



Let's Enjoy Places

Overview for trainers

- In this module you will enable the learners to use and adapt language based on a place.
- 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 place in French: describing some features of a French-speaking country
- 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 geographical features, climate and human activities

What you will be able to do

- Teach the children how to talk about geographical features using maps
- Teach how to say what the weather is like
- Teach them how to make simple sentences to describe a country and what goes on there
- Teach some dictionary skills
- Set up a number of activities using a place 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 a place (the island of Martinique) with key vocabulary for some of its features
- to talk about where things are located using points on the compass

Session 2

Objectives:

- to be able to locate places and geographical features on a map
- to draw simple maps/plans from spoken instructions

Session 3

Objectives:

- to talk about the climate
- to link weather phrases to times of the year

Session 4

Objectives:

- to describe what there is to do in a place
- to use nouns and infinitives correctly to talk about activities
- to use a dictionary to select nouns and verbs

Session 5

Objectives:

- to talk about the food produced in a country
- to say where items feature in a list (first, second, third etc.)
- to listen and understand the gist of a spoken text

Session 6

Objectives:

- to review/consolidate Sessions 1-5
- to present a tourist guide to Martinique covering all the areas in Sessions 1-5
- to focus on correct pronunciation and grammatical accuracy
- to present information visually, in written and spoken form
- to reflect on how to adapt this Module for use with children

Resources

- PowerPoint
- Word document resources provided, printed out
- Atlases and maps for reference/interest
- Large pretend compass (optional)
- Map of Martinique (from the internet)
- Blank maps of islands (for annotating)
- Google maps
- Weather symbols
- Current weather websites e.g. www.meteofrance.com
- French calendar (with names of months in French)
- Props (hats/costumes/symbols) for various weather types
- Mini-whiteboards and pens

Session 1

Objectives:

- to introduce a place (the island of Martinique) with key vocabulary for some of its features
- to talk about where things are located using points on the compass

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>Bienvenue en Martinique voilà/voici ici là-bas</i> <i>une île la Martinique la mer des Caraïbes l'océan Atlantique la côte la plage [de sable noir/blanc] les plages la forêt tropicale la montagne Pelée le volcan le rocher du Diamant la capitale Fort-de-France</i>	<i>une île la Martinique la mer des Caraïbes l'océan Atlantique la côte la plage [de sable noir/blanc] les plages la forêt tropicale la montagne Pelée le volcan le rocher du Diamant la capitale Fort-de-France</i> <i>au nord au sud à l'ouest à l'est</i> <i>voici ici</i> <i>est sont est situé</i>	<p>à + le = au à l'+ word beginning with vowel</p> <p>singular and plural verbs :</p> <p><i>la plage est les plages sont</i></p> <p>Extra <i>la plage est située les plages sont situées</i></p> <p><i>la plage se trouve les plages se trouvent</i></p>	<p>☼ Start by explaining that in this module, learners are going to focus on the French overseas '<i>département</i>' of Martinique, as an example of a French-speaking place.</p> <p>☼ Explain that any francophone country could be used in a similar way. Encourage the group to reflect as they work through the module on how they might choose a country, taking into account:</p> <ul style="list-style-type: none"> • cross curricular links (e.g. geography, history, music, art, science, food, sport) • existing/future links with French-speaking schools • potential for vocabulary/language structures <p>Teaching Tip: You may wish to provide each member of the group with their own copy of a map of Martinique so that they can refer to it throughout the module. Alternatively produce a large copy and display it on the wall.</p> <p>1. <u><i>Bienvenue en Martinique</i></u></p> <p>Using the PowerPoint '<i>LEPlaces1 Bienvenue</i>', introduce the vocabulary in the following way.</p> <p>For each slide, show the image first, then say, for example [<i>voici</i>] <i>une île</i>; [<i>voilà</i>] <i>la côte</i>; [<i>ici</i>] <i>la Mer des Caraïbes</i> ; [<i>là-bas</i>] <i>l'Océan Atlantique</i> etc..... and ask learners to repeat</p>	<p>5 mins</p> <p>20 mins</p>

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p><i>est</i> <i>sont</i> <i>est situé</i> <i>se trouve</i></p> <p><i>sur la côte</i> <i>à l'intérieur</i></p> <p>Questions Où... ? Où est ? Où sont ? Où se trouve ? Qu'est-ce que c'est ?</p> <p>Classroom language <i>Montrez-moi</i> <i>Indiquez</i> <i>Trouvez</i></p> <p><i>Regardez la carte</i> <i>Regardez bien !</i> <i>Écoutez!</i> <i>Répétez !</i> <i>Encore une fois</i></p> <p>Extra <i>les quatre points</i> <i>cardinaux</i> <i>la boussole indique le</i> <i>nord</i></p> <p><i>oui, c'est ça !</i></p>	<p><i>se trouve</i></p> <p><i>sur la côte</i> <i>à l'intérieur</i></p>		<p>after you before 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), incorporating the phrases <i>est/est situé/se trouve</i> and for the plural les plages, using sont [ici].</p> <p>Examples:</p> <p>3. <i>Voici une île. C'est l'île de la Martinique.</i></p> <p>7. <i>Voilà une plage. Les plages se trouvent ici...</i>(Point to the yellow dots as they appear.)</p> <p>12. <i>La forêt tropicale se trouve à l'intérieur de l'île.</i></p> <p>14. <i>Voici la capitale, Fort-de-France. Fort-de-France est situé ici.</i> (Point to red dot.)</p> <p>Slides 15 – 46 show 'blank' maps which reveal coloured symbols and/or labels which can be used to ask learners to recall the language learned so far.</p> <p>Teaching Tip: These slides could be used simply as stimulus for further oral practice, or as a quiz or test. The aim of this exercise is to get learners to practise saying the words; therefore you may wish to introduce an element of competition, against each other or against the clock, or perhaps ask them to anticipate which item will be next (before you click to reveal it) so that they call out lots of guesses.</p> <p>2. <u>Les points cardinaux</u></p>	15 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time								
<i>très bien !</i>			<p>Show the PowerPoint ‘LEPlaces1 <i>Points Cardinaux</i>’ to introduce and practise the four points of the compass.</p> <p>As soon as the words have been presented and repeated a few times, use physical movement to reinforce meaning, practise the phrases and demonstrate understanding. Try these ideas:</p> <p>a) ask learners to stand up and turn and/or point to the direction indicated</p> <p>b) ask learners to move/run to the relevant corner/wall in the room (you could spin the needle on a large ‘play’ cardboard compass and call out the direction it lands)</p> <p>c) ask learners to move an object around the table top (or a counter on a piece of paper/map) in response to you calling out the phrases <i>au nord/ au sud/ à l’ouest/ à l’est</i>.</p> <p>Grammar focus</p> <p>⊗Note that slides 2-5 use <i>le/l’</i> to mean ‘the’, and slides 6-9 use <i>au/à l’</i> to mean ‘at/in the’. Explain that learners will need to use <i>au/à l’</i> with the words <i>nord, sud, ouest, est</i> when describing where things are situated. Get them to work out that <i>à l’</i> is used when the following word begins with a vowel. Depending on the prior knowledge of the group and their confidence levels, you may wish briefly to put this in the context of <i>à</i> + nouns:</p> <table><tr><td><i>au</i></td><td>with masculine nouns</td></tr><tr><td><i>à la</i></td><td>with feminine nouns</td></tr><tr><td><i>à l’</i></td><td>with nouns beginning with a vowel</td></tr><tr><td><i>aux</i></td><td>with plural nouns (both m. and f.)</td></tr></table> <p>3. <u><i>Faire des phrases</i></u></p>	<i>au</i>	with masculine nouns	<i>à la</i>	with feminine nouns	<i>à l’</i>	with nouns beginning with a vowel	<i>aux</i>	with plural nouns (both m. and f.)	15 mins
<i>au</i>	with masculine nouns											
<i>à la</i>	with feminine nouns											
<i>à l’</i>	with nouns beginning with a vowel											
<i>aux</i>	with plural nouns (both m. and f.)											

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Print off and cut out the cards on 'LEPlaces1 OÙ est'. You will need one set of cards per learner. Extra words can be written on the blank cards. These cards can be used in a variety of ways, for example:</p> <ul style="list-style-type: none"> • Learners work individually or in pairs to produce sentences which they read out • Learners use the cards to make a sentence which is <i>vrai ou faux</i> (true or false) and other members of the group have to answer 'vrai' or 'faux', correcting the statement if it is false • Partner A makes a sentence and reads it to partner B, who has to remove one card and replace it with another. Partner A then swaps a card to create a different sentence, and so on, with both learners reading out the sentences as they go. • Learners make sentences and study them for 30 seconds. They then close their eyes while their partner turns over one or more of the cards; open their eyes and read the whole sentence including the missing bits. This can be continued until they are saying entire sentences from memory. <p>Phonics focus</p> <p><i>i – voicj ; icj ; Martinique ; Djamant ; île ; Atlantique ; situé</i></p> <p>Teaching tip:</p> <p>You could also explore some views of Martinique online and/or look at websites such as http://www.martinique.org or if time is short, ask learners to do this between sessions.</p>	5 mins

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 the new language for next week.</p>	

Session 2

Objectives:

- to be able to locate places and geographical features on a map
- to draw simple maps/plans from spoken instructions

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p>All vocabulary from Session 1</p> <p><i>au nord-est</i> <i>au nord-ouest</i> <i>au sud-est</i> <i>au sud-ouest</i></p> <p><i>il y a</i></p> <p><i>une ville</i> <i>un village</i> <i>grand</i> <i>petit</i></p> <p>Classroom language: <i>travaillez à deux</i> <i>prenez un crayon</i> <i>dessinez</i> <i>décrivez</i></p> <p>Extra <i>Consultez un dictionnaire</i></p>	<p>All vocabulary from Session 1</p> <p><i>voilà/voici</i> <i>ici</i> <i>là-bas</i></p> <p><i>au nord-est</i> <i>au nord-ouest</i> <i>au sud-est</i> <i>au sud-ouest</i></p> <p><i>il y a</i></p> <p><i>une ville</i> <i>un village</i> <i>grand</i> <i>petit</i></p> <p><i>comment dit-on... ?</i></p>	<p>Position and agreement of adjectives: <i>un petit village</i> <i>une petite ville</i></p>	<p>⊗ Explain that in this session learners will be practising speaking and listening in pairs, communicating information to each other and demonstrating their understanding by drawing and writing. They will use and expand on the vocabulary presented in Session 1.</p> <p>1. <u>La carte de la Martinique</u></p> <p>Print off several sets of the maps on 'LEPlaces1 Carte'. There are three maps provided –</p> <p>i) a blank outline map</p> <p>ii) a map annotated with coloured symbols (as used in the PowerPoint)</p> <p>iii) a blank map with a compass in the corner</p> <p>Use the resources from Session 1 (PowerPoint and cards) to remind learners of the vocabulary.</p> <p>Introduce the extra compass points <i>au nord-est/ au nord-ouest/ au sud-est/ au sud-ouest</i>, (using 'LEPlaces 2 la boussole') then use the maps for the following activities:</p> <ul style="list-style-type: none"> • the trainer makes a statement which the learners illustrate on a map by drawing or writing 	<p>5 mins</p> <p>20mins</p>

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<ul style="list-style-type: none"> learners work in pairs, and tell each other information in French which their partner notes down on the map and/or replies in French learners label their map from memory or with the help of reference sources <p>Teaching Tip: According to the prior knowledge of the group and the speed and confidence with which they have picked up the language so far, you could use these maps in various ways. Bear in mind that the purpose of this activity is for the learners to communicate in pairs, and to demonstrate their understanding by recording information in writing. They should take turns in giving and receiving information, and should be encouraged to speak only in French. You may wish to provide reference materials, for example the vocabulary summary for Session 1.</p> <p><u>2. Les villes et les villages</u></p> <p>Show a detailed map of Martinique from the internet and ask learners to identify towns and villages. You should be able to do this entirely in French, using the suggested language from Sessions 1 and 2. For example:</p> <p><i>Voici une ville – une grande ville. C’est la capitale de la Martinique – Fort-de-France. Fort-de-France se trouve à l’ouest – ici.</i></p> <p><i>Là-bas – qu’est-ce que c’est ? C’est une grande ville ? ou c’est une petite ville ?</i></p> <p><i>Voici un petit village au sud de l’île... Montrez-moi un petit village au nord de l’île etc.</i></p>	15mins
				15mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>[learner replies : <i>voici un petit village...etc</i>]</p> <p>3. <u>Mon île tropicale</u></p> <p>⊗ Explain that to practise and reinforce the language they have learned so far, learners are going to describe an imaginary tropical island to their partner.</p> <p>Prepare several sheets of paper with a random outline of an island. Each learner adds some symbols and labels to his/her island, then working in pairs, describes it to a partner who draws/labels a blank island according to the information given. They compare the results to see how well they have communicated.</p> <p>Depending on the level of the group, you could encourage learners to introduce a few new items of vocabulary that they might need. Encourage them to ask you '<i>comment dit-on...?</i>' You can reply by giving them the word, or by saying '<i>Consultez un dictionnaire</i>'.</p> <p>Teaching tip: when working with learners of any age, you need to think about how you will respond to requests for extra vocabulary and 'how do you say..?' questions. Think about your objectives and whether giving additional vocabulary will enhance or distract from the learning experience. How will you encourage creativity? How will you ensure focus? How will you increase their range of learning strategies?</p> <p>Grammar focus</p> <p>⊗ Explain that whilst most adjectives come after the noun they describe, there are some common adjectives which precede the noun, for example <i>grand</i> and <i>petit</i>.</p>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>⊗ This might be a good opportunity to draw learners' attention to the masculine and feminine versions of adjectives used here, and to explain as appropriate, taking into account learners' prior understanding of gender and grammatical 'agreement'.</p> <p>Phonics focus</p> <p><i>est</i> - difference in pronunciation of the word meaning 'east' and the part of the verb <i>être</i></p> <p>Compare with pronunciation of <i>et</i></p> <p><i>petit/petite; grand/grande</i> – the silent <i>t/d</i> at the end of the word is sounded when an <i>e</i> is added to make the feminine form</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 looking up words in a dictionary.</p>	5 mins

Session 3

Objectives:

- to talk about the climate
- to link weather phrases to times of the year

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>il fait beau</i> <i>il fait mauvais</i> <i>il fait chaud</i> <i>il fait froid</i> <i>il pleut</i> <i>il neige</i> <i>il y a du vent</i>	<i>il fait beau</i> <i>il fait mauvais</i> <i>il fait chaud</i> <i>il fait froid</i> <i>il pleut</i> <i>il neige</i> <i>il y a du vent</i>	en/au mois de + months <i>il pleut</i> <i>il neige</i> (use of impersonal 'il' to mean 'it')	<p>☼ Explain that in order to talk about the climate, they will learn some weather phrases and will familiarise themselves with the months in French.</p> <p>1. <u>Quel temps fait-il?</u></p> <p>Using props (e.g. sunglasses, scarf, umbrella) and/or actions and mimes, model and practise the weather phrases suggested.</p> <p>Teaching tip: It is a good idea to vary the way you present new vocabulary, and to include a range of approaches (not always pictures) that will appeal to different learning styles. Actions and mimes can be very effective and actively involve the learners, especially if you ask them to invent their own gestures!</p> <p>Once you have presented the vocabulary and learners are becoming familiar with it, there are lots of games you can use to practise it, for example</p> <ul style="list-style-type: none"> Everyone chooses (and if desired, writes on a card or mini-whiteboard) a weather phrase from a limited given range (or takes a picture card from a bag) e.g. <i>il fait beau</i>. Everyone has to find other people in the room who have the same word or phrase, by asking and answering a question in French e.g. <i>Quel temps fait-il?</i> 	5 mins 25mins
<i>janvier</i> <i>février</i> <i>mars</i> <i>avril</i> <i>mai</i> <i>juin</i> <i>juillet</i> <i>août</i> <i>septembre</i> <i>octobre</i> <i>novembre</i> <i>décembre</i>	<i>janvier</i> <i>février</i> <i>mars</i> <i>avril</i> <i>mai</i> <i>juin</i> <i>juillet</i> <i>août</i> <i>septembre</i> <i>octobre</i> <i>novembre</i> <i>décembre</i>			
Questions <i>Quel temps fait-il?</i>	Extra <i>il y a du brouillard</i> <i>il y a de l'orage</i> <i>il est nuageux</i>			
Classroom language				

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>devinez</i> Extra <i>il y a du brouillard</i> <i>il y a de l'orage</i> <i>il est nuageux</i> <i>mais</i> <i>cependant</i> <i>pourtant</i>	<i>mais</i> <i>cependant</i> <i>pourtant</i>		<ul style="list-style-type: none"> The trainer/teacher writes a word or phrase (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 fait froid? Il pleut?</i> until they guess correctly. <p>Grammar focus</p> <p>⊗ Explain that in weather phrases the impersonal pronoun <i>il</i> is used to mean 'it'. For certain verbs such as to rain (<i>pleuvoir</i>) and to snow (<i>neiger</i>), the verb is only used with <i>il</i>.</p> <p>2. <u>Quel temps fait-il en Martinique ?</u></p> <p>Display a current weather forecast and/or temperature/rainfall chart to show the climate in Martinique. You can find these on the internet, by searching for <i>météo en Martinique</i> or consulting sites such as</p> <p>www.meteofrance.com</p> <p>http://www.vivre-la-martinique.fr/</p> <p>Using a French calendar to illustrate the months, ask learners to complete their own charts (printed from 'LEPlaces 3 météo') using the phrases learned. Note that for Martinique they will mostly need <i>il fait beau, il fait chaud, il y a du vent !</i></p> <p>To maximise the French spoken, this activity could be done in pairs, where one person reads the information</p>	25mins

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			<p>and conveys it to the other person who records it, either in writing or with a symbol. For example:</p> <ul style="list-style-type: none"> - <i>Quel temps fait-il en Martinique en janvier ?</i> - <i>Il fait chaud</i> <p>As a comparison, learners could also fill in a chart for France/Paris, and link the information with a simple connective such as <i>mais, cependant, pourtant</i>.</p> <p>Teaching tip: Learning all the months of the year thoroughly can take time. In this context you may decide that it is appropriate to present the vocabulary fairly quickly, practise pronunciation and then provide a reference source such as a French calendar that learners can consult as they work on the task. Months can be repeated and reinforced in different learning contexts, for example birthdays, seasons, festivals.</p> <p>Phonics focus</p> <p><i>r</i> sound, particularly in combination with other letters:</p> <p><i>froid</i></p> <p><i>février</i></p> <p><i>septembre/octobre/novembre/décembre</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</p>	5 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			they might make when using the activities with children. Ask them to practise the new language for next week.	

Session 4

Objectives:

- to describe what there is to do in a place
- to use nouns and infinitives correctly to talk about activities
- to use a dictionary to select nouns and verbs

Language for trainers	Language for learners	Grammar	Activities	Approx. time
vocabulary from Sessions 1-3	vocabulary from Sessions 1-3	<i>il y a</i> + noun <i>on peut</i> + infinitive	⊗ Explain the objectives for this session. Explain that learners will be learning new vocabulary but also developing the transferable skill (or 'language learning strategy') of using a bi-lingual dictionary to look up words.	5 mins
<i>un musée</i> <i>[des musées]</i> <i>le paysage</i> <i>la cathédrale</i> <i>un stade</i> <i>un restaurant</i> <i>[des restaurants]</i> <i>les spécialités</i> <i>[martiniquaises]</i> <i>un club nautique</i> <i>un club de plongée</i>	<i>un musée</i> <i>[des musées]</i> <i>le paysage</i> <i>la cathédrale</i> <i>un stade</i> <i>un restaurant</i> <i>[des restaurants]</i> <i>les spécialités</i> <i>[martiniquaises]</i> <i>un club nautique</i> <i>un club de plongée</i>	identifying nouns and verbs in a dictionary recognising standard abbreviations recognising infinitives Extra recognising infinitives of reflexive verbs	Teaching Tip: Throughout this session, help learners to use a paper dictionary to look up key words, and/or use an online dictionary together on the big screen, for example www.wordreference.com 1. <u>Qu'est-ce qu'il y a en Martinique ?</u> Using images from the internet and resources from Sessions 1-3, prompt learners to play a game where they each add an item to a list of places in Martinique, and repeat what previous learners have said. For example: Learner A: <i>En Martinique il y a des plages.</i> Learner B : <i>En Martinique il y a des plages et il y a une forêt tropicale.</i> Learner C : <i>En Martinique il y a des plages, il y a une forêt tropicale et il y a une cathédrale.</i>	15mins
<i>visiter</i> <i>découvrir</i> <i>admirer</i> <i>manger</i> <i>boire</i> <i>nager</i> <i>plonger</i> <i>faire des randonnées</i> <i>faire des sports</i> <i>nautiques</i>	<i>visiter</i> <i>découvrir</i> <i>admirer</i> <i>manger</i> <i>boire</i> <i>nager</i> <i>plonger</i> <i>faire des randonnées</i>			

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p><i>faire du kayak</i></p> <p><i>il y a</i> <i>on peut</i> <i>et</i> <i>où</i></p> <p>Classroom language: <i>c'est un nom ou un verbe ?</i> <i>cherchez</i> <i>faites des phrases</i> <i>choisissez une carte</i></p> <p>Extra <i>s'amuser</i> <i>se détendre</i> <i>se bronzer</i></p>	<p><i>faire des sports nautiques</i> <i>faire du kayak</i></p> <p><i>il y a</i> <i>on peut</i> <i>et</i> <i>où</i></p> <p><i>un nom</i> <i>un verbe</i></p> <p>Extra <i>s'amuser</i> <i>se détendre</i> <i>se bronzer</i></p>		<p>Learner D : <i>En Martinique il y a des plages, il y a une forêt tropicale, il y a une cathédrale et il y a des musées.</i></p> <p>Teaching Tip:</p> <p>According to the previous knowledge/confidence of the group and the time available, you may wish to limit or extend the number of places. With more confident learners, encourage them to add nouns they have looked up in the dictionary and to re-use some of the other language from Sessions 1-3 to extend their sentences.</p> <p><u>2. Qu'est-ce qu'on peut faire en Martinique ?</u></p> <p>⊗ Explain that they are going to develop their answers by saying what one can do in each of these places, using the phrase <i>on peut</i> + the infinitive of a verb.</p> <p>Grammar focus: Point out (if appropriate) that in French the infinitive is one word and that common endings for infinitives are <i>-er</i>, <i>-re</i>, <i>-ir</i>.</p> <p>Ask learners to think about the English word 'visit' and the fact that it can be a noun ('a visit') or a verb ('to visit'). Look it up in a dictionary together and get them to work out which French word they will need to complete the phrase <i>on peut</i>.....</p> <p>Play a similar game to the previous activity, this time with verbs. For example:</p> <p>Learner A: <i>En Martinique on peut visiter des musées.</i></p>	20mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Learner B : <i>En Martinique on peut visiter des musées et on peut faire des sports.</i></p> <p>Learner C : <i>En Martinique on peut visiter des musées, on peut faire des sports et on peut nager.</i></p> <p>Learner D : <i>En Martinique on peut visiter des musées, on peut faire des sports, on peut nager et on peut manger.</i></p> <p>To stretch learners further, encourage them to combine the two (<i>il y a ...</i> and <i>on peut ...</i>) adding the words <i>et</i> and <i>où</i> as appropriate. For example:</p> <p><i>En Martinique il y a une forêt tropicale où on peut faire des randonnées, et il y a des plages où on peut nager et se bronzer.</i></p> <p>3. <u>Faites des phrases</u></p> <p>Print and cut up the cards on the Word document 'LEPlaces 4 activities'. You can add pictures or symbols to the blank cards to represent the places/activities your learners have been talking about. Put the cards in a bag and ask learners to pick a card (<i>choisissez une carte</i>) and to say a sentence about it (<i>faites une phrase</i>). You can extend the activity by asking them to pick two cards at a time, or to work in pairs or groups to put together longer sentences.</p> <p>Teaching Tip:</p> <p>Pair or group spoken activities can be recorded and played back using digital voice recorders, video or</p>	15mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>recordable buttons of the type used in classroom display (available from school suppliers such as www.tts-group.co.uk)</p> <p>Phonics Focus: -er (at the end of an infinitive) -ez (at the end of a command/imperative) é (in words like <i>découvrir, cathédrale, musée, spécialité</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>	5 mins

Session 5

Objectives:

- to talk about the food produced in a country
- to say where items feature in a list (first, second, third etc.)
- to listen and understand the gist of a spoken text

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>la banane</i> <i>la canne à sucre</i> <i>la pomme de terre</i> <i>l'igname</i> <i>le melon</i> <i>l'ananas</i>	<i>la banane</i> <i>la canne à sucre</i> <i>la pomme de terre</i> <i>l'igname</i> <i>le melon</i> <i>l'ananas</i>	negative <i>ne ...pas</i> in the phrase <i>non, ce n'est pas ça</i> The <i>ne</i> and <i>pas</i> go either side of the verb <i>est</i> (meaning 'is') <i>Ne</i> is shortened to <i>n'</i> before a vowel	<p>☼ Tell learners that by the end of this session they will have all the information and language they need to produce an individual piece of work in Session 6, i.e. a tourist guide to Martinique. This can be presented in whatever form they choose – a leaflet, a slideshow, etc. It can contain some written French, but it must be presented in spoken French to the group; not read aloud but ‘talked’ as if a tour guide was speaking.</p> <p>1. <u>Jeu de mémoire</u></p> <p>Using the cards provided on the Word document ‘LEPlaces 5 memory game’, teach and practise the vocabulary for some of the main agricultural products produced in Martinique. Play a memory game where the cards are placed face down and learners have to try to find a pair, saying the French word correctly as they turn over each card. You can use just the picture cards, or a mixture of picture and word cards.</p> <p>While playing the game, encourage learners to comment on whether they have got the right card or not, using the question and answers: <i>c’est ça?</i> <i>oui, c’est ça</i></p>	5 mins 15mins
<i>premier/ première</i> <i>deuxième</i> <i>troisième</i> <i>quatrième</i> <i>cinquième</i>	<i>premier/ première</i> <i>deuxième</i> <i>troisième</i> <i>quatrième</i> <i>cinquième</i>	ordinal numbers including masculine and feminine forms of <i>premier /première</i>		
<i>est cultivé(e)</i>	<i>est cultivé(e)</i>			
<i>la culture</i> <i>le produit agricole</i> <i>les exportations</i> <i>la production</i>	<i>un jeu de mémoire</i> Extra <i>la culture</i> <i>le produit agricole</i> <i>les exportations</i> <i>la production</i>			
Classroom language <i>un jeu de mémoire</i> <i>c’est ça?</i> <i>oui, c’est ça</i>				

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>non, ce n'est pas ça</i>			<p><i>non, ce n'est pas ça</i></p> <p>Grammar focus :</p> <p>negative <i>ne ...pas</i> in the phrase <i>non, ce <u>n</u>'est <u>pas</u> ça</i></p> <p>The <i>ne</i> and <i>pas</i> go either side of the verb <i>est</i> (meaning 'is')</p> <p><i>Ne</i> is shortened to <i>n'</i> before a vowel</p> <p>Phonics focus</p> <p>ç in the word <i>ça</i></p> <p>2. <u><i>La production agricole en Martinique</i></u></p> <p>Give learners a copy of a map of Martinique (see Session 2) and ask them to listen to you talking about <i>La production agricole en Martinique</i>. As you say each sentence, learners should place one (or two) of the picture cards from the memory game onto the map in the appropriate place.</p> <p>a) <i>La banane est cultivée dans le nord et dans le centre de la Martinique.</i></p> <p>b) <i>La canne à sucre est cultivée dans le centre et dans le sud.</i></p> <p>c) <i>L'ananas est cultivé dans le nord-est de l'île.</i></p>	10mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>d) <i>Le melon est cultivé dans le nord-ouest de la Martinique.</i></p> <p>Ask learners to repeat the activity with a partner, using the picture cards and map as prompts.</p> <p>3. <u><i>La liste des produits agricoles</i></u></p> <p>Using the fingers of your hand, model the words <i>premier, deuxième, troisième, quatrième, cinquième</i>, and ask learners to repeat using their own hands. Print and give everyone a copy of the sheet 'LEPlaces 5 produits agricoles'.</p> <p>⊗ Explain that they are going to hear some information about the top categories of agricultural produce in Martinique. Stress that they should not expect to understand everything they hear, but that they need to try and identify a rank order of importance, and to show their understanding by annotating / drawing/ placing picture cards on the sheet by the correct finger. Read out the following text, and repeat as required.</p> <p><i>La banane est la première production agricole de la Martinique. La banane est le premier produit agricole destiné à l'exportation. La deuxième production agricole de la Martinique est la canne à sucre, qui est cultivée pour le sucre et pour la production de rhum. La culture de l'ananas représente le troisième produit agricole, et le quatrième produit agricole destiné à l'exportation est le melon. Les légumes comme les pommes de terre et les ignames sont en cinquième position.</i></p>	15mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Give out the second page of 'LEPlaces 5 produits agricoles', which has some model sentences using some of the language from the text. Learners can use this in conjunction with the 'hand' sheet in order to practise in pairs giving some simple information on agricultural produce.</p> <p>⊗ Ask learners to decide how they will present their creative work on the tourist guide and give them some time to prepare their ideas.</p> <p>Teaching Tip: Remind learners of all the successful speaking they have done in Sessions 1-5 without 'reading from a script'. Encourage them to rehearse without reading notes, but to use pictures and a few word prompts to guide them.</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 their presentations for next week.</p>	<p>10mins</p> <p>5 mins</p>

Session 6

Objectives:

- to review/consolidate Sessions 1-5
- to present a tourist guide to Martinique covering all the areas in Sessions 1-5
- to focus on correct pronunciation and grammatical accuracy
- to present information visually, in written and spoken form
- 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 utile</i> <i>c'est beau</i> <i>c'est intéressant</i> <i>c'est impressionnant</i> <i>c'est facile à comprendre</i> <i>c'est correct</i></p> <p>Classroom language: <i>qu'en pensez-vous ?</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 utile</i> <i>c'est beau</i> <i>c'est intéressant</i> <i>c'est impressionnant</i> <i>c'est facile à comprendre</i> <i>c'est correct</i></p>	<p>Review/consolidate sessions 1-5</p> <p><i>C'est</i> + adjective to give an opinion</p>	<p>In this Session learners will complete their tourist guide 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 guide touristique de la Martinique</i></p> <p>The rest of the group should give feedback and comment on the work using the following phrases: <i>c'est génial</i> <i>c'est super</i> <i>c'est utile</i> <i>c'est beau</i> <i>c'est intéressant</i> <i>c'est impressionnant</i></p> <p>Teaching tip:</p>	<p>20mins</p> <p>25mins</p>

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Asking other learners to give feedback can be a useful way to get them to listen attentively to each other. The feedback can be focused by asking them to look for specific qualities (is it interesting/useful/beautiful?) and to express their opinions in the target language.</p> <p>Grammar focus: Note that the adjective after <i>c'est</i> is always masculine singular, e.g. <i>C'est intéressant</i> If the noun is mentioned, the adjective must agree with it, e.g. <i>C'est beau</i> = it's beautiful BUT <i>C'est une belle image</i> = it's a beautiful picture</p> <p>Phonics focus French intonation/stress and pronunciation of words that are similar to English e.g. <i>extraordinaire</i> <i>super</i> <i>intéressant</i> <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.</p>	15mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>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"> • What do learners feel they have learnt? • How confident do they feel about teaching? • How much progress do they think they have made? • What was the best thing about this module? • What would they change if they did it again? • How relevant was the module to the classroom? • What would they like to learn next? 	



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