</i> <i>violet(te)(s)</i>		<p>Slide 4</p> <p>Show them this slide, saying "<i>Voici la chambre</i>". Ask them, in English, what they have in their bedrooms, and write up the list as they tell you. Now tell them they are going to see some furniture in French. Move on to the next slide.</p>	3 min
Classroom language <i>Voici la chambre</i> <i>Regardez et écoutez</i> <i>Est-ce que c'est correct ?</i>			<p>Slide 5.</p> <p>Without making any comments, just leave the screen visible for a few moments and observe the children's reaction. Invite them to comment on what they see. You may wish to comment in French, for example, "<i>Hmm, est-ce que c'est correct ? Qu'est-ce que vous remarquez ?</i>" – (Hmm, is this right? What do you notice?) They will tell you that the labels do not match the objects. Discuss with them why. You can see the sorts of comments they might make in the next slide. There are</p>	

<p><i>Qu'est-ce que vous remarquez ?</i></p>		<p>sounds attached to each object and label, so by clicking on them you can check the children's hypotheses. Prior knowledge: Since this module is used with Year 5 or 6, you might expect the children to have acquired some knowledge of the spelling system of French; even if it is just awareness that s at the end of a word is normally silent. Phonics has been integral to many of these modules, so here you might be able to assess the extent to which children can read these words.</p>	<p>4 min</p>
<p><i>Et voilà ! Maintenant c'est correct.</i></p>		<p>⊗Slide 6 The slide shows how a teacher might lead the children's thinking in order to get them to use their prior knowledge and experience of French and English vocabulary and grammar to verbalise their logic and thinking.</p>	<p>2 min</p>
		<p>Slide 7 The screen shows the objects correctly labelled. Move to the next slide and wait. It will launch an automatic sequence. You might simply say, <i>Et voilà ! Maintenant c'est correct !</i> Before going on to the next slide, ask the teachers to look and listen as the following nine slides play automatically. <i>Regardez et écoutez !</i></p>	<p>2 min</p>
<p><i>Regardez le texte pendant quelques instants</i></p>		<p>Slides 8 to 17 When you open this slide the following nine slides will run automatically. You and the children should look and listen as you see the room being furnished item by item. The texts will be spoken as they appear.</p>	<p>2 min</p>
		<p>Slide 18 This is the text of the previous ten slides brought together. Ask the teachers (eventually the children) to look at it for a few moments. <i>Regardez le texte pendant quelques instants.</i> Before you move to</p>	<p>2 min</p>

<p><i>Et maintenant, le challenge !</i></p> <p><i>D'abord, on enlève les noms</i></p> <p><i>Lisez le texte entier, s'il vous plait !"</i></p> <p><i>et maintenant on enlève les adjectifs</i></p>			<p>slide 19, read the caption at the bottom of slide 18 : <i>Et maintenant, le challenge</i> (And now for the challenge). Go the next slide.</p> <p>Slide 19 Say the heading to the teachers, while pointing to the gaps in the text: "<i>D'abord, on enlève les noms</i>" = First of all, let's remove the nouns." Challenge the teachers to read the passage including the missing words: "<i>Lisez le texte entier, s'il vous plait !</i>" (Read the whole text please!) When they have done this, explaining that the exercise is a cloze test, a gap filling exercise, which used to be a part of every language teacher's repertoire, but, sadly, not so common these days. It is a very useful tool both to help learners practise a grammatical pattern, but also to practise repeating structures so that they are committed to long-term memory. We can enhance the effect by adding sound to the passage as a support for those who may need to hear the passage whilst reading the increasingly blank text. You can click on the text box if you wish to activate this feature. If, and when, you think they are ready for more challenge, say, move to the next slide, and say:</p> <p>Slide 20 "<i>et maintenant on enlève les adjectifs</i>" (and now we'll take away the adjectives).When you think they can remember the passage, test them by hiding the text and challenge them to say the whole passage from memory. Teachers may then wish to return to slide 18 and use it to test the quality of pupils' reading, allowing the rest of the class to compare the original with the performance of the reader. You will find that children are generally very fair and encouraging to each other. Moreover this process is a good way to develop children's listening skills.</p> <p>Slide 21</p>	<p>4 min</p> <p>4 min</p>
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<p><i>Dans ma chambre, il y a</i></p> <p><i>virgule</i></p> <p><i>point</i></p>		<p>Modelling writing</p> <p>The next step would be to ask the children to write a passage describing their own bedroom. If necessary, model it on the whiteboard, “thinking aloud” and asking the class to contribute to the passage. If you wish at this stage to introduce writing, and if there is time, tell the teachers that you are going to write about your bedroom. Start off by writing “<i>Dans ma chambre, il y a...</i> Stop as if thinking and then choose an item, adding it to the phrase. When you have done this, add a comma, with a flourish, saying, “<i>virgule</i>” then think again and write down another word, again following with a comma. When you reach the last word, say, write the word “<i>et</i>” and then your final item of furniture. Finish this modelling process by adding a full stop, saying “point”. Your passage may look something like this :<i>Dans ma chambre il y a un grand lit, une armoire jaune, une table marron et une chaise verte.</i></p> <p>Teaching tip: The caption at the bottom of the slide asks teachers whether they use this strategy already. They should say that it is a common way of working through a process such as creative writing. Note that the two punctuation marks are enhancing the literacy in the foreign language.</p> <p>If you are working with an Interactive Whiteboard, this activity will be more effective if you work through the process on a blank screen, if possible using the handwriting pen or tool.</p> <p>Next step. Stretch the more able: what if someone needs a word that isn’t in the list? Well, this is where you can use dictionaries. The dictionary is one medium for reinforcing the concept of gender, which the unit is covering.</p> <p>Slide 22</p>	8 min
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<p><i>Non. ce n'est pas ça</i></p>			<p>hexagons. Each spins a hexagon and says the word on the face that lands on the table. If the word and picture match, the teachers say, <i>C'est bon</i> (a phrase they will need in the next session). If the two do not match they say, <i>Non, ce n'est pas ça</i> (No, that's not it). This latter phrase, by the way, is very useful for the teacher in various situations.</p> <p>Teaching tip: You can change the pictures and the texts in the template to adapt to different contexts, for example, symbols for the weather in the picture hexagon, and names of places in the text hexagon.</p> <p>When you model the activity, say, "<i>Travaillez à deux</i>" (work in twos). There's no need to complicate instructions with words like, "Spin the hexagon" "The face it lands on". Actions are louder than words, as we shall see in Session 4.</p>	5 min
<p>Extra</p>				
<p><i>Où en sommes-nous?</i></p>			<p>Slide 25</p> <p><i>Où en sommes-nous ?</i></p> <p>Remind them what we have been doing and how far we have come. <i>La mise en commun</i> is another way of saying, "The Plenary". Challenge the teachers to remember as much of the language as they can, including the gender of nouns, and if there is time, the passage describing the bedroom.</p>	3 min
<p><i>La mise en commun</i></p>			<p>Slide 26</p> <p>Teachers will be able to select from the language provided in this document and in the PowerPoint practise in the classroom.</p> <p>Resources</p> <p>PowerPoint Let's Enjoy Making Session 1. Twizzlers (hexagonal spinners for pair work)</p>	2 min

			Video clip: Kim	
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Session 2

Objectives

- Understand the relationship between masculine and feminine forms of key words: a / the / it

- Practise the grammar with a dialogue, using the vocabulary from Session 1.

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<i>une armoire</i> <i>un bureau</i> <i>un canapé</i> <i>une chaise</i> <i>une commode</i> <i>un fauteuil</i> <i>un lit</i> <i>un grand lit</i> <i>un petit lit</i> <i>un miroir</i> <i>un poster</i> <i>une table</i> <i>une table de snooker</i> <i>un tapis</i> <i>une télé</i>	<i>une armoire</i> <i>un bureau</i> <i>un canapé</i> <i>une chaise</i> <i>une commode</i> <i>un fauteuil</i> <i>un lit</i> <i>un grand lit</i> <i>un petit lit</i> <i>un miroir</i> <i>un poster</i> <i>une table</i> <i>une table de snooker</i> <i>un tapis</i> <i>une télé</i>	<p>Indefinite articles : Un, une</p> <p>Definite articles : Le, la</p> <p>Direct object pronouns : le, la (as part of a pattern but not actively explored.</p>	<p>Slide 1 <i>Les déménageurs sont arrivés</i> – The removal men have arrived.</p> <p>⊗ Explain that this session consolidates the vocabulary from the previous session. It introduces the definite articles, le, la and les, which correspond to the indefinite articles <i>un, une</i>, which they used with the nouns in the last session.</p> <p>Slide 2 This session incorporates the furniture vocabulary into dialogues that are designed to drill an important grammatical point. Although the grammar is not complex, the notion of gender is alien to speakers of English, and so it needs to be incorporated into as many different contexts as possible. The scenario of moving house recycles the vocabulary in a realistic way so that learners don't get bored with it, and introduces the question "Where is...." with the answer, "There it is"</p> <p>Slide 3 Tell the teachers that, when they have practised the dialogue, they will have followed a pattern 13 times. This should help them to understand and apply a grammatical rule.</p> <p>Slide 4 Tell the teachers that they are going to recap the vocabulary they learnt and practised in session 1. Point to the word "armoire" and say, "<i>C'est un armoire ou une armoire ?</i>" Take their response and click on</p>	<p>2 min</p> <p>3 min</p> <p>1 min</p>
Classroom language				

<p><i>C'est un...ou une.... ?</i></p>			<p>the slide to reveal the answer. Go on to the next word, and ask the same question, "<i>C'est un bureau ou une bureau ?</i>" At the end you will see all 13 words revealed with their definite article.</p>	4 min
<p><i>Cherche dans le dico !</i></p> <p><i>Il est où le dico ?</i></p> <p><i>Le voilà !</i></p>			<p>Slide 5.</p> <p>If you are able to provide a set of dictionaries for the trainees, all the better as they can work through the process of checking words and their gender so that they feel confident to teach their children how to use the dictionary. In the English to French section of this dictionary, a noun is recognisable by the n that follows the word. Nouns are also labelled with their definite article, le or la. So you could ask the teachers to tell you what the indefinite article would be. When we come to the design project some children may wish to find articles of furniture that they have not learnt, so the dictionary is their main resource. For teachers who feel threatened if a child asks them a word they don't know, they can suggest they look the word up – <i>Cherche dans le dico. Il est où le dico ? Le voilà !</i> It may be helpful to remind them that if they are going to use dictionaries with children, they will need to explain to them how to work out whether a word is masculine or feminine. Sometimes a dictionary suitable for children in Key Stage 2 will give a definition like this: wardrobe: armoire, n.f. Explain that this means the word is feminine and that the word for a wardrobe is therefore une armoire.</p>	5 min
<p><i>Comment dit-on N en français ?</i></p>	<p><i>Comment dit-on N en français ?</i></p>		<p>Slide 6</p> <p>Click on the slide to reveal the articles for the first three words, <i>armoire, bureau</i> and <i>canapé</i>. <i>Explain that, since armoire begins with a vowel, the word for the is l'</i> and this is the same for both masculine and feminine words. Ask them if they can identify the other noun beginning with a vowel (<i>ordinateur</i>) and then ask "<i>Comment dit-on the computer en français?</i>" They should say "<i>l'ordinateur</i>". Say, "<i>On verra tout à l'heure</i>" We'll see just now. Now say "<i>canapé, c'est le</i></p>	
<p><i>On verra tout à l'heure.</i></p>				

<p><i>C'est l'ordinateur! Très bien !</i></p>		<p><i>canapé ou la canapé ?</i> “ Let them answer then click to reveal the answer. Do the same with all of the words. When you reach ordinateur, say, “<i>Voilà ! C'est l'ordinateur! Très bien !</i>” Now tell them you are going to look at a dialogue between two removal men.</p> <p>Teaching tip: The question “<i>Comment dit-on N en français ?</i>” is useful for both teachers and pupils. The teacher could use it to check that a child or children know a particular word, e.g. “<i>Comment dit-on chair en français ?</i>” Children could be encouraged to use it to ask the teacher for a word, but see the caveat in the note for Slide 5 above.</p> <p>Slide 7 Explain to the teachers that you are going to practise a dialogue with them and that the object is to practise a grammatical pattern as well as to help them remember useful classroom language. Explain that, in order to promote accuracy and grammatical understanding, which are part of the programme of study for Key Stage 2, we need to help children see a pattern before they can use it themselves. For example, children in Year 5 should be able to “recognise patterns when building sentences and apply knowledge of grammatical rules”. Remind them that this unit is aimed at children in upper key stage 2 and that it aims to cover most of the statements relating to Years 5 and 6. It may be worth mentioning that many children, boys in particular, like to see how things work. This applies also to a foreign language.</p> <p>Slide 8 Show the teachers the slide. Explain that the removal company has a strict checking procedure to follow when they are moving a</p>	<p>3 min</p> <p>4 min</p>
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<p><i>Il est où le..</i> <i>Elle est où la..</i></p> <p><i>Le voilà !</i> <i>La voilà !</i></p>	<p><i>Il est où le.. ?</i> <i>Elle est où la. ?.</i></p> <p><i>Le voilà !</i> <i>La voilà !</i></p>	<p>customer's furniture. Each item must be checked off against a list before it goes into the removal van. These two men are checking off the items to be removed. There are three examples to introduce them to the drill. <i>Armoire</i> is the only word beginning with a vowel, so the example has been provided. The computer and the bunk beds have been removed so that the structure is not complicated by adding a plural form. At this stage teachers would need to keep the pattern simple and regular. Ask them to listen and suggest to you what they think the men are saying to each other. Do not, at this stage, give the right answer. Move to the next slide and follow the same process, still without offering the answer. This would also be a strategy for teachers to use with children.</p> <p>Slide 9 Ask the teachers to look at this dialogue and to see whether the pattern is different from the previous slide. It isn't in fact, because both <i>armoire</i> and <i>chaise</i> are feminine. Some teachers might ask why the removal man doesn't say, <i>Où est la chaise ?</i> to ask <i>Where is the chair?</i> Emphasise that that is quite possible and quite correct to use that structure but we have chosen to put the pronoun first in the question to emphasise the relationship between un – le – il and une – la – elle. It is probably more helpful this way, as the articles and the pronouns are always the first word in the sentence. Moreover, this way of asking a question is more common in colloquial speech. Ask them if they are more or less sure what the men are saying, but once again, do not tell them the answer. Again, tell them that this also works with a class of children. Move to the next slide</p> <p>Slide 10</p>	<p>4 min</p> <p>3 min</p>
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<p><i>D'accord, c'est bon !</i></p>	<p><i>D'accord, c'est bon !</i></p>	<p>If any of them have suggested that the man with the beard is saying "There it is" (and you can help by pointing to the word on the check list), then ask them what the checker is saying. He says the name of the item, e.g. "One armchair", then asks "Where is the armchair?" If the item checks off on the list, the checker says, Check, okay = <i>D'accord, c'est bon !</i> (Ask them where they have seen the phrase <i>C'est bon</i> recently.)</p> <p>Now go back to slides 8 and 9 and ask them to look carefully at the dialogues. Return to slide 10 to see whether they have noticed that there is a link between <i>un – le – il</i> and <i>une – la – elle</i> .</p> <p>To clarify, the checker says, for example, un fauteuil, because he is looking for an armchair, and fauteuil is masculine. When he asks, "<i>Il est où le fauteuil ?</i>" he is using <i>il</i> because it is the masculine word for it. Similarly, the response <i>Le voilà !</i> means. There it is, using the masculine form. (As well as 'the', <i>le</i> can mean 'it', when it is the object of a verb. Tell them not to worry if they don't understand this construction at the moment, but just apply the pattern explained on the next slide.) Go to the next slide.</p> <p>Slide 11</p> <p>Slide 11 shows how the masculine and feminine words link together. Explain to the teachers (and eventually to children) that they shouldn't worry at this stage if they don't quite understand the rule but that the next slide will show them how it works. Go to slide 12.</p> <p>Slide 12</p> <p>Explain that the removal men have arrived to pick up the furniture and that they need to check each item on the list. Move to the next slide.</p> <p>Slide 13</p>	<p>5 min</p> <p>1 min</p> <p>1 min</p>
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			<p>Now ask them to watch this slide. Model the language with them until they start to apply the rule. Ask for two volunteers to be the removal men, and to act out the dialogues. One of them, as checker, should tap the board (if it is an interactive whiteboard), click the mouse, or tap the right forward arrow on the keyboard. Each click initiates an action. As the settee has appeared, the checker should say, <i>Un canapé. Il est où le canapé ?</i> The other remover should look at the list to find the word and tap or click, (or tap the right forward key on the keyboard) A tick will appear next to <i>un canapé</i> and the settee will go into the van. The remover says <i>D'accord, c'est bon!</i> and taps the screen again to make the next item appear. Ask the other teachers to join in with <i>D'accord, c'est bon!</i> In fact the removal men will always get the right answer, but the essential thing is for the checker to use the dialogue correctly with the pattern displayed on Slide 10. The furniture does not appear in the order of the list, so that the teachers (and children) have to know the name of the object before they look for the written form.</p> <p>Slide 14</p> <p>Show the teachers this short video clip of some Year 6 pupils acting out the dialogue as the removal men (with flat caps and grumpy voices). Ask them to notice that the rest of the class are joining in by chorusing "<i>C'est bon</i>" as they have just been practising themselves.</p> <p>Slide 15</p> <p>Pair work activity: Print out copies of the removal check list (removal checklists.doc), and sets of the furniture (Furniture for the room.docx), if possible laminated and cut up.</p> <p>Revise the dialogues in slides 8 -10 and then display slide 11. Model the constructions until you are confident they understand the rule. Ask them then to play the parts of the removal men and to select items of furniture until they have all been accounted for. You may hear some</p>	<p>5 min</p> <p>3 min</p>
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<i>Où en sommes-nous?</i>		<p>comments about the time to prepare the materials, but most primary teachers are used to this sort of preparation and ensure that the children understand the routines of checking equipment and resources out and in to ensure that full sets are ready for the next time.</p> <p>Here is the translation of the dialogue on Slide 8.</p> <p>A wardrobe... Where's the wardrobe</p> <p>There it is.</p> <p>Check! OK!</p>	10 min
		<p>Slide 16</p> <p>As you saw in Session 1, La mise en commun is a plenary session to agree on our progress. Où en sommes-nous ? means "Where are we now?" "How are we doing?"</p>	2 min
		<p>If you have time, ask the teachers to evaluate their confidence in respect of each of these statements.</p> <p>Slide 17</p> <p>Close the session by asking them if they are confident to do any of the suggested activities.</p>	2 min

Session 3

Objectives

- Tell children whether they are right
- Indicate to them they are wrong

- Model how to say where they think something is
- Use some prepositions

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<i>une armoire</i>	<i>une armoire</i>	Indefinite articles : Un, une	Slide 1	2 min
<i>un bureau</i>	<i>un bureau</i>		In this session we are going to use the verb <i>penser</i> (to think) to say where we think things are. We are going to learn three prepositions, but the recommendation is only to use one of them with the children, as will be explained later on. The verb <i>penser</i> is also an important component of the final session when children will be invited to say what they think about each other's work. This is a high level skill which will be invaluable as they grow in confidence and experience in their second language, because they will wish to express their own opinions. Consequently, the language in this unit will be provide a key indicator of children's progress that should help their teachers in Key Stage 3 to adjust their schemes of work and adapt to the experience of their new pupils.	
<i>un canapé</i>	<i>un canapé</i>	Definite articles : Le, la		
<i>une chaise</i>	<i>une chaise</i>			
<i>une commode</i>	<i>une commode</i>			
<i>un fauteuil</i>	<i>un fauteuil</i>			
<i>un lit</i>	<i>un lit</i>	Prepositions: derrière, dans		
<i>un grand lit</i>	<i>un grand lit</i>	<i>devant*</i>		
<i>un petit lit</i>	<i>un petit lit</i>	<i>à côté de*</i>		
<i>un miroir</i>	<i>un miroir</i>	<i>sur*</i>		
<i>un poster</i>	<i>un poster</i>	<i>sous*</i>	Slide 2	2 min
<i>une table</i>	<i>une table</i>		These are the objectives for this session. As you can see, they are designed both to increase the teachers' confidence in using the target language, but also to provide children with the language they will need in the final session.	
<i>une table de snooker</i>	<i>une table de snooker</i>	<i>de + le = du*</i> <i>de = les = des*</i>		
<i>un tapis</i>	<i>un tapis</i>			
<i>une télé</i>	<i>une télé</i>		Slide 3	1 min
		*extra grammar for the teachers	These are the objectives for the teachers' pupils. They are designed to increase children's confidence at speaking in full sentences and to introduce them to the verb "je pense" in preparation for Session 6.	
<i>blanc(he)(s)</i>	<i>blanc(he)(s)</i>		Slide 4	
<i>bleu(e)(s)</i>	<i>bleu(e)(s)</i>		Watch this very short clip. The teacher is helping Year 5 children to remember how to guess what is behind the coloured pieces of the jigsaw displayed on the Smartboard. He wants them to use the	

gris(e)(s)	gris(e)(s)		structure “ <i>Je pense qu’il y a derrière la pièce</i> , for example, <i>Je pense qu’il y a une table derrière la pièce jaune</i> (I think there is a little bed behind the yellow piece). Ask the teachers to comment on what helps the children retrieve the language. Clearly they are not yet all remembering the structure automatically. It takes time and patience. Teachers should tell you that the teacher in the clip strokes his chin when he says “ <i>je pense</i> ”, clicks his fingers when he says <i>que</i> , pretends to go to sleep to signify the bed, and puts his arms behind his back to indicate the word <i>derrière</i> . Note that the children join in almost automatically, which suggests that gesture is a very powerful support for recall and speaking in full sentences. Note, too, that the children appear to know the colours and to position them automatically after the nouns. When the teachers have discussed the clip, ask them if they can remember the sentence that the teacher in the clip had modelled for the class. Ask them if they remember the word for “behind” (<i>derrière</i>). This is the preposition you are going to practise now.	5 min
jaune(s)	jaune(s)			
marron	marron			
noir(e)(s)	noir(e)(s)			
rouge(s)	rouge(s)			
vert(e)(s)	vert(e)(s)			
violet(te)(s)	violet(te)(s)			
orange(s)	orange(s)			
rose(s)	rose(s)			
un carré	un carré			
je pense qu(e)	je pense qu(e)			
il y a	il y a			
derrière	derrière			
devant				
à côté de				
			<p>Slide 5</p> <p>First of all explain that this slide introduces the word “<i>derrière</i>” (behind), which we have just met. Some teachers and children may have already met the word, likewise the phrase “<i>je pense</i>”, indispensable if a learner is to be able to express genuine opinions – not simply “opinions” such as “I like”, but is likely that they will not have used the words systematically to promote children’s creativity and independence. When modelling the phrase, use the actions that you have just observed in the video clip. Stroke your chin to indicate that you are thinking. The action will help the children to retain the phrase. Also you might click your fingers when you say the word “<i>que</i>”. Unlike English, where the word “that” is optional, the word “<i>que</i>” must always follow the verb in this sort of construction.</p>	

<p>Classroom language</p> <p><i>C'est bon !</i></p> <p><i>Oui, tu as raison !</i></p> <p><i>Non, ce n'est pas ça !</i></p> <p><i>Très bien !</i></p> <p><i>Je pense que..</i></p>			<p>The slide also reinforces the colours which the pupils will need to use when they come to the design project. It introduces the new colours orange (orange) and rose (pink).</p> <p>Click on the cartoon figure to hear what he is saying, and ask the teachers to repeat with you. As you listen, point to the yellow square. If the teachers use this slide with a class, the children will realise that this is a guessing game and that they must guess what is hidden behind each coloured square. Press <ESCAPE> to come out of presentation mode. Invite them to use the model phrase to guess what is behind each square, using the correct colour(s) to identify the square they have chosen. In each case use the correct response phrase, "<i>C'est bon</i>" or "<i>Non, ce n'est pas ça</i>". The underlying message here is that you can make a mistake but still be speaking correct French. When a volunteer says the sentence, drag the square away so that the class can see if the answer is right or not. If it is right drag the square onto the blue circle to leave the correct answer revealed. If the answer is incorrect, press CONTROL and Z and the square will snap back to its previous position. The language for the children is modelled in the next slide.</p> <p>N.B. <i>C'est bon</i> is only used to say something is right. If you want to praise a child, you would say, <i>Très bien !</i></p> <p>Slide 6</p> <p>Use this speaking frame to model the language to the teachers. Explain that this structure is very useful for modelling to a class how to construct a sentence. It will also be useful when the children come to describe the room that they are going to create out of a shoe box in the next session.</p> <p>Slide 7 C'est extra.</p>	<p>20 min</p> <p>5 min</p>
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			<p>Explain that you are introducing five more prepositions, but that teachers should consider whether they should introduce them to a class of children. Primary teachers may agree that some children still find it difficult to talk about space and position, and you can see the problem in this slide, which introduces the word, <i>devant</i> (in front of). It all depends on your standpoint. You may wish to give teachers a few minutes to practise in pairs making sentences with the items of furniture that they have learnt, using the two sentences as models. Construction a) is quite straightforward as you just need to swap the nouns.</p> <p>Construction b) is a bit more complicated. For example, one teacher says, « <i>Il y a une commode devant l'armoire</i> », and the other responds, “<i>Il y a une armoire derrière la commode.</i>” Note that this construction requires them to switch between the indefinite and definite articles, so, even though it is deceptively simple, it is an indicator of linguistic progression. A teacher might set up such a drill for a class (if she thinks they are ready to learn <i>devant</i> as well as <i>derrière</i>), then, if she observes that some children are able automatically to switch the sentences round, she should note this as a significant achievement. Sometimes we can miss key indicators of progress and this is one of them.</p> <p>Slide 8 C'est extra.</p> <p>Remind the teachers that they have already practised the preposition <i>dans</i>, but without explicitly teaching it. There is no need to emphasise it during this unit, as the preposition <i>derrière</i> will suffice unless children want to use other words. Simple as this word is, it is often mispronounced. Pronounce the word for the teachers and ask them if they notice that the final s is not pronounced. It is surprising how many people say “*donz”, even some who have no problem pronouncing the plural of nouns without sounding the final s. Read the first sentence and remind them that they have been using the</p>	10 min
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		<p>word in sessions one, but that they don't have to "teach" it to the children at the this stage. Then read the three sentences to show them the two different pronunciations of the word: s is not pronounced if followed by a consonant, but is pronounced like z before a vowel.</p> <p>Slide 9 C'est extra. These two prepositions seem straightforward but there is another challenge. Many speakers of English find it very difficult to hear the difference between the two, and to pronounce them correctly, especially the word <i>sur</i>. Click on the word <i>sur</i> at the top left hand of the slide to hear it. This short word contains probably the two most difficult French sounds for a speaker of English to imitate: /y/ and /R/. Click on the word <i>sous</i> at the bottom right hand and ask them to listen to the single heavy vowel in the word. It may help to remember the meaning. Ask them then to alternate between the two prepositions. Some will find it hard!</p> <p>Read sentences a and b and ask them to repeat them. If they are engaged, ask them to make some sentences using the words from the bedroom.</p> <p>Slide 10 C'est extra. Explain that the phrase <i>à côté de</i> means "next to" (literally, "at the side of"). Ask the teachers to look at the model sentences and explain what might be the challenge of using this, and other prepositions like it, with a Year 5 or 6 class. They will probably observe that the word <i>de</i> changes, and that the change is due to the gender of the noun that follows it. Ask them to consider the challenge of introducing this preposition to a class of Year 5 or 6. This is not to suggest that you can't or shouldn't. If a class is receptive to it, there is no reason why not, but then the teachers will need to be confident themselves about applying the rule and devising ways to help children to understand</p>	<p>3 min</p> <p>3 min</p>
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			<p>and use it automatically. The rule is displayed in bold on the slide. Point out that <i>de</i> followed by <i>le</i> become <i>du</i> and that <i>de</i> followed by <i>les</i> become <i>des</i>. Clearly, at some point, teachers will introduce this structure to a class, but this may not be the right context. It may be appropriate to ask them whether it is a good idea to introduce structures, or vocabulary lists that appear to be in a category at the same time. Some people think you should, but ask them to consider what skills this session had identified for the children (slide 3).</p>	4 min
			<p>Slide 11</p> <p>Before we move on to the design project it will be helpful to take stock of where we are. <i>La mise en commun</i> is a plenary session to agree on our progress. <i>Où en sommes-nous ?</i> means “Where are we now?” “How are we doing?” If the teachers feel happy with this, then you are ready to pick up the challenge offered in the next session.</p>	2 min
			<p>Slide 12</p> <p>These are the final suggestions for teachers to take back to school and practise. They may suggest others. Close the session by asking them which suggestion they feel confident to adopt.</p>	2 min

Session 4

Objectives

- Use French to demonstrate the steps of a process

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<p><i>Le matériel</i></p> <p><i>Vous allez fabriquer une chambre</i></p>		Imperatives to give instructions <i>Appliquez</i> <i>Cherchez</i> <i>Choisissez</i> <i>Coupez</i> <i>Demandez</i> <i>Étalez</i> <i>Faites</i> <i>Montrez</i> <i>Peignez</i> <i>Prenez</i> <i>Tapissez</i> <i>Vérifiez</i>	<p>Slide 1</p> <p>In this session we come to the Design Project. We are going to show teachers how to use French to present the project to the children. The language will remain largely passive for the children as their task is to respond to the teacher's explanation. That said, it is vital to offer children genuine opportunities to listen and look and to respond to what they hear. The Design and Technology is the key element here, but the foreign language is the medium for modelling the project and will be the medium for evaluating and describing it. Consequently there is no need to over teach the instructions in this session. These follow in slides 11 – 20 and slides 26 – 28.</p> <p>Slide 2</p> <p>Explain to the teachers that the sequence of slides demonstrates how to make a bedroom out of a shoebox. It is the sort of project that children in Year 5 and 6 might do as part of their D&T experience and it fits into both the programmes of study for MFL and D&T, so it is genuinely cross curricular. To maximise the success of the project, a teacher would do well to learn the instructions by heart and to use the language as she models the construction of the bedroom and the making of furniture with the children. It's a huge challenge, but the benefits outweigh the pain, as the teacher will then be equipped to use the same language as a medium of support as she works with individual children. Reassure the teachers, however, that this is not compulsory! The slides and the accompanying resources will still</p>	5 min

<p><i>Une boîte de chaussures vide</i></p> <p><i>Des ciseaux Montrez-moi les ciseaux</i></p> <p><i>De la colle. Montrez-moi la colle.</i></p> <p><i>Un pinceau Montrez-moi le pinceau</i></p> <p><i>Des bandes de papier blanc</i></p> <p><i>du papier peint</i></p>		<p>work. In terms of the foreign language, the teachers will learn how to use French to demonstrate the steps of a process, in this case, making a bedroom and furniture.</p> <p>Slide 3 Repeat to the teachers that they are going to make a room of a house as they might with a group of children in Year 5 or 6. The vocabulary they have been using would let them choose any room, but we are going to limit ourselves to making a bedroom. The photo is of the front of the room, made out of a shoebox lid. Move through slides 4 to 20. To make the session more authentic, it will be helpful if you have all of the resources to hand, to show the teachers the process that is shown in the slide that will appear behind you. If you have a “Blue Peter” model, you can hold up the box and the lid to show the finished product. As you show the slide, say, “<i>Vous allez fabriquer une chambre</i>” (You are going to make a bedroom).</p> <p>Slide 4 Present slides 4 to 9 to present the equipment they will need for the project. If teachers know that they are going to do this project in advance, they will probably have asked the children to bring in a shoebox in the weeks before they begin. The other articles are mostly to be found in the primary classroom or art cupboard. Click on each picture to let them see text and picture, speaking the text at the same time. It will be helpful if the trainer has the materials in front of her so that she can hold up the articles and ask the teachers to repeat what they hear and see on the screen. Of course, this is modelling to the teachers the way in which they would work with children. Point to the empty shoebox and say “<i>Une boîte de chaussures vide</i>”, waving your hand around the inside of the box to indicate that it is empty. As already mentioned, it will be helpful, and more effective, if the teacher can learn the language for presenting beforehand, so that</p>	<p>5 min</p> <p>4 min</p>
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<p><i>un motif un motif de briques</i></p> <p><i>Étalez de la colle sur les 4 côtés extérieurs de la boîte – appliquez une couche généreuse !</i></p> <p><i>Coupez des bandes de papier blanc. Appliquez les bandes sur les côtés collés de la boîte.</i></p> <p><i>Choisissez un papier peint que vous aimez.</i></p>			<p>when the children are ready to do the project, the demonstration will be more like a master class. Think of a television chef talking to the audience!</p> <p>Slide 5 Hold up the scissors and say “<i>des ciseaux</i>”, making a cutting action at the same time. If the teacher is doing this with a class, she might say to them, “<i>Montrez-moi les ciseaux</i>”, inviting them to hold them up.</p> <p>Slide 6 Hold up the glue and say “<i>de la colle</i>”, making a gluing action at the same time. If the teacher is doing this with a class, she might say to them, “<i>Montrez-moi la colle</i>”, inviting them to hold up the glue.</p> <p>Slide 7 Hold up the brush and say “<i>un pinceau</i>”, making a painting action at the same time. If the teacher is doing this with a class, she might say to them, “<i>Montrez-moi le pinceau</i>”, inviting them to hold up the brush.</p> <p>Slide 8. “<i>Des bandes de papier blanc</i>” (some strips of white paper). You would need to have strips of paper of the right width to paste over box. Hold them as you say the phrase.</p> <p>Slide 9 <i>du papier peint</i> – wall paper <i>un motif</i> = a pattern <i>un motif de briques</i> = a brick pattern. Hold up the wallpaper, pointing out the bricks and the repeated pattern as you say the word <i>motif</i>. You could alternatively suggest to the teachers that they get the children to make a palette of red and yellow paint and ask them to experiment with different tones of brick</p>	<p>4 min</p> <p>1 min</p> <p>1 min</p> <p>1 min</p> <p>1 min</p>
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<p><i>Étalez de la colle sur trois côtés intérieurs de la boîte:- les 3 murs, et appliquez le papier peint aux murs.</i></p>			<p>colour. That would depend on the extent to which a teacher was comfortable teaching art. Many primary teachers are as nervous about teaching this subject as they are of music and MFL.</p>	<p>1 min</p>
<p><i>Étalez de la colle sur le couvercle, puis appliquez le papier brique sur le couvercle collé.</i></p>			<p>Slide 10 Show the different wallpapers on the slide, saying “<i>Du papier peint que vous trouverez sur Internet</i>”. There are several websites with free wallpapers for miniature rooms. Here is one site: http://www.jennifersprintables.com/childrensamples.html If you wish to show the teachers the site, click on the wallpaper at the top left hand of the slide to open it (provided there is access at the training venue, eventually in the classroom). Depending on the school’s internet policy, teachers might suggest that children search for papers themselves. Again, if time were available, designing and printing papers could be part of the project. Children in KS2 will have already had extensive experience in using paint packages. Even in KS1 they will have used the clone features of software such as ‘To Paint a Picture’, which would allow them to place a regular motif on a background.</p>	<p>2 min</p>
<p><i>Tapissez le fond de la boîte avec un papier approprié pour faire le plancher.</i></p>			<p>Slide 11 This and the following slides demonstrate how to make the room using the tools and materials to hand. To repeat, this is ultimately language for the teacher to learn and use to demonstrate a process. You would not expect the children to use the language whilst they are engaged in their project; that would probably disturb their engagement and concentration on the particular skills they need to achieve a good result. In fact, there is a link between the steps we take to transform the shoebox and the sequence language the teacher and the children will need in order to describe what they have created, as you will see in session 6. For the same reason, there is</p>	
<p><i>Pour le couvercle, cherchez du papier à motif de briques</i></p>				

<p><i>Vérifiez les joints</i></p> <p><i>Coupez la porte et deux fenêtres avec un cutter.....mais, attention !</i></p> <p><i>Demandez de l'aide au professeur!</i></p> <p><i>Peignez la porte et les fenêtres.</i></p> <p><i>Voilà la chambre. Et maintenant, à vous !</i></p> <p><i>Maintenant, les meubles. Il vous faut ... des boîtes d'allumettes vides</i></p> <p><i>Des allumettes (utilisées</i></p>			<p>no need to feel you have to teach words like <i>Appliquez</i> or <i>le couvercle</i>, as the pictures and demonstration make it clear what is meant. Part of the process of learning a language is that we should “come across” words in particular contexts before we begin to register them in our memory. Having said that, you may have some gifted linguists in your class who will quickly learn these words. Great!</p> <p>Step 1. <i>Étalez de la colle sur les 4 côtés extérieurs de la boîte – appliquez une couche généreuse !</i> Spread glue on the four outside faces of the box. Apply a generous coating!</p> <p>Remind the teachers that included in their resources is the Word document <i>fabriquer un piece.docx</i>, which has step-by-step instructions with pictures.</p> <p>Slide 12 <i>Coupez des bandes de papier blanc.</i> <i>Appliquez les bandes sur les côtés collés de la boîte.</i> Cut strips of white paper. Apply the strips to the glued sides of the box.</p> <p>Slide 13 <i>Choisissez un papier peint que vous aimez.</i> Choose a wallpaper that you like.</p> <p>Slide 14 <i>Étalez de la colle sur trois côtés intérieurs de la boîte:- les 3 murs, et appliquez le papier peint aux murs.</i> Spread glue on the three inside sides of the box – the three walls, and apply the wallpaper to the walls.</p> <p>Slide 15 <i>Étalez de la colle sur le couvercle, puis appliquez le papier brique sur le couvercle collé.</i></p>	<p>2 min</p> <p>1 min</p> <p>1 min</p> <p>1 min</p> <p>1 min</p>
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des échantillons de tissu			<p>Spread glue on the lid then apply the brick paper to the glued lid.</p> <p>Slide 16 <i>Tapissez le fond de la boîte avec un papier approprié pour faire le plancher.</i></p>	1 min
des bandes de papier blanc			<p>Slide 17 <i>“Pour le couvercle, cherchez du papier à motif de briques”</i> (For the lid, look for some brick patterned paper). You can find this on the internet.</p> <p>Some children may benefit from the challenge of working with a palette of red and yellow and painting the brick pattern. This is not a futile task. Consider the patience and meticulous care they would need to acquire in order to become skilled artists with brush and palette. Time is, of course, an issue in the primary classroom, but some children may wish to work on their project at home.</p>	1 min
Voici des boîtes pour un fauteuil				1 min
Pour fabriquer le fauteuil, prenez deux boîtes d'allumettes et des bandes de papier blanc			<p>Slide 18 <i>“Vérifiez les joints”</i> Check the joints! (A comment also valid for the wallpaper in slide 14).</p>	1 min
Tapissez les boîtes avec des bandes de papier et de la colle			<p>Slide 19 <i>Coupez la porte et deux fenêtres avec un cutter.....mais, attention ! Demandez de l'aide au professeur! Peignez la porte et les fenêtres.</i></p> <p>Make brushing motions over the door and windows as you talk about painting.</p> <p><i>“Un cutter”</i> (a craft knife) has been deliberately left out of the equipment list, for obvious reasons. Teachers who have done this project have found it best to bring one or two children out to the desk and to cut the doors and windows for them (leaving one side as a hinge). If teachers have a teaching assistant, she or he might be able to help here.</p>	1 min
Tapissez les bouts des boîtes avec du papier marron				

<p><i>Voici une boîte pour un grand lit</i></p> <p><i>Faites un duvet et un oreiller</i></p> <p><i>Et voilà ! Il y a un fauteuil, un grand lit et une commode. Derrière la commode il y a un lampadaire. C'est chic, n'est-ce pas ?</i></p> <p>Classroom language</p> <p><i>Montrez-moi : show me</i></p> <p><i>les ciseaux</i></p> <p><i>la colle</i></p> <p><i>Voici : here is, here are</i></p>			<p>Slide 20 Voilà la chambre. Et maintenant, à vous ! There is the bedroom. And now, over to you. Pause for thought Pause and ask the teachers whether they could demonstrate this process in the classroom. Even if some suggest to you that they might do it without using French, consider whether that is necessarily a bad thing. When you come to look at the remaining two sessions you will see that the foreign language is integral to the success of the project. We've already mentioned that the actual construction of the room and the furniture requires children to concentrate on the process and achieving the outcome they desire (see Session 5), so their behaviour doesn't really depend on using language at all. They are unlikely to be verbalising each step, although they will be helping each other, and, realistically, using English. Having said that, if you have any children with French as their first language, they might (and possibly might not) be willing to act as helpers, using French.</p> <p>Slide 21 This and the following slides present ideas for making furniture for the bedroom. <i>Maintenant, les meubles. Il vous faut ... des boîtes d'allumettes vides</i> Now, the furniture, You need.....some empty matchboxes.</p> <p>Slide 22 <i>Des allumettes (utilisées)</i> Matchsticks (used). Or toothpicks (unused).</p> <p>Slide 23 <i>des échantillons de tissu</i> (samples of fabric). Explain that children would need to collect swatches of fabric when they do their design</p>	<p>5 min</p> <p>1 min</p> <p>1 min</p>
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<p><i>Il vous faut : you need</i></p> <p><i>Et voilà ! There you go !</i></p> <p><i>C'est chic!</i></p> <p><i>n'est-ce pas?</i></p>			plan, which is tackled in the next session. <i>Un échantillon</i> = a sample, a swatch. It may seem an unusual word, but in fact, it is the word used to describe, for example, a sample of water. The children will probably have come across the English word in their science lessons. <i>tissu</i> = fabric or cloth, not tissue.	1 min
			Slide 24 <i>Des bandes de papier blanc</i> , strips of white paper	1 min
			Slide 25 « <i>Voici des boîtes pour un fauteuil</i> » (Here are some boxes for an armchair). Explain that the match boxes can be glued together to make different pieces of furniture, in this case, an armchair (<i>un fauteuil</i>).	1 min
			Slide 26 « <i>Pour fabriquer le fauteuil, prenez deux boîtes d'allumettes et des bandes de papier blanc</i> », (To make the armchair, take two matchboxes and some strips of white paper).	1 min
			Slide 27 « <i>Tapissez les boîtes avec des bandes de papier et de la colle</i> » (Paper the boxes with strips of paper and glue).	1 min
			Slide 28 « <i>Tapissez les bouts des boîtes avec du papier marron</i> », (Paper the ends of the boxes with brown paper and glue). Remember, that, in the end this is a demonstration; the teachers and the children themselves have to use their imagination and the materials they collect in order to complete their own project.	1 min
			Slide 29 « <i>Voici une boîte pour un grand lit</i> », (Here is a box for a big bed).	1 min

			<p>Slide 30 « <i>Faites un duvet et un oreiller</i> » (Make a duvet and a pillow). The teachers will no doubt recognise the word <i>duvet</i>, and, if they know the word « <i>oreille</i> » (ear), that will help them remember the word for <i>pillow</i>.</p>	1 min
			<p>Slide 31 « <i>Et voilà ! Il y a un fauteuil, un grand lit et une commode. Derrière la commode il y a un lampadaire. C'est chic, n'est-ce pas ?</i> », (There you go ! There is an armchair, a big bed and a chest of drawers. Behind the chest of drawers there is a lamp standard. It's smart isn't it? You may wish to remind the teachers that the phrase <i>n'est-ce pas ?</i> is very useful to confirm as statement. It corresponds to the English inversion after a statement, such as "doesn't she" , "wasn't it" haven't they" etc, but that the advantage is that you only need the same expression. It's a useful phrase in the classroom. You may need to point out that the word for lamp standard wasn't in the list of furniture. We couldn't resist making it. The lamp standard could be made with a piece of dowel or a pencil, and a piece of cardboard tube or a bobbin, covered with a piece of net curtain. It's up to the children what they do, but Session 5 follows the practice of the D&T curriculum by introducing the idea of project planning.</p>	1 min
			<p>Slide 32. Draw the session to a close by inviting the teachers to consider the suggestions for classroom activities. Some of them will lead on to the next session, which is the design project. Ask the teachers to bring in some very small pieces of fabric for the project design at the next session. If you wish them to make the room as well, then they will need to bring in all of the materials.</p>	5 min

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Session 5

Objectives

- Use French to introduce the idea of a design brief
- Use French to stimulate children's ideas for a project
- Turn the design brief into a finished product

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<i>Dans la chambre il y a</i> <i>une armoire</i> <i>un bureau</i> <i>un canapé</i> <i>une chaise</i> <i>une commode</i> <i>un fauteuil</i> <i>un lit</i> <i>un grand lit</i> <i>un petit lit</i> <i>un miroir</i> <i>un poster</i> <i>une table</i> <i>une table de snooker</i> <i>un tapis</i> <i>une télé</i>	<i>Dans la chambre il y a</i> <i>une armoire</i> <i>un bureau</i> <i>un canapé</i> <i>une chaise</i> <i>une commode</i> <i>un fauteuil</i> <i>un lit</i> <i>un grand lit</i> <i>un petit lit</i> <i>un miroir</i> <i>un poster</i> <i>une table</i> <i>une table de snooker</i> <i>un tapis</i> <i>une télé</i>	<p>Use of the definite article le before the name of a colour.</p> <p>Direct object pronouns : le, la (as part of a pattern but not actively explored).</p>	<p>Slide 1</p> <p>The previous session demonstrated the process of making a room out of a shoebox and items of furniture from smaller boxes. Explain to the teachers that this session is all about using French as part of the design process, which they would use with children to help them plan their project. At the end of the last session it was suggested that you might ask the teachers to bring in the materials they need in order to complete the project, especially some small pieces of fabric, but if they have forgotten, they can just use coloured pencils to draw the swatches.</p> <p>Slide 2</p> <p>At the end of the session the teachers should understand how to recycle the language from Units 1 to 3, plus new language, to create a design brief and to use resources provided in order to teach children how to work to a design brief and then make the room they have designed.</p> <p>Slide 3</p> <p>Children will be able to retrieve the vocabulary and structures they have been practising in order successfully to create the room. They will revise colours and furniture and say what they think about colours that match or not. These will be their own opinions, whatever we might think of them! The design briefs should be kept along with samples of written work from the previous sessions to demonstrate evidence of progress in terms of retention and retrieval of vocabulary and writing complete sentences. Tell teachers that the issue of recording progress and achievement will be raised again at the end of Session 6. If teachers use this project, possibly after SATs, then they</p>	<p>2 min</p> <p>2 min</p>

<p><i>La chambre est pour... moi mes parents mon frère ma sœur une (petite) fille un (petit) garçon</i></p> <p><i>clair sombre Quelles couleurs sont claires ?</i></p>	<p><i>La chambre est pour... moi mes parents mon frère ma sœur une (petite) fille un (petit) garçon</i></p>	<p>will be able to demonstrate progress against the criteria set out in the Programme of Study for Key Stage 2, which are referenced on page 1 of these notes.</p> <p>Slide 4 The emphasis is still on the D&T element in this session but the foreign language is going to be the working language unlike the production stage, which the teachers will remember was stressed in Session 4.</p> <p>Slide 5. Show the screen to the teachers and comment that the children will be asked to design a room for a particular person or persons. The suggestions here are: me, my parents, a small boy, a small girl, a boy, a girl. Ask the teachers if they think their pupils will know the words in the list. Ask them how they would demonstrate with gestures the vocabulary. Have they taught the children how to say their age? If so, the question may clarify who the people in the list are. Do they know the words for brother and sister? You have seen the verb <i>fabriquer</i> in the previous session. It means “to make”. Ask the teachers to speak each of the possible six sentences, e.g. “<i>La chambre est pour moi</i>”, “<i>La chambre est pour une petite fille de trois ans</i>”. This will suggest to them the importance of repeating each sentence with a class of children rather than assuming that they will all understand what the sentences mean. Of course, there are classes who may not need this methodical approach.</p> <p>Slide 6 The Recycling symbol is a reminder to the teachers (and eventually the children) that they are using the French they have been learning</p>	<p>3 min</p> <p>2 min</p> <p>5 min</p>
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Quelles couleurs sont sombres ?		over several lessons. So their first job is to decide what furniture they will have in the room. Ask the teachers to work together to say what will be in their room, using the words on the slide, and any other words they remember. If dictionaries are available they may wish to find other words, using the skills outlined in Session 2.	5 min
J'aime Je n'aime pas le rouge le vert le bleu le rose le marron le blanc le noir le jaune le violet l'orange le gris	J'aime Je n'aime pas le rouge le vert le bleu le rose le marron le blanc le noir le jaune le violet l'orange le gris	Slide 7 The second task is to think about the colours they want. First off all let them decide which colours they like and which they don't like. If they don't know the words <i>clair</i> and <i>sombre</i> (light and dark), show them some light and dark colours so that they guess the meaning. The two questions, "Which colours are light" and "Which colours are dark?" is a challenge to retrieve words they already know, but to categorise them for the project they are going to do. This activity in itself could take up a substantial part of a weekly French lesson. If the teachers have not yet taught their pupils how to say what they like and dislike, revise them, using the faces on the slide.	5 min
Parle-nous un peu des couleurs		Slide 8 The next task is to think further about which colours go well together. The screen reminds them that they have already learned the verb <i>Je pense</i> (I think), so that the opinions they express about colours are theirs, and not necessarily everyone's. The translation: <i>Je pense que</i> – I think that..... red goes well with yellow, black goes well with white, green doesn't go well with blue, red doesn't go well with brown. Ask them to offer suggestions in order to get them thinking in French and to ascertain whether they have observed and applied a rule: in French we use the word <i>le</i> in front of a colour when we talk about it as a concept, e.g. <i>J'aime le bleu, mais je préfère le vert.</i> (I like blue, but I prefer green.) Ask the teachers individually to talk to you and each	5 min

<p><i>Chambre pour..</i> <i>Papier peint</i> <i>Meubles</i></p>	<p><i>Chambre pour..</i> <i>Papier peint</i> <i>Meubles</i></p>	<p>other about colours, possibly using the question, “<i>Parle-nous un peu des couleurs</i>” , (talk to us a bit about the colours).</p> <p>.</p> <p>Slide 9 Now explain to the teachers that they will be given a design brief. They have to design a bedroom for them or someone else. They have to decide what furniture they are going to make, what colours go well together and what fabric they will choose. The screen is an example. Children might draw the furniture and label a comment in pen or pencil. To stress what was discussed in Session 4 (see the notes), we have limited prepositions to <i>derrière</i> (behind) because some pupils might be confused if you introduce <i>devant</i> (in front of) at this stage, given that the difference between <i>derrière</i> and <i>devant</i> only depends on which object is mentioned first. Some children may ask how to say “Next to” (<i>à côté de</i>), and we have left this out to avoid, at this stage introducing a further complication in the grammar. We think that this module practises enough and that prepositions involving understanding <i>de</i> + definite article may better be left until later. Again, though, the possibility of using these prepositions, as well as <i>sur</i> and <i>sous</i> (on and under), was also discussed in Session 4, and practised for the benefit of the teachers who wanted to understand the grammar. The word <i>échantillon</i> (swatch, sample) has been met in Session 4.</p> <p>Slide 10 Give out a copy of the blank design template. The teachers (and eventually the children) should decide on the colours and the fabric, they want. If they can bring in small samples of fabric to glue onto their design template, it will make the project more authentic. They can use water colour paints or coloured pencils to put samples of colour in the colour sample box. In the large box they should draw the furniture they are going to make, and place them where they will</p>	<p>5 min</p> <p>5 min</p>
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<p>Classroom language</p> <p>Rangez les meubles ici</p>	<p><i>Chambre pour mon ami Kyle. Il a 10 ans.</i></p> <p><i>Papier peint avec footballeurs. Kyle adore le football et Manchester United.</i></p> <p><i>Meubles..... Bureau rouge. Lit blanc. Poster Manchester United. Chaise rouge. Armoire noire.</i></p>	<p>eventually put them in the completed room. At the bottom of the page they should indicate who the room is for, and, if there is room, information about the décor and the furniture. The completed design templates will form part of the final display.</p> <p>Slide 11</p> <p>This slide shows how a child might work on the template. Kyle is 10 and loves football especially Manchester United, so he wants their colours, and definitely not blue! The furniture is going to be in the same colours so the fabric and colour swatches should show this. The large space is for the child to sketch in the furniture. Teachers will want to remind children that the furniture must be something they can make out of the materials they have. Some children may be able to give reasons for their choice of colours, as here, where the child says that Kyle loves Manchester United. Now ask the teachers to work on their design brief, giving them time to complete them and then present them to the rest of the group. Once the teachers have shared their design brief with each other, move to the final slide.</p> <p>Slide 12</p> <p>Ask the teachers whether they think they can take a class through the design process. Ask them how they would evaluate the design briefs in terms of the language used, as well as the skills from the D&T programme of study. Ask them if there are other skills they think they have acquired. Tell them that in the final session they will be looking at the language needed in order to evaluate children's work, with particular reference to the programmes of study for MFL and D&T.</p>	<p>15 min</p> <p>3 min</p>
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Session 6

Objectives

- Use French to say what you like about elements of a piece of work
- Learn the French to allow you to judge the quality of a finished product.

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time		
<i>Dans la chambre il y a</i>	<i>Dans la chambre il y a</i>	Use of the definite article le before the name of a colour. Direct object pronouns : <i>le, la</i> (as part of a pattern but not explicitly taught.	Slide 1 Assuming that the project has been completed and that all of the children have made their room, we move on to the evaluation session, which should be done, as far as possible, in French. This session revises old language and introduces a few extra words to enable the children to make positive and accurate judgments about their classmates' work.	2 min		
<i>une armoire</i>	<i>une armoire</i>		Slide 2 Explain to the teachers that the language that they will teach the children will also be very useful for them to comment on aspects of children's work, both in this project and in the classroom generally.		2 min	
<i>un bureau</i>	<i>un bureau</i>		Slide 3 Ask the teachers what they would think if their class could complete the project and then write a paragraph to describe their work. Ask them also whether they think their pupils might be capable of evaluating positively the work of their classmates. Explain that this session will show that, in order to achieve these two objectives, the children will need very little extra language from that which they have been learning over the course of these sessions, possibly over half a term.			3 min
<i>un canapé</i>	<i>un canapé</i>		Slide 4			
<i>une chaise</i>	<i>une chaise</i>					
<i>une commode</i>	<i>une commode</i>					
<i>un fauteuil</i>	<i>un fauteuil</i>					
<i>un lit</i>	<i>un lit</i>					
<i>un grand lit</i>	<i>un grand lit</i>					
<i>un petit lit</i>	<i>un petit lit</i>					
<i>un miroir</i>	<i>un miroir</i>					
<i>un poster</i>	<i>un poster</i>					
<i>une table</i>	<i>une table</i>					
<i>une table de snooker</i>	<i>une table de snooker</i>					
<i>un tapis</i>	<i>un tapis</i>					
<i>une télé</i>	<i>une télé</i>					

<p><i>La chambre est pour... moi mes parents mon frère ma sœur une (petite) fille un (petit) garçon</i></p> <p><i>clair</i></p>	<p><i>La chambre est pour... moi mes parents mon frère ma sœur une (petite) fille un (petit) garçon</i></p>	<p>Start by revising the removal men's dialogue so that the teachers, and ultimately the children, remember the words for <i>a</i>, <i>the</i> and <i>it</i>. Challenge them to remember the dialogue, and if they struggle load the dialogue in the presentation for Session 2.</p> <p>Slide 5. This passage revises the original description the teachers practised in Session 1. Ask them if they remember it (by heart if possible).</p> <p>Slide 6 This is a speaking/writing template to show children how to make comments about a piece of work. Ask them a few questions, such as <i>Comment dit-on</i> (How do you say) "I really like the armchair"? You can point to the words to check with them whether they are right or not. Ask the teachers whether they remember how to say, "You are right?" (<i>Oui, tu as raison</i>!). Ask them to permutate several examples from the columns in order to practise the structure.</p> <p>Slide 7 This screen is simply to remind the class or the words for door and window, which they might wish to comment on in their evaluation of other people's work.</p> <p>Slide 8 This language adds further comments for evaluating work. The new words are <i>beau / belle</i> (beautiful);(e) <i>intéressant(e)</i>, interesting; <i>jolie(e)</i>, nice, pretty; <i>réussi(e)</i>, successful, effective; <i>soigné(e)</i>, neat, carefully done; <i>bien fait(e)</i>, well done. Again, ask them to produce a few different utterances that they might model with their pupils. The words in the stars are praise words: Bravo!, Well done! and Good work! If there are children who have made less progress than others,</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p> <p>1 min</p> <p>5 min</p>
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<p>sombre Quelles couleurs sont claires ? Quelles couleurs sont sombres ?</p>			<p>they might be confident enough only to write comments of one or two words, but these should be valued.</p> <p>.</p> <p>Slide 9</p> <p>Some children might not feel adventurous enough to comment on the effectiveness of the colour work, although it is part of the D&T programme of study. For those who can, and wish, to elaborate their comments, this slide offers suggestions. In fact there is no language that has not been met already.</p> <p>All of these speaking and writing frames are collected one one page in the document evaluation.docx, which could be printed out to let the teachers see how to support the children in class.</p>	5 min
<p>J'aime Je n'aime pas le rouge le vert le bleu le rose le marron le blanc le noir le jaune le violet l'orange le gris</p>	<p>J'aime Je n'aime pas le rouge le vert le bleu le rose le marron le blanc le noir le jaune le violet l'orange le gris</p>		<p>Slide 10</p> <p>This passage is one that might have been written by a pupil, let's call her Lucy Morton. Ask the teachers (and eventually the children) to read it and then ask them what they think <i>il va bien avec</i> means. (It goes well with). They have met this phrase in Session 5. There is, in fact, no language here that they have not met before, but the description matches the room that we used as a model in Session 4. Ask the teachers (who might eventually ask their children) whether the description matches the picture, "<i>Est-ce que la description va avec le tableau?</i>" Now ask them if they can write a description of the room they have made. If the teachers have not made the room, they could write the description based on the design brief they produced in Session 5. The document evaluation.docx will help here.</p> <p>Slide 11</p> <p>To complete the project, children should make a single comment about each other's work. A good way of doing this is to give them some sticky notes. You can purchase these in different shapes, such</p>	7 min

<i>Parle-nous un peu des couleurs</i>			<p>as speech bubbles. When each child's work has comments added to it, they should all feel proud that their achievement has been registered in French. Some schools who do a project with shoeboxes display the finished products on a wall, and if this is possible, you are able to celebrate their progress in the foreign language. The incorporation of key grammatical notions (gender) is an important measure of progress and understanding which the children's secondary school should appreciate. A display of the shoeboxes with the evaluations will show clearly how the language is being incorporated into the curriculum.</p> <p>Slide 12</p> <p>To draw this session and the unit to a close, this and the next slide will remind the teachers of the statements from the programme of study that the unit promised to cover. Invite the teachers to discuss each point and to note which activities give coverage of these statements. If they can link them to specific episodes of their pupils' work, they have a template for recording and exemplifying the children's achievements over several weeks. These could be helpful as transfer documents linked to samples of work to pass on to the secondary school. Moreover, they will be valuable evidence to inspectors of potentially outstanding progress over time. The new Ofsted Framework stresses that single lessons are less likely to be judged outstanding; rather a judgment will be made on the quality of teaching and learning over time and how you can show evidence of it. Inspectors will want to see that every child has the opportunity to make progress from whatever level they are at (and this doesn't mean National Curriculum levels), and that the teacher meets the needs of each individual learner. This unit also works on literacy skills. You may wish to ask the teachers where they think these skills are covered.</p>	6 min
<i>Chambre pour..</i> <i>Papier peint</i> <i>Meubles</i>	<i>Chambre pour..</i> <i>Papier peint</i> <i>Meubles</i>			8 min

<p>Classroom language</p> <p>Rangez les meubles ici</p>	<p><i>Chambre pour mon ami Kyle. Il a 10 ans.</i></p> <p><i>Papier peint avec footballeurs. Kyle adore le football et Manchester United.</i></p> <p><i>Meubles..... Bureau rouge. Lit blanc. Poster Manchester United. Chaise rouge. Armoire noire.</i></p>		<p>Slide 13</p> <p>Ask the teachers whether, and to what extent, they will have covered the statements from the programme of study for D&T. Ask them to consider whether they think children's language lessons are more engaging if linked to a real task or situation. Lets' hope they agree!</p> <p>Slide 14</p> <p>Do one thing: Ask the teachers which of the suggested activities they think they will be able to do. We hope they will have enjoyed these sessions and feel empowered to try them with the children. It may be worth pointing out that, even if they are unable for whatever reason, to set up the design project, the tasks and exercises in the first three sessions will stand alone as a worthwhile project.</p>	<p>3 min</p> <p>3 min</p>
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2015 for the Ensemble Languages Project, Ensemble_Let's Enjoy Making Session Notes

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