



## Let's Enjoy Pictures

### Overview for trainers

*The following training module is for 'language expert' **trainers** to support primary teacher **learners** with little or beginner levels of French to improve their subject knowledge. The module also provides the primary teacher learners with activities they can then use with their **children** as they become more confident with the language they acquire through the training.*

- In this module you will enable the learners to use and adapt language based on a picture.
- Each session is designed to last approximately one hour.
- For each session there is a 'Phonics focus' to support correct and clear pronunciation.
- Each module also introduces elements of basic grammar to support learners using the language in different contexts.
- 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 the symbol ☒
- For each session there is a PowerPoint which you can use during the session and which can be given to learners at the end of the session to support independent learning in between sessions and to provide tips and ideas for using the language with children.
- Between sessions you should expect learners to practise new language and to try at least one activity with their children, however simple, depending on their level of confidence.
- The information below for learners is provided on a PowerPoint to show and give to learners at the beginning of the Module.

### Overview for learners

#### What you will learn

- How to talk about a picture in French: describing what you see and speculating about what is going on 'behind the scenes' of the picture
- How to construct simple sentences from the words you learn
- Good pronunciation
- Good intonation
- A limited range of simple structures and rules
- Key vocabulary to talk about people, where they live, what they are doing and what they like

#### What you will be able to do

- Teach the children how to talk about what they see in a picture
- Teach them how to make simple sentences
- Teach how to say what people are doing and what they like
- Set up a number of activities using a picture as a stimulus for language learning

The module covers 6 sessions. It maps to the Common European Framework of Reference for languages (CEFR), level A1 (Breakthrough or Beginner) and when teaching the children, you will be developing aspects of the National Curriculum Subject Content for Key Stage 2 Languages. In each session you will learn new language as well as activities to use in the classroom. You can start straight away teaching as you learn. At the end of each session you can take away a prompt sheet for the language you will need and links to supporting resources.

## **KS2 National Curriculum coverage**

Children will have opportunities to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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
- present ideas and information orally to a range of audiences
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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:

- to introduce the picture with key vocabulary for some of the items in it
- to talk about who lives there (imaginary characters)
- to be able to extend your answer by giving a reason

### **Session 2**

Objectives:

- to talk about jobs/professions
- to link jobs to activities (present tense verbs)

### **Session 3**

Objectives:

- to talk about what people like doing
- to be able to extend your answer by giving a reason

### **Session 4**

Objectives:

- to build longer sentences using the vocabulary and structures learned so far
- to link mime/actions to the spoken word to reinforce recall

- to develop pronunciation and intonation to recording/performance standard for an interactive display

## Session 5

### Objectives:

- to use key vocabulary to describe the basic architectural features in the picture
- to show understanding of the spoken word by following instructions for a simple drawing
- to apply this new language in a new context (describing *mon immeuble idéal*)

## Session 6

### Objectives:

- to review/consolidate Sessions 1-5
- to give simple opinions
- to focus on correct pronunciation of longer words that resemble English ones
- to present *mon immeuble idéal* with the addition of written captions/labels
- to reflect on how to adapt this Module for use with children

## Resources

- The Picture:
  - reproduced on a card, preferably A3 size
  - as a digital file to be displayed on whiteboard
  - as a black and white image to be reproduced on worksheets for games/activities
- PowerPoint
- Lolly-stick puppets/finger puppets
- Boxes/cardboard for making 3D models
- Recordable buttons (or similar) for interactive displays
- [Optional] Software for creating comic strips/visual presentations
- Map of Nice (from the internet)
- Visuals (props or flashcards) including:
  - question mark
  - heart
- Props (hats/costumes/symbols) for various jobs/ actions
- Lego or similar/multilink cubes (for representations of sentences where each word is a brick/cube)
- Mini-whiteboards and pens

## Session 1

### Objectives:

- to introduce the picture with key vocabulary for some of the items in it
- to talk about who lives there (imaginary characters)
- to be able to extend your answer by giving a reason

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>ici</i> <i>voilà/voici</i> <i>je vois</i>  <i>un immeuble</i> <i>un appartement</i> <i>une table</i> <i>une chaise</i> <i>une serviette</i> <i>un maillot de bain</i> <i>une antenne</i> <i>des plantes</i> <i>des vêtements</i>	<i>ici</i> <i>voilà/voici</i> <i>je vois</i>  <i>un immeuble</i> <i>un appartement</i> <i>une table</i> <i>une chaise</i> <i>une serviette</i> <i>un maillot de bain</i> <i>une antenne</i> <i>des plantes</i> <i>des vêtements</i>	indefinite articles <i>un, une, des</i> present tense verbs <i>habiter</i> = to live <i>j'habite</i> – I live <i>tu habites</i> – you live <i>il habite</i> – he lives <i>elle habite</i> – she lives	<p>☼ Start by explaining that learners are going to learn how to talk about what they see in a picture, and also to use their imagination and creativity to speculate on what might be going on ‘behind the scenes’ of the picture.</p> <p>☼ Explain that any picture, painting or photograph could be used in a similar way. Encourage the group to reflect as they work through the module on how they might choose a picture, taking into account:</p> <ul style="list-style-type: none"> <li>• cultural relevance</li> <li>• potential for vocabulary/language structures</li> <li>• potential for creativity</li> </ul> <p><b>Teaching Tip:</b> You may wish to provide each member of the group with their own copy of the picture on paper/card so that they can refer to it throughout the module. Alternatively produce a large copy and display it on the wall.</p>	5 mins
<i>à Nice</i> <i>en France</i> <i>à Londres</i> <i>en Angleterre</i>  <i>un homme</i> <i>une femme</i> <i>un couple</i>  <b>Verbs</b> <i>il/elle habite</i> <i>j'habite</i>	<i>à Nice</i> <i>en France</i> <i>à Londres</i> <i>en Angleterre</i>  <i>un homme</i> <i>une femme</i> <i>un couple</i>  <b>Verbs</b> <i>il/elle habite</i> <i>j'habite</i>		<p>1. <u><i>Je vois</i></u></p> <p>Show the picture on screen and present the vocabulary using the PowerPoint ‘LOP Session 1 <i>je vois</i>’.</p> <p>For each slide, show the image first, then say <i>voici un immeuble</i> etc and ask learners to repeat after you <b>before</b></p>	20 mins

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<b>Questions</b> <i>Qui... ?</i> <i>Où... ?</i> <i>Où habites-tu?</i>  <i>Pourquoi?</i> <i>Parce que...</i>  <b>Classroom language</b> <i>Montrez-moi</i> <i>Indiquez</i> <i>Imaginez</i> <i>Regardez l'image!</i> <i>Regardez bien !</i> <i>Écoutez!</i> <i>Répétez !</i> <i>Encore une fois</i>  <b>Extra</b> <i>un garçon</i> <i>une fille</i> <i>une famille</i>	 <i>Où habites-tu?</i>  <i>Pourquoi?</i> <i>Parce que...</i>  <b>Extra</b> <i>un garçon</i> <i>une fille</i> <i>une famille</i>		<p>clicking to reveal the written word. Model and repeat again before moving on to the next slide.</p> <p>Present all the vocabulary in this way (slides 1 – 14)</p> <p>Show slide 15 and ask the group to <i>Regardez bien!</i></p> <p>Slides 16 – 46 show sections of the picture quickly flashed up. The task is to identify what they see and to call out</p> <p><i>je vois....[un immeuble]</i></p> <p><i>je vois ...[un appartement] etc.</i></p> <p>Note that each slide is repeated to give learners two chances to guess what it is without you having to go back. The third time the picture is shown without 'disappearing'. The speed of the animation can be changed if necessary (before showing it to learners).</p> <p><b>Teaching Tip:</b> The aim of this exercise is to get learners to practise saying the words; therefore it is a good idea to make the images hard to see, so that they call out lots of guesses.</p> <p><b>Phonics focus</b></p> <p><i>oi – je <u>vo</u>is; <u>vo</u>ici ; <u>vo</u>ilà</i></p> <p><u>2. Qui habite ici?</u></p> <p>Using lolly-stick puppets (made by sticking a cut-out paper face to a lolly stick), finger puppets or toys/dolls, introduce the vocabulary for</p> <p><i>un homme</i>  <i>une femme</i></p>	15 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p><i>un couple</i></p> <p>Show the PowerPoint '<i>Qui habite ici</i>' and for each slide ask learners to provide an answer to the question <i>Qui habite ici?</i> using the people vocabulary they have just learnt, e.g. <i>un homme habite ici</i>.</p> <p>⊗Note that there are no 'right' answers! Encourage the group to imagine whatever they wish. However they need to be able to give a reason for their answer, using language they have learnt (<i>habite; je vois</i>) along with <i>pourquoi?/parce que...</i></p> <p>Model an exchange such as the following:</p> <ul style="list-style-type: none"> <li>- <i>qui habite ici?</i></li> <li>- <i>un garçon habite ici.</i></li> <li>- <i>pourquoi?</i></li> <li>- <i>parce que je vois un maillot de bain !</i></li> </ul> <p><b>Teaching Tip:</b> Model this mini-conversation several times with different people/reasons (using the puppets and other visuals) until learners feel confident to join in a mini-conversation with a partner.</p> <p><b>Teaching Tip:</b> Teaching <i>pourquoi?</i> offers an opportunity to model the facial expression and intonation appropriate for asking a question. A large question mark (made of foam, or on a flashcard) is a useful visual aid that can be brought out as a prompt at any moment when such intonation is required.</p> <p>3. <u><i>Où habites-tu?</i></u></p>	15 mins

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			<p>Using 'people' from the previous activity, model the following question and answer with the puppets who 'live' in the block of flats in the picture:</p> <p>- <i>Où habites-tu?</i></p> <p>- <i>J'habite à Nice, en France</i></p> <p><b>Phonics focus</b></p> <p>silent <i>h</i> – <i>habite</i></p> <p>Show the group a map of France and ask them to show you where Nice is (<i>montrez-moi/indiquez Nice</i>)</p> <p>You could also explore some street views of Nice and/or look at websites such as <a href="http://www.nicetourisme.com/">http://www.nicetourisme.com/</a> or if time is short, ask learners to do this between sessions.</p> <p><b>Grammar focus</b></p> <p>Demonstrate that <i>à</i> is used with towns, and <i>en</i> with countries. NB there are exceptions to this rule, but it applies for the purposes of this session.</p> <p>Learners can then practise the question and answer for themselves, e.g.</p> <p>- <i>Où habites-tu?</i></p> <p>- <i>J'habite à Londres, en Angleterre</i></p> <p><b>Grammar focus</b></p> <p>⊗ Remind learners that there are several ways of expressing the present tense in English: I live; I am living; I do live, whereas in French there is only one way: <i>j'habite</i>.</p> <p>Verbs of perception (e.g. <i>voir</i> – to see; <i>entendre</i> – to hear) imply that the person is able to do it. In French it is not</p>	

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			<p>necessary to say 'I <b>can</b> see' when '<i>je vois</i>' conveys that idea already.</p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	5 mins



## Session 2

### Objectives:

- to talk about jobs/professions
- to link jobs to activities (present tense verbs)

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p><i>Que fait-il/elle?</i></p> <p><i>il/elle travaille</i>  <i>il/elle chante</i>  <i>il/elle dort</i>  <i>il/elle dessine</i>  <i>il/elle nage</i>  <i>il/elle jardine</i>  <i>il/elle mange</i>  <i>il/elle prépare à manger</i>  <i>il/elle regarde la télé</i></p> <p><i>Que fait-il/elle dans la vie?</i>  <b>Les professions/les métiers:</b>  <i>artiste</i>  <i>professeur</i>  <i>docteur</i>  <i>jardinier</i>  <i>chanteur/chanteuse</i>  <i>chef de cuisine</i></p> <p><i>en ville</i>  <i>à la maison</i>  <i>à l'école</i></p>	<p><i>il/elle travaille</i>  <i>il/elle chante</i>  <i>il/elle dort</i>  <i>il/elle dessine</i>  <i>il/elle nage</i>  <i>il/elle jardine</i>  <i>il/elle mange</i>  <i>il/elle prépare à manger</i>  <i>il/elle regarde la télé</i></p> <p><i>artiste</i>  <i>professeur</i>  <i>docteur</i>  <i>jardinier/jardinière</i>  <i>chanteur/chanteuse</i>  <i>chef de cuisine</i></p> <p><i>en ville</i>  <i>à la maison</i>  <i>à l'école</i>  <i>à l'hôpital</i></p>	<p><i>Il est/elle est + job</i></p> <p>masc/fem versions of professions (note endings –ier/-ière; -eur/euse)</p> <p>Present tense (il/elle) of verbs</p>	<p>⊗ Explain that in this session learners will be imagining what the people are doing (behind the scenes!) in the picture, and talking about what job they do. Explain that once again, there are no 'right' answers but that they will learn how to give a reason for what they say. There is quite a lot of vocabulary in this session, but they do not need it all to complete the tasks, and it will be re-cycled in subsequent sessions.</p> <p>1. <u>Que fait-il ?</u></p> <p>Show the PowerPoint 'LOP 2 <i>Que fait-il</i>' as you present the new vocabulary (verbs) with mime and gesture.</p> <p>Show the PowerPoint again, and for each slide, elicit responses from learners as far as possible before giving the suggested 'answers' and showing the text.</p> <p>In pairs, (<i>travaillez à deux</i>) learners use their own copies of the picture to continue to ask and answer the <i>Que fait-il?</i> question, making up their own imaginative answers.</p> <p>2. <u>Pourquoi?</u></p> <p>Show the PowerPoint 'LOP 2 <i>Pourquoi</i>' to consolidate and develop the previous activity. This time, there is the addition of <i>pourquoi?</i> followed by <i>parce que je vois...</i> When showing the PowerPoint, give plenty of time for learners to think of answers before revealing the text.</p>	<p>four activities of approx 15 mins each</p>

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<p><i>à l'hôpital</i></p> <p><b>Classroom language:</b> <i>travaillez à deux</i></p> <p><b>Extra</b> other jobs/professions relevant to the group</p>			<p>In pairs, learners then use their own copies of the picture to continue to ask and answer the <i>Que fait-il?</i> question, making up their own imaginative answers and giving reasons.</p> <p>3. <u><i>Que fait-il/elle dans la vie?</i></u></p> <p>✿ Using the characters from Session 1 (puppets and pictures/props) explain that you are going to create jobs for them.</p> <p>Ask learners to recall as much as they can about the characters, for example:</p> <p>[show the large picture on screen]</p> <p><i>qui habite ici?</i> [point to one of the flats]</p> <p><i>montrez-moi.../indiquez...</i></p> <p><i>voici une femme - elle habite un appartement à Nice en France... je vois des plantes – elle jardine etc.</i></p> <p>Then add the profession, using mime/extra visuals as appropriate :</p> <p><b><i>Elle est jardinière</i></b></p> <p><i>un homme habite ici – il dort – <b>il est artiste</b></i></p> <p><b><i>elle est professeur</i></b></p> <p><b><i>il est chanteur</i></b></p> <p><b><i>elle est médecin</i></b></p> <p><b><i>il est chef de cuisine</i></b></p>	

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			<p><b>Teaching tips:</b> Play guessing games, miming games and/or simple matching games where learners pair the job with the person. Props such as hats/tools etc are great to have in your teaching kit to enable you to mime/act out words and phrases without resorting to English. Creating 'characters' (puppets, dolls, cartoons) to whom you can attribute names/ descriptions/ characteristics/ actions also works well as learners often remember them more easily from one session to the next.</p> <p><b>Grammar focus</b></p> <p>⊗ Explain that when talking about jobs in French, the article is omitted:</p> <p><i>elle est professeur</i> = she is a teacher</p> <p>4. <u>il travaille où ?</u></p> <p>Show a map of Nice (from the internet) where you have marked the following places with clear symbols:</p> <p><i>l'école</i>  <i>l'hôpital</i>  <i>la ville</i>  <i>la maison</i></p> <p>Present and practise (using puppet/pictures and the map) saying where people work :</p> <p><i>il/elle travaille...</i>  <i>en ville</i>  <i>à la maison</i>  <i>à l'école</i></p>	

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			<p><i>à l'hôpital</i></p> <p>In pairs, develop responses into longer utterances incorporating previous language, for example:</p> <p><i>Voici un couple qui habite ici à Nice en France. Il chante. Il travaille à l'école. Il est professeur [de musique]. Elle est chef de cuisine. Elle prépare à manger. Elle travaille en ville.</i></p> <p>⊗ This might be a good opportunity to add specific vocabulary for jobs as requested by learners. Help them to use a dictionary to look up key words, or use an online dictionary together on the big screen, for example <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><b>Phonics focus</b></p> <p><i>Qu</i></p> <p><i>(qui/que/qu')</i></p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	

### Session 3

#### Objectives:

- to talk about what people like doing
- to be able to extend your answer by giving a reason

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p>All language from Sessions 1 and 2</p> <p><i>aimer</i> – to like <i>il/elle aime</i> – he/she likes</p> <p>Infinitives of verbs already met in the third person (<i>il/elle</i> form): <i>nager</i> – to swim <i>dormir</i> – to sleep <i>manger</i> – to eat <i>habiter</i> – to live <i>chanter</i> – to sing <i>travailler</i> – to work <i>jardiner</i> – to garden <i>dessiner</i> – to draw <i>préparer</i> – to prepare <i>regarder</i> – to watch</p> <p><i>j'aime</i> <b>Classroom language</b> <i>et toi ?</i></p> <p><b>Extra</b></p>	<p>All language from Sessions 1 and 2</p> <p><i>aimer</i> <i>il/elle aime</i></p> <p><i>nager</i> <i>dormir</i> <i>manger</i> <i>habiter</i> <i>chanter</i> <i>travailler</i> <i>jardiner</i> <i>dessiner</i> <i>préparer</i> <i>regarder</i></p> <p><i>j'aime</i> <i>et toi ?</i></p> <p><b>Extra</b> <i>je n'aime pas</i> <i>il n'aime pas</i> <i>elle n'aime pas</i></p>	<p><i>aimer</i> + noun <i>aimer</i> + infinitive</p>	<p>☛ <b>Teaching Tip:</b> Throughout this Session, encourage learners to make use of the picture, map, puppets, visuals and props to aid recall and help them pull together all the various bits of language they have learnt so far.</p> <p>1. <u><i>il/elle aime</i></u></p> <p>Using the puppets/pictures from earlier, along with a visual of a large heart, present statements about what people like, for example:</p> <p><i>il aime les plantes</i> <i>elle aime les vêtements</i> <i>il aime la télé</i> <i>il aime nager</i> <i>elle aime dormir</i> <i>il aime manger</i> <i>elle aime jardiner</i> <i>il aime habiter à Nice</i> <i>elle aime chanter</i></p> <p>Show the PowerPoint 'LOP 3 <i>il aime</i>' and ask learners to come up with ideas for what the inhabitants of the flats</p>	25 mins

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<i>je n'aime pas</i> <i>il n'aime pas</i> <i>elle n'aime pas</i>			<p>like, and why. As with the previous activity, encourage them to predict the text before you click to make it appear. Some suggestions are given on the PowerPoint.</p> <p><b>Grammar focus</b></p> <p>⊗The verb <i>aimer</i> (to like) can be followed by a noun (with the definite article <i>le/la/l'/les</i>):</p> <p><i>il aime les plantes</i> = he likes plants  <i>il aime la natation</i> = he likes swimming</p> <p>or a verb in the infinitive:</p> <p><i>il aime dormir</i> = he likes sleeping/he likes to sleep  <i>il aime nager</i> = he likes swimming/he likes to swim</p> <p>2. <u><i>j'aime</i></u></p> <p>Using the large heart visual aid, model some sentences about your own likes (using the vocabulary already met). Learners repeat and practise the sentences, then in pairs they tell each other what they like. Introduce the question <i>et toi?</i> Learners can use this as a simple way of asking each other the same question.</p> <p>Introduce <i>je n'aime pas</i> if and when learners are ready to include it in their conversation.</p> <p><b>Teaching tip:</b> There are lots of games you can use to get learners to practise speaking, for example</p>	25 mins

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			<ul style="list-style-type: none"> <li>Everyone chooses (and if desired, writes on a card or mini-whiteboard) a statement from a limited given range (or takes a card from a bag) e.g. <i>j'aime chanter</i>. Everyone has to find other people in the room who have the same statement, by asking and answering a question in French e.g. <i>j'aime chanter, et toi? Oui, [j'aime chanter]/Non, [je n'aime pas chanter]</i>.</li> <li>The trainer/teacher writes a statement (or draws a picture) on a mini-whiteboard and secretly shows it to one of the learners. The others have to try to guess the statement by asking the first learner <i>il aime chanter? Il aime dessiner?</i> until they guess correctly.</li> </ul> <p><b>Phonics focus</b></p> <p>Compare different 'll' e.g. as in <i>elle/allez/ville</i> and <i>fille/travaille</i></p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	10 mins

## Session 4

### Objectives:

- to build longer sentences using the vocabulary and structures learned so far
- to link mime/actions to the spoken word to reinforce recall
- to develop pronunciation and intonation to recording/performance standard for an interactive display

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p>All language from Sessions 1 - 3</p> <p><i>Je vois</i> <i>et</i> <i>dans</i> <i>qui</i> <i>avec</i></p> <p><b>Classroom language:</b> <i>Vas-y/allez-y</i> <i>Continue/continuez</i></p> <p><i>encore [un mot]</i></p>	<p>All language from Sessions 1 - 3</p> <p><i>Je vois</i> <i>et</i> <i>dans</i> <i>qui</i> <i>avec</i></p>	<p>Sentence construction (using <i>et/ dans/ qui/ avec</i>)</p> <p><i>Tu/vous</i> forms of imperative : When speaking to one person (a child, friend or family member) use the <i>tu</i> form e.g. <i>regarde!</i> <i>écoute!</i> <i>continue!</i></p> <p>When speaking to more than one person or to an adult in a formal situation (employer, official, senior or older person) use the <i>vous</i> form e.g. <i>regardez!</i> <i>écoutez!</i> <i>continuez!</i></p>	<p>⊗ Explain the objectives for this session, pointing out that for language learners of all levels, it is essential to be able to put sentences together, rather than simply know lots of vocabulary. This session develops sentence-building skills in straightforward but creative ways that can be replicated in the classroom.</p> <p>1. <u>Human sentences</u></p> <p>Print the flashcards from the Word document 'LOP 4 Human sentences'.</p> <p>By modelling and demonstrating, ask learners to write any individual words they recall from Sessions 1 - 3 on mini-whiteboards.</p> <p>Get learners to stand in a line holding a mixture of the printed flashcards and the mini-whiteboards (one word each) to form a sentence.</p> <p>Start with a simple one, e.g. <i>je vois un homme qui habite à Nice</i> and then try the following:</p> <ul style="list-style-type: none"> <li>• add another one of the flashcard words (<i>encore [un mot]</i>) to lengthen the sentence e.g. <i>dans; avec; et</i></li> </ul>	



Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<ul style="list-style-type: none"> <li>learners substitute one word for another by swapping mini-whiteboards or rubbing out a word and writing another in its place</li> <li>one person at a time turns their card/board around and the group reads out the sentence including the 'blank' word – continue until all the words have been turned around and the group is 'reading' from memory</li> </ul> <p><b>Phonics Focus:</b></p> <ul style="list-style-type: none"> <li>Silent final consonant on <i>et</i> and <i>dans</i></li> <li>Liaison of the <i>s</i> of <i>dans</i> when followed by a vowel, e.g. <i>dans un appartement</i></li> </ul> <p><b>Teaching Tip:</b> This is a very flexible activity that can be varied depending on the size and ability of the group and which appeals to kinaesthetic learners.</p> <p>If there are too many words and too few learners, instead of holding up one word each, they could lay them out in a line on the floor or table. The cards/boards must be easily moved around so that the sentences can evolve.</p> <p>2. <u>Lego sentences</u></p> <p>Using multilink cubes or Lego-type bricks, explain (preferably by demonstrating in French) that one brick must be used per word and ask the group to work in pairs to 'build' the longest sentence they can. The pairs</p>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>can decide how to choose the bricks e.g. they might decide to use a certain colour for verbs, or it could be random. The idea is that handling the different coloured bricks jogs their memory – they must be able to ‘read’ their sentence! (A green brick could represent <i>plantes</i> for example) There could be a prize for the longest sentence – and in this game it is fine to keep adding <i>et</i> and another few words!</p> <p><b>Teaching Tip::</b> during this activity, encourage learners to keep going by using:  <i>Vas-y/allez-y</i>  <i>Continue/continuez</i>  NB the difference between the <i>Tu/vous</i> forms of the imperative when you are talking to one or more than one person.  [NB In the context of teachers/colleagues working together where they know each other and particularly amongst younger people, it is usual for individuals to call each other <i>tu</i>. <i>Vous</i> would be used in a more formal context e.g. speaking to an older/more senior colleague.]</p> <p>3. <u>Quality sentences</u></p> <p>⊗ In the previous activity, learners were encouraged to speak as much as possible and to create the longest utterances possible with the language they have learnt so far. Now ask them to select the ‘best bits’ and to write out on mini-whiteboards their favourite ‘quality’ sentences. This could be done individually and then</p>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>shared with the group for feedback and comments. Learners could then make further adjustments to their sentences.</p> <p>4. <u>Interactive display</u></p> <p>Working in pairs, learners record their 'quality' sentences using recordable buttons, digital voice recorders or similar. These can then be attached to/incorporated into a visual display of the picture, for example by sticking recordable buttons onto a poster size version of the picture with Velcro, or adding sound files to a PowerPoint version of the picture.</p> <p>The rest of the group can then view their colleagues' work, clicking the buttons to hear the commentary. If time is short, this part of the session could be completed as 'homework' and viewed in session 5.</p> <p>⊗ Explain that in sessions 5 and 6 learners will apply what they have learnt in the context of producing some creative work on <i>Mon immeuble idéal</i>. This will be presented visually and orally e.g. learners will talk about their own drawing/3D model in a shoebox.</p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	

## Session 5

### Objectives:

- to use key vocabulary to describe the basic architectural features in the picture
- to show understanding of the spoken word by following instructions for a simple drawing
- to apply this new language in a new context (describing *mon immeuble idéal*)

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>au rez de chaussée</i> <i>au premier étage</i> <i>au deuxième étage</i>  <i>le mur</i> <i>le toit</i> <i>le volet</i> <i>la fenêtre</i> <i>le balcon</i>  <i>un carré</i> <i>un rectangle</i> <i>un triangle</i> <i>un cercle</i>  <i>dessinez</i> <i>coloriez</i> <i>pour</i>  <b>Extra</b> <i>[les couleurs]</i> <i>grand/petit</i> <i>le mur est...</i> <i>les murs sont...</i>	<i>au rez de chaussée</i> <i>au premier étage</i> <i>au deuxième étage</i>  <i>le mur</i> <i>le toit</i> <i>le volet</i> <i>la fenêtre</i> <i>le balcon</i>  <i>un carré</i> <i>un rectangle</i> <i>un triangle</i> <i>un cercle</i>	Singular and plural: <i>Le mur/les murs</i> <i>La fenêtre/les volets</i>	☼ Remind learners that in sessions 5 and 6 they will apply what they have learnt in the context of a producing some creative work on <i>Mon immeuble idéal</i> . This will be presented visually and orally e.g. learners will talk about their own drawing/3D model in a shoebox. Ask them to briefly share their ideas and progress from the last session. Explain that they will learn in this session how to describe their building.  1. <u>Architecture</u>  Print the black and white version of the picture as a worksheet (one copy for each learner) from the Word document 'LOP 5 B&W picture'.  Use the original picture on screen to teach the new vocabulary:  <i>au rez de chaussée</i> <i>au premier étage</i> <i>au deuxième étage</i>  <i>le mur</i> <i>le toit</i> <i>le volet</i> <i>la fenêtre</i>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p><i>le balcon</i></p> <p>Ask learners (<i>montrez-moi/indiquez</i>) to show you/each other the items on their black and white pictures as you present them and they repeat the words.</p> <p><b>Phonics focus</b></p> <p>Silent consonants at ends of words e.g.  <i>re<u>z</u>, to<u>i</u>t, vo<u>l</u>ets</i></p> <p><u>2. La Géométrie</u></p> <p>Show the PowerPoint 'LOP 5 La Géométrie' and use it to teach and practise the new words.</p> <p>On mini-whiteboards or blank paper, model an example and then ask learners to draw what you describe, as in the following example:</p> <p><i>Dessinez un rectangle pour l'immeuble. Dessinez un triangle pour le toit. Au rez-de-chaussée dessinez trois carrés pour les fenêtres. Au premier étage dessinez deux carrés pour les fenêtres avec des rectangles pour les volets. Au deuxième étage, dessinez quatre petites fenêtres et un grand rectangle pour le balcon.</i></p> <p>The descriptions can be as simple or as complicated as required. After two or three examples, ask learners to work in pairs (<i>travaillez à deux</i>) to draw each other's descriptions.</p> <p><u>3. Mon immeuble idéal</u></p>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>In pairs, learners should start to discuss in French their ideal block of flats, using all the language they have learnt so far. They could include:</p> <ul style="list-style-type: none"> <li>• a description of the building (floors/windows/balconies etc)</li> <li>• where it is (<i>à Nice en France</i>)</li> <li>• what you can see when you look at the block of flats (<i>je vois...</i>)</li> <li>• who lives there (<i>une femme habite ici</i>)</li> <li>• what the residents do for a living (<i>il est chef de cuisine</i>)</li> <li>• what they like doing (<i>il aime nager</i>)</li> </ul> <p>This should be done orally at this stage, and learners should be encouraged to use all the techniques covered in the activities so far to help them recall language.</p> <p>⊗ Ask learners to decide how they will present their creative work (drawing/slide show/3D model/comic strip software etc.)</p> <p><b>Teaching Tip:</b>  Drawing can be a very useful way of demonstrating understanding without having to write.  NB Some learners may wish to extend the task with the addition of writing/labelling. However, they should be aware that they will need to present their piece orally, speaking about their flats, not reading out text.</p>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>✿ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise their presentations for next week.</p>	

## Session 6

### Objectives:

- to review/consolidate Sessions 1-5
- to give simple opinions
- to focus on correct pronunciation of longer words that resemble English ones
- to present *mon immeuble idéal* with the addition of written captions/labels
- to reflect on how to adapt this module for use with children

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p>Review/consolidate sessions 1-5</p> <p><i>Je vous présente...</i></p> <p><i>c'est génial</i>  <i>c'est super</i>  <i>c'est idéal</i>  <i>c'est extraordinaire</i>  <i>c'est impressionnant</i></p> <p><b>Classroom language:</b>  <i>Ecrivez</i>  <i>Notez</i>  <i>Annotez</i></p>	<p>Review/consolidate sessions 1-5</p> <p><i>Je vous présente...</i></p> <p><i>c'est génial</i>  <i>c'est super</i>  <i>c'est idéal</i>  <i>c'est extraordinaire</i>  <i>c'est impressionnant</i></p>	<p>Review/consolidate sessions 1-5</p> <p><b>C'est + adjective to give an opinion</b></p>	<p>In this Session learners will complete their creative work on <i>mon immeuble idéal</i> and present it to the rest of the group.</p> <p>Learners should spend the first half of the Session finalising their 'presentations' and rehearsing in pairs.</p> <p>The second half of the Session should be devoted to listening to everyone's work.</p> <p>Each learner should introduce their piece as follows:  <i>Je vous présente mon immeuble idéal</i></p> <p>The rest of the group should give feedback and comment on the <i>immeuble idéal</i> using the following phrases:  <i>c'est génial</i>  <i>c'est super</i>  <i>c'est idéal</i>  <i>c'est extraordinaire</i>  <i>c'est impressionnant</i></p> <p><b>Phonics focus</b></p>	



Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>French intonation/stress and pronunciation of words that are similar to English e.g.</p> <p><i>extraordinaire</i></p> <p><i>super</i></p> <p><i>présentation</i></p> <p><i>impressionnant</i></p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Take this opportunity to reflect as a group on the whole module. The following questions may prove useful for discussion:</p> <ul style="list-style-type: none"> <li>• What do learners feel they have learnt?</li> <li>• How confident do they feel about teaching?</li> <li>• How much progress do they think they have made?</li> <li>• What was the best thing about this module?</li> <li>• What would they change if they did it again?</li> <li>• How relevant was the module to the classroom?</li> <li>• What would they like to learn next?</li> </ul>	



Ensemble Languages Project, 2015

2015 for the Ensemble Languages Project, Ensemble\_Let's Enjoy Pictures Overview and Sessions 1-6

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