



## Let's enjoy playground games

### Notes for trainers

#### Overview

##### What you will learn

- Key vocabulary for playing games inside and outside of the classroom
- Good pronunciation and intonation, with a particular focus on final consonants
- A limited range of simple structures and rules
- Use of the imperative
- How to form simple plurals
- Position of adjectives; agreement of adjectives

##### What you will be able to do

- Show that playground games are played by children all over the world
- Teach children numbers to 10 and set-up games to support learning of numbers in the classroom
- Teach clapping games, 'counting out' rhymes and lead a P.E. warm-up
- Set up and play parachute games
- Form the imperative (verbs of instruction) in the context of playground games and extend use of the imperative by adding adverbs
- Explain word order for common adjectives and agreement for adjectives of colour
- Use your knowledge of French sound/spelling system to improve your pronunciation
- Be able to teach a wider range of phonemes/graphemes

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 teaching straightaway 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
- 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
- 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/revise numbers 1 -10 and pronounce them correctly in the context of playground games

Resources: PowerPoint for Session 1, access to Internet, digit cards or fans, small dice for pair work, A4 flashcards for hopscotch (*la marelle*)

### Session 2

Objectives:

- to perform a clapping game; to learn a 'counting out' rhyme; to know how to form the simple plural in French

Resources: PowerPoint for Session 2, access to the Internet, speakers

### Session 3

Objectives:

- to understand how to form the imperative (verbs of instruction) in the context of PE warm up and playground games;
- to understand the position of adjectives of colour in a phrase or sentence;
- to learn another counting out rhyme

Resources: PowerPoint for Session 3, video clip, speakers, envelopes and word cards for *Faites une phrase*, music, hoops

### Session 4

Objectives:

- to lead a PE warm-up in French combining verbs and adverbs
- to learn a second 'counting out' rhyme
- to learn a traditional playground game

Resources: PowerPoint for Session 4, video clip, speakers

### Session 5

Objectives:

- to learn simple instructions for parachute games and activities
- to have some understanding of agreement of adjectives

Resources: PowerPoint for Session 5, video clip, speakers, parachute (or large round tablecloth), learner sets of instructions for parachute activity, A4 sheets for Human Sentences

### Session 6

Objectives:

- to extend repertoire of parachute games
- to lead a parachute activity with confidence

Resources: PowerPoint for Session 6, parachute, cut up strips of instructions, learner sets of instructions, small round tablecloths for group work (optional)

### Session 1

**Objective:** to introduce/revise numbers 1 -10 and pronounce them correctly in the context of playground games

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<i>les jeux de cour</i> <b>les chiffres de 1-10</b> <i>un</i> <i>deux</i> <i>trois</i> <i>quatre</i> <i>cinq</i> <i>six</i> <i>sept</i> <i>huit</i> <i>neuf</i> <i>dix</i> <i>un parfum</i> <i>deux jeux</i> <i>trois mois</i> <i>quatre cravates</i> <i>cinq instants</i> <i>six prix</i>	<b>les chiffres de 1-10</b> <i>un</i> <i>deux</i> <i>trois</i> <i>quatre</i> <i>cinq</i> <i>six</i> <i>sept</i> <i>huit</i> <i>neuf</i> <i>dix</i> <i>D'accord/Oui/Non</i> <i>un parfum</i> <i>deux jeux</i> <i>trois mois</i> <i>quatre cravates</i> <i>cinq instants</i> <i>six prix</i>	<p>There are four definite articles used in French <i>le, la, l', les</i>. <i>Le</i> precedes a masculine noun, <i>la</i> a feminine noun, <i>l'</i> is used before a noun starting with a vowel either masculine or feminine. <i>Les</i> is used before any plural noun whether masculine or feminine. Definite articles are used much more in French than English, often where we would not use 'the'.</p>	<p>☼ Start by explaining that learners are going to learn a range of games suitable for either the classroom, hall or playground. By the end of the module they will be able to set up and teach the games in French to their own classes. Encourage the group to reflect as they work through the module on how they might adapt the games to take into account the potential for different vocabulary and language structures.</p> <p>Display the following statement from the National Curriculum Purpose of Study for KS2/3 Languages</p> <p><i>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.</i></p> <p><i>Regardez les images</i></p> <p>☼ Show teachers the images of playground scenes and explain that this is a selection of scenes of playgrounds in French schools. The theme of games/playground games provides much opportunity to encourage children's curiosity in the lives of others. Children, world wide, love playing games and through this theme teachers can show their classes how many of the games, which are popular in the UK, are enjoyed by children all over the world.</p>	<p>5 mins</p> <p>5 mins</p>



Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<i>D'accord ?/D'accord</i> <i>Oui/ Non</i> <b>Extra</b> <i>Sautez !</i> <i>Lancez le dé</i>			<p>Using digit cards/fans, call out a number between one and six and ask learners to hold the corresponding digit to their chest and hold it in the air on the instruction <i>Montrez-moi</i>.</p> <p><b>Grammar Focus</b>            Definite articles</p> <p><i>Regardez, lisez et répétez!</i>            Display the following and learners repeat the numbers and words after you.</p> <p><b>Teaching tip:</b> Linking a number to a similar sounding word should help pronunciation. Begin with one to five and then move on to 7 – 10.</p> <ul style="list-style-type: none"> <li><i>un parfum</i>                      <i>six/dix prix</i></li> <li><i>deux jeux</i>                      <i>sept sucettes</i></li> <li><i>trois mois</i>                      <i>huit puits</i></li> <li><i>quatre cravates</i>              <i>neuf veufs</i></li> <li><i>cinq instants</i></li> </ul> <p><i>Maintenant à vous. Travaillez à deux</i>            Give learners time to practise numbers in pairs using dice. This will also provide an opportunity for you to listen to individual pronunciation.</p> <p><i>Regardez bien!</i>            Now display the number words <i>deux, six, huit, dix</i>. Many learners are confused by the different ways in which these words are pronounced.</p> <p>⊗Take the opportunity to revise the pronunciation rules to establish a secure understanding amongst your learners</p>	<p>5 mins</p> <p>5 mins</p> <p>10 mins</p>

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			<p>that will stay with them beyond the life of this module. The basic rule of French pronunciation is that the final consonant is not pronounced, but there are many exceptions. X is usually silent at the end of words e.g. <i>deux</i> but it is pronounced in <i>six</i> and <i>dix</i> as 's' when the numbers are called out by themselves.</p> <p>However, the pronunciation of some numbers changes according to the word which follows. If the word begins with a vowel e.g. orange then <i>six/dix</i> are pronounced <i>siz/diz oranges</i>, <i>deuz oranges</i> with the final sound changing from 's' to 'z'. In the word <i>huit</i> the final t is sounded <i>huit oranges</i>.</p> <p>There is a <u>third</u> pronunciation of <i>six/dix</i>! If the word which follows begins with a consonant, then the final consonant i.e. x, is silent <i>si/di bananes</i>.</p> <p><i>Travaillez à deux. Discutez – si, sis or siz, di, dis, diz ?</i> Display the following list of words on the board <i>chats, oiseaux, yeux, pommes, abricots, éléphants, maisons, six, dix</i> In pairs, learners preface each word with <i>six</i> or <i>dix</i> to practise pronunciation.</p> <p><i>C'est correct?</i></p> <p>Check answers with whole group.</p> <p><b>Phonic Focus</b> Silent final consonants and pronunciation of <i>six/dix</i></p> <p>Show the image of hopscotch found on the following site: <a href="http://www.aquoitujoues.com/la-marelle.html">http://www.aquoitujoues.com/la-marelle.html</a></p>	

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			<p><i>Maintenant on va jouer à la marelle. Écoutez bien et regardez!</i></p> <p>This is an adaptation of the game. Using large cards/pieces of paper, make a 3 x 3 grid on the floor, using blutak to secure the cards. Write a number from one to ten on 8 of the cards. The middle card in the second row is left blank. This is the 'home' card. Starting on the home card, the first person jumps to a number, says the number, jumps back to the home card and then off the grid. The second person, starts on the home card, jumps to the first person's number and says the number. He/she then jumps back to the home card and onto a number of his/her own choice, saying the number out loud. Finally, the second person jumps back to the home card and then off the grid. The game continues with each person adding a number to the sequence. This is a lovely game to practise numbers in random order</p> <p><b>Teaching tip:</b> This game can be played to practise other vocabulary eg animals, food, colours.</p>	5 mins
			<p><i>Maintenant à vous</i></p> <p>Once you have demonstrated the game, invite learners to play the game in small groups of no more than 6.</p> <p><b>Teaching tip:</b> Teach learners how to respond to the question <i>D'accord?</i> - using thumbs up/down; replying with <i>D'accord/Oui/Non</i> to ensure they have understood the instructions for playing the game.</p> <p><b>Teaching tip:</b> As an alternative, this game can also be played on a table, with fingers doing the jumping! It can be</p>	10 mins

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
			<p>used to practise any new vocabulary such as colours, animals.</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 perform a clapping game; to learn a 'counting out' rhyme; to know how to form the simple plural in French

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>Les jeux de mains</i> <i>Les chiffres de 1 – 10</i> <i>une voyelle/les voyelles</i> <i>une consonne/les consonnes</i> <i>Qu'est-ce que c'est ?</i> <i>Une voyelle ou une consonne ?</i> <i>orange, pommes, abricots, bananes</i> <i>Une oie, deux oies, trois oies, quatre oies, cinq oies, sept oies, c'est toi.</i> <i>Un, deux, trois soleil !</i>	<i>Les chiffres de 1 – 10</i> <i>une voyelle/une consonne</i> <i>orange, pommes, abricots, bananes</i> <i>Une oie, deux oies, trois oies, quatre oies, cinq oies, sept oies, c'est toi.</i> <i>Faites un cercle s'il vous plaît.</i> <i>Éliminé</i> <i>Un, deux, trois soleil !</i> <b>Extra</b> <i>On vous présente notre jeu de main</i> <i>Très bien</i> <i>Super</i> <i>Bravo</i>	<p>There are two indefinite articles used in French – <i>un, une</i>. <i>Un</i> precedes a masculine noun (<i>un ballon</i>), <i>une</i> precedes a feminine noun (<i>une oie</i>).</p> <p>Plurals in French are usually formed by adding 's' to the end of the word, but the 's' is almost always silent, e.g. <i>oies</i>.</p>	<p>☼ Start the session by asking learners to reflect on previous week and to share with the group what went well and what they found more challenging.</p> <p>☼ Explain that in this session learners will consolidate their knowledge of numbers 1 – 10, play a clapping game and look at 'counting out' rhymes. They will also look closely at how plurals are formed in French.</p> <p><i>Regardez la vidéo</i>  Show the following clip where children in Martinique are demonstrating playground games.  <a href="http://www.tes.co.uk/teaching-resource/Primary-French-Deux-jeux-de-mains-6085164/">http://www.tes.co.uk/teaching-resource/Primary-French-Deux-jeux-de-mains-6085164/</a></p> <p><b>Teaching tip:</b> This clips provides teachers with an opportunity to point out that French is spoken in countries other than France.</p> <p><i>Trouvez un partenaire! Faites un jeu de mains!</i>  Learners work in pairs to create their own clapping game using numbers 1 – 10.  <i>Montrez-nous votre jeu de mains!</i>  Invite confident learners to perform their clapping game to the rest of the group.</p> <p><b>Teaching tip:</b> Confident children could perform their clapping game during assembly time.  <i>Regardez et écoutez</i></p>	<p>5 mins</p> <p>5 mins</p> <p>10 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><i>Comprenez-vous ?</i></p> <p><i>Tu comprends ?</i></p> <p><i>Des volontaires s'il vous plaît</i></p> <p><i>Faites un cercle s'il vous plaît</i></p> <p><i>Éliminé</i></p> <p><i>Très bien</i></p> <p><i>Super</i></p> <p><i>Bravo</i></p>			<p>Display numbers 1 – 10 in written form to reinforce pronunciation of numbers from Session 1. Circle the <i>x</i> in <i>deux</i>, the <i>s</i> in <i>trois</i> <i>p</i> in <i>sept</i>, <i>t</i> in <i>huit</i>. Final consonants are usually silent in French e.g. <i>deux</i>. However in words which end with <i>pt</i>, the <i>t</i> is pronounced e.g. <i>sept</i>, <i>concept</i>. The <i>x</i> in <i>deux</i> is silent unless the following word begins with a vowel. (See Session 1). The <i>s</i> in <i>trois</i> follows the same rule. The <i>t</i> in <i>huit</i> is pronounced when the word stands alone and when followed by a word which begins with a vowel. (See Session 1) It is silent when <i>huit</i> precedes a word beginning with a consonant. Give the following examples for learners to practise eg <i>huit</i> – <i>oranges</i>, <i>pommes</i>, <i>abricots</i>, <i>bananes</i></p> <p><b>Phonics focus</b> Final consonants – <i>deux</i>, <i>trois</i>, <b><i>sept</i></b>, <i>huit</i></p> <p>⊗ Many games involve counting out rhymes, played by children all over the world.</p> <p><i>Des volontaires s'il vous plaît. Faites un cercle !</i> Invite a few volunteers to make a circle with you. Demonstrate the counting rhyme <i>Une oie, deux oies</i> .....<i>sept oies</i>, counting round until you get to <i>sept oies</i>. The person who is '<i>sept oies</i>' is out. Teach the word <i>Éliminé</i>. Continue until only one volunteer is left. Explain the meaning of the rhyme and the play on words <i>sept oies/c'est toi</i>. Practise the rhyme as a whole group, emphasising the '<i>oi</i>' phoneme in <i>oie</i>, <i>trois</i>. In small</p>	10 mins

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>groups, learners practise using this counting out rhyme with one learner leading the activity</p> <p><b>Phonics focus</b> [wa] <i>oi</i> – <i>oie</i></p> <p><i>Regardez bien</i> Display the ‘counting out’ rhyme <i>Une oie, deux oies etc</i> from and read aloud. Highlight the indefinite article.</p> <p>⊗As in English, French plurals are formed in different ways. Here, as in the simple plural in English, an ‘s’ has been added. The final ‘s’ is almost always silent so learners have to listen out for the definite/indefinite article e.g. <i>le/la/les, un/une/des</i> or the context of the phrase as in this counting rhyme i.e. <i>une, deux, trois</i>.</p> <p><b>Grammar focus</b> Indefinite article and forming the simple plural</p> <p><b>Teaching tip:</b> When meeting plurals formed by adding ‘s’, encourage learners to work out which clues help them to identify whether a noun is singular or plural when the pronunciation is the same, e.g. rather than <i>giving</i> them an explanation.</p> <p>⊗Describe the game <i>Un, deux, trois, soleil!</i> which is similar to Peep Behind The Curtain/Grandmother’s Steps. One child faces a wall, whilst the rest of the group stand on a line approximately 5 metres away. The child at the wall counts out aloud – <i>Un, deux, trois,</i></p>	<p>10 mins</p> <p>10 mins</p>

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			<p><i>soleil!</i> Children standing on the line move towards the wall whilst these words are being called out. On the word <i>soleil</i>, the child at the wall turns around. The others freeze. Any child still moving has to return to the starting line. The winner is the first child to touch the back of the person standing at the wall before he/she turns around. The winner then leads the game.</p> <p><i>Maintenant à vous!</i> Learners play the game in groups, selecting a leader using the 'counting out' rhyme. Alternatively you can show a brief clip of the game being played on a French playground.  <a href="http://www.tes.co.uk/teaching-resource/Teachers-TV-Playground-Games-Let-s-Go-Pocket-Money-6047476/">http://www.tes.co.uk/teaching-resource/Teachers-TV-Playground-Games-Let-s-Go-Pocket-Money-6047476/</a></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>	<p>5 mins</p> <p>5 mins</p>

### Session 3

**Objectives:** to understand how to form the imperative (verbs of instruction) in the context of PE warm up and playground games; to understand the position of adjectives of colour in a phrase or sentence; to learn another counting out rhyme

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>Une pomme verte</i> <i>Une pomme rouge</i> <i>Une pomme d'or</i> <i>C'est toi qui es dehors</i>  <i>nagez, plongez,</i> <i>managez, marchez,</i> <i>dansez, sautez</i> <b>Classroom language</b> <i>Regardez/regarde la vidéo</i> <i>Écoutez/écoute</i> <i>Lisez/lis</i> <i>Regardez/regarde bien</i> <i>Faites/fais une phrase</i> <i>Faites/fais un geste</i> <i>Parlez/parle plus fort/lentement s'il vous plaît</i> <i>Travaillez à deux/trois/quatre</i>	<i>Une pomme verte</i> <i>Une pomme rouge</i> <i>Une pomme d'or</i> <i>C'est toi qui es dehors</i>  <i>nagez, plongez,</i> <i>managez, marchez,</i> <i>dansez, sautez</i>  <i>Parlez plus fort/lentement s'il vous plaît</i> <b>Extra</b> <i>Jouer/jouez, sauter/sautez</i>	<p>Position of adjectives -many adjectives, although not all, come after the noun in French. Colour adjectives <i>always</i> come after the noun.</p> <p>For this module, we use the second person plural for the imperative. Adding an <i>ez</i> ending eg <i>versez, battez</i>, forms the imperative. The irregular verb <i>faire</i> become <i>faites</i> eg <i>faites un ligne</i>.</p> <p>Language for teachers, includes examples of commands to be used with children.</p>	<p>☼ Start the session by asking learners to reflect on the previous week and to share with the group what went well and what they found more challenging.</p> <p>☼ Explain that in this session learners will learn another counting out rhyme and how to lead a simple P.E. warm-up session. There will also be a focus on word order when using adjectives of colour.</p> <p><i>Écoutez et lisez</i>  Display the counting out rhyme <i>Une pomme verte</i> and read aloud. Check for meaning. Learners practise the rhyme with a partner</p> <p><b>Phonic focus</b>  [y] u -<i>une</i></p> <p>☼ Invite a volunteer to underline the adjective in each line of the rhyme and to comment on its position in each phrase and discuss word order adjectives of colour.</p> <p><b>Grammar focus</b>  Position of adjectives</p> <p><b>Teaching Tip:</b> Encourage teachers to learn 'adjectives of colour' always come after the noun rather than just</p>	<p>5 mins</p> <p>5 mins</p> <p>10 mins</p>

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<p><i>Mettez/mets les phrases dans le bon ordre</i></p> <p><b>Extra</b></p> <p><i>Soulignez/souligne</i></p> <p><i>Comment dit-on en anglais ?</i></p> <p><i>Jouer/jouez, sauter/sautez</i></p> <p><i>Chouette</i></p>		<p>These imperatives take two forms: use the first one with the whole class eg écoutez, regardez, and the second one to speak to an individual child eg écoute, regarde (shown only in this session's 'Classroom Language')</p>	<p>'adjectives'. As learners extend their vocabulary, they will see that some adjectives come before the noun.</p> <p><i>Écoutez bien! Travaillez à deux/trois/quatre</i> Play <i>Faites une phrase</i>. Place an envelope with individual word cards for one of the phrases from the counting rhyme in a hoop. Play some music. In pairs or small groups, learners move around the room until the music stops. They find a hoop, open the envelope and make their phrase. Invite each group to read their phrase aloud.</p> <p><i>Regardez la vidéo</i> Watch 'Movement' – a video clip showing how to lead a PE warm-up session in French.</p> <p><i>Écoutez bien</i> Introduce the imperative verbs <i>nagez, plongez, mangez, marchez, dansez, sautez</i> giving a mime for each verb to ensure meaning is clear.</p> <p><b>NB</b> In this session's classroom language, we have also included the imperative to be used when speaking to an individual child. It is up to you to decide whether or not to mention this to learners.</p> <p><i>Écoutez et répétez</i> Teach/revise the following two sentences <i>Parlez plus lentement s.v.p; Parlez plus fort s.v.p.</i></p>	<p>10 mins</p> <p>5 mins</p> <p>10 mins</p>

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			<p>☼ Encourage learners to use these phrases if they are having difficulty understanding/hearing words and phrases.</p> <p><i>Écoutez, répétez et faites un geste</i> Repeat the verbs again together with a mime and ask learners to repeat. Check pronunciation.</p> <p><b>Teaching Tip</b> The following sequence provides a good model for introducing, practising and recalling new vocabulary, and works well in the classroom</p> <ul style="list-style-type: none"> <li>• give a verb and children mime as a class</li> <li>• ask individual children to mime and you give the verb</li> <li>• mime and the class chorus the verb</li> <li>• ask individual children to give a verb and you perform.</li> </ul> <p><b>Grammar focus</b> ☼ Display: <i>nagez, plongez, mangez, marchez, dansez, faites (un geste)</i> on the board. Ask learners to identify which instruction is the odd one out and why. Circle <i>ez</i> at the end of first five verbs and explain that this is the ending for most instruction/imperative verbs. Describe to learners how the imperative is formed for regular 'er' verbs. You might like to display one or two other verbs e.g. <i>jouer, sauter</i> and ask delegates to change the infinitive to the imperative.</p>	10 mins

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			<p>Introduce the verb 'faire' which is a frequently used verb for giving commands/instructions e.g. <i>Faites une phrase, faites un geste</i>. It is what is known as an 'irregular' verb and therefore does not follow the rule for making instruction/imperative verbs ie have an ez ending.</p> <p><b>Teaching Tip:</b> It is important to choose carefully the language to describe French grammar. Learners may not be familiar with terminology such as 'imperative, regular, irregular, infinitive'. An alternative explanation might be that the ez ending is used for giving commands</p> <p><b>Phonics focus</b> [ɛ] ez – <i>nagez, plongez, marchez</i> etc.</p> <p><i>Maintenant à vous! En groupes de six s.v.p.</i> In small groups, learners choose the first leader by using the <i>Une pomme verte</i> rhyme and take it in turns to lead a warm-up session. At this stage, learners are using <i>verbs</i> only. Adverbs will be introduced in Session 4.</p> <p><b>Teaching Tip:</b> If space is an issue, learners can simply mime the verbs.</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>	<p>10 mins</p> <p>5 mins</p>



### Session 4

**Objectives:** to lead a PE warm-up in French combining verbs and adverbs; to learn a second ‘counting out’ rhyme; to learn a traditional playground game

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>Nagez</i>	<i>Nagez</i>	<b>Grammar Focus</b> Some adverbs in French are formed by adding the suffix <i>-ment</i> to the adjective e.g. <i>lentement</i> , whilst others remain unchanged e.g. <i>vite</i> .	☼ Start the session by asking learners to reflect on the previous week and to share with the group what went well and what they found more challenging.	5 mins
<i>Plongez</i>	<i>Plongez</i>		☼ Explain that in this session learners will see how the spelling of adjectives can change according to gender, learn how to use adverbs in PE warm ups, and learn a traditional French playground game.	5 mins
<i>Mangez</i>	<i>Mangez</i>			
<i>Marchez</i>	<i>Marchez</i>			
<i>Danse</i>	<i>Danse</i>			
<i>Sautez</i>	<i>Sautez</i>			
<i>vite, lentement</i>	<i>vite, lentement</i>		<i>Écoutez et regardez</i> Watch the clip ‘Movement’ from Session 4 again.	
<i>Passe, passe, passera</i>	<i>Allons-y</i>			
<i>La dernière, la dernière</i>	<i>Arrêtez</i>		<i>Écoutez et répétez</i> Revise the verbs <i>nagez, plongez, mangez, marchez, dansez, sautez</i> . Can volunteers identify any adverbs from the clip? Introduce <i>vite, lentement</i> in this context. Combine these two adverbs with the verbs above and ask learners to mime their meaning e.g. <i>nagez vite, mangez lentement</i> .	5 mins
<i>Passe, passe, passera</i>	<i>Passe, passe, passera</i>			
<i>La dernière restera!</i>	<i>La dernière, la dernière</i>			
<b>Classroom language</b>	<i>Passe, passe, passera</i>			
<i>Écoutez bien la classe</i>	<i>La dernière restera!</i>			
<i>Allons-y</i>				
<i>Arrêtez</i>				
<i>Levez la main</i>			<b>Grammar Focus</b> Use of adverbs <i>vite, lentement</i>	
<i>Écoutez encore une fois</i>				

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><i>Comprenez-vous ?</i>  <i>Tu comprends ?</i>  <i>Écoutez encore une fois</i>  <i>On va jouer le jeu de cour</i>  <i>Passe, passe,</i>  <b>Extra</b>  <i>l'accent grave</i></p>			<p>⊗Ask learners to think back to the clip 'Movement'. Most of the P.E. warm up in the clip is in French apart from 'let's' when the teacher wants the children to act out a new verb and 'stop' when she wants them to stop. With a little additional vocabulary, the warm-up could be carried out completely in French. Invite suggestions from learners.</p> <p><i>Écoutez et répétez</i>  Phrases such as <i>Écoutez bien/ Écoutez bien la classe, Allons-y!</i> could be used to introduce the warm-up verbs. Practise these with the group.</p> <p><i>Maintenant à vous</i>  In pairs or very small groups, learners practise leading a PE warm up session in French, incorporating adverbs. Allow sufficient time for all learners to lead the warm up.</p> <p><b>Teaching Tip</b>  The aim of the above activity is to practise the language so teachers can simply mime the verbs rather than act them out and moving around the room.</p> <p>The following game, <i>Passe, passe</i>, is a traditional French playground game which can be played in the hall. Before explaining the game, introduce the rhyme.</p> <p><i>Écoutez et levez la main</i></p>	<p>10 mins</p> <p>10 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>Say the rhyme aloud or play a recording. Ask learners to listen carefully to see if they can identify any familiar words or cognates. Check for meaning.</p> <p><i>Écoutez encore une fois, lisez et répétez</i> Line by line, call out the rhyme again asking learners to repeat after you.</p> <p><b>Phonics Focus</b> [ɛʀ] ère - dernière ✿ Write <i>la dernière</i> on the board and practise ère phoneme. Draw learners' attention to 'è' and the function of the grave accent.</p> <p><i>Écoutez, regardez et répétez</i> Display the rhyme and ask learners (a) to repeat after you line by line (b) to read the rhyme aloud together as a class. Discuss strategies that would help learners to learn the rhyme by heart. In pairs, allow learners 5 minutes to practise the rhyme.</p> <p><b>Teaching Tip:</b> Pair work provides an opportunity for you to support learners' pronunciation.</p> <p>✿ To play the game, learners need to be divided into two groups. One group forms a circle and walks to the left, holding hands high in the air. All learners start to say the rhyme. The second group, in a line, walks in and out of the circle, in between each learner forming the circle.</p>	<p>5 mins</p> <p>10 mins</p> <p>10 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>On the word '<i>restera</i>', the learners forming the circle lower their arms. Learners trapped in the circle join the circle for the next round. The last learner left is the winner.</p> <p><i>Maintenant à vous. On va jouer le jeu de cour 'Passe, passé, passera'.</i></p> <p>Play the game for two or three rounds to give learners plenty of practice at recalling the rhyme.</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 learn simple instructions for parachute games and activities; to have some understanding of agreement of adjectives

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>Installez-vous autour du parachute</i>	<i>Installez-vous autour du parachute</i>	<b>Grammar Focus</b> Definite articles are used much more in French than in English often where we would not use 'the' e.g. <i>la main droite</i>  Adjectives may change their spelling according to the noun they are describing. Adjectives describing feminine nouns, usually add an 'e' e.g. <i>la main droite</i> unless the adjective already	☼ Start the session by asking learners to reflect on the previous week and to share with the group what went well and what they found more challenging.	5 mins
<i>Levez-vous</i>	<i>Levez-vous</i>		☼ Explain that in this session and the next, learners will learn how to play parachute games in French. Show the video clip 'Parachute' where a Year 2 class are playing parachute games in French.	5 mins
<i>Tenez le parachute avec la main gauche</i>	<i>Tenez le parachute avec la main gauche</i>		<b>Teaching Tip:</b> Parachute games are a motivating way to teach languages and are suitable for all primary age groups, providing the games are age-appropriate. Most primary schools have a parachute. Alternatively, a large round tablecloth could be used.  <i>Écoutez et regardez!</i> Call out the following instructions, demonstrating the action to ensure meaning. Repeat twice. <ul style="list-style-type: none"> <li><i>Installez-vous autour du parachute</i></li> <li><i>Levez-vous</i></li> </ul>	10 mins
<i>Tenez le parachute avec la main droite</i>	<i>Tenez le parachute avec la main droite</i>			
<i>Tournez à droite/gauche</i>	<i>Tournez à droite/gauche</i>			
<i>Marchez</i>	<i>Marchez</i>			
<i>la, le, les, main, mains, bras, droit, droite, droits, droites</i>				

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><i>Baissez le parachute!</i></p> <p><i>Levez le parachute en l'air !</i></p> <p><i>Courez au centre !</i></p> <p><i>On va jouer au Champignon</i></p> <p><i>Les chiffres 1 - 10</i></p> <p><b>Classroom language</b></p> <p><i>Participez</i></p> <p><i>Faites les phrases</i></p>	<p><i>la, le, les, main, mains, bras, droit, droite, droits, droites</i></p>	<p>ends in 'e' e.g. <i>la main rouge</i>.</p> <p>Adjectives describing plural masculine nouns (<i>les</i>) add 's' eg. <i>les bras droits</i>, and 'es' when describing plural feminine nouns eg. <i>les mains droites</i>. Adding <i>e</i> and <i>es</i> changes the pronunciation of <i>droit</i> as the <i>t</i> is now sounded.</p>	<ul style="list-style-type: none"> <li>• <i>Tenez le parachute avec la main gauche</i></li> <li>• <i>Tenez le parachute avec la main droite</i></li> <li>• <i>Tournez à droite/gauche</i></li> <li>• <i>Marchez</i></li> </ul> <p><b>Teaching Tip:</b> When giving the instruction <i>Installez-vous</i>, teachers would expect children to sit round the parachute. However, in this instance learners may find it easier to stand by the parachute.</p> <p><i>Écoutez, répétez et participez!</i></p> <p>Learners stand by the parachute. Call out each instruction, learners repeat after you as they carry out each instruction.</p> <p>If appropriate, you can also add adverbs <i>lentement/vite</i> introduced in Session 4.</p> <p><b>Phonics Focus</b></p> <p>[ɛ] ez – <i>installez, levez, tenez, tournez, marchez</i></p> <p><i>Écoutez, lisez et répétez</i></p> <p>Display instructions one at a time and ask learners to repeat. Focus on any particular words, which need pronunciation, practice e.g. <i>installez, autour, parachute</i>.</p> <p><b>Grammar Focus</b></p> <p>⊗ Definite articles are used much more in French than in English often where we would not use 'the' e.g. <i>la main droite</i></p>	<p>5 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p><i>Travaillez à deux!</i> Give each learner a set of the instructions. Working with a partner, one learner reads out the instructions in random order for their partner to translate into English.</p> <p><b>Grammar Focus</b> ✿ Write <i>le bras droit</i> on the board and revise position of adjectives. Now write <i>la main droite</i> and underline the 'e'. Explain to learners how adjectives may change their spelling according to the noun they are describing.</p> <p><i>Faites la phrase</i> Human sentences: Write the following words on individual A4 sheets of paper <i>la, le, les, main, mains, bras, droit, droite, droits, droites</i>. Give out the words to individual learners. Call out in English one of the following phrases –right hand, right arm, right hands, right arms. Learners arrange themselves into the correct order, taking into account agreement of adjectives.</p> <p>✿ <b>Teaching Tip:</b> The physical movement of making a Human Sentence is an effective approach.</p> <p><i>Un volontaire s.v.p.</i> Return to the parachute and invite a confident volunteer to call out instructions for the other learners to follow.</p> <p><b>Teaching Tip:</b> Display the instructions as a prompt for</p>	<p>5 mins</p> <p>5 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>the volunteer.</p> <p><i>Écoutez et regardez</i>            For the next activity, you will need to introduce three more instructions. The first <i>Baissez le parachute!</i> is a key instruction for management of parachute games. It marks the end of one instruction/activity and prepares children to listen to the next. The remaining two instructions are <i>Levez le parachute en l'air</i>, and <i>Courez au centre!</i></p> <p>⊗ Explain the game <i>Champignon</i>            Choose four numbers from 1 – 10 and give each learner one of these numbers. Raise the parachute, call out a number eg <i>sept</i> and all the '<i>sept</i>' run under the parachute and into the middle. They 'punch' their number into the air and then go back to their place. A variation of this is that learners walk quickly around the outside of the parachute and then into the middle.</p> <p><i>On va jouer au Champignon !</i>            Play the game four times, so that each number has a turn.</p> <p><b>Teaching Tip:</b> Point out to learners that this game can be played to reinforce a variety of vocabulary e.g. colours, animals, food.</p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to</p>	<p>5 mins</p> <p>10 mins</p> <p>5 mins</p>



Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			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.	

### Session 6

**Objectives:** to extend repertoire of parachute games and lead a parachute activity with confidence.

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>Installez-vous autour du parachute</i>	<i>Installez-vous autour du parachute</i>	Adjectives and adjectival position: although most adjectives (including colours) follow the noun, some do precede the noun eg petit, grand.	<p>☼ Start the session by asking learners to reflect on the previous week and to share with the group what went well and what they found more challenging.</p> <p>☼ Explain that in this session learners will extend their repertoire of parachute games.</p> <p><i>Écoutez et participez</i> Ask learners to stand by the parachute and hold it with their right hand. Introduce the following two new instructions :</p> <ul style="list-style-type: none"> <li><i>marchez à petits pas/à grands pas</i></li> </ul> <p>Ask learners to respond to the instructions learned in Session 5, adding <i>marchez à petits pas/à grands pas</i> as appropriate.</p> <p><b>Phonic focus</b></p>	5 mins
<i>Levez-vous</i>	<i>Levez-vous</i>			5 mins
<i>Tenez le parachute avec la main gauche</i>	<i>Tenez le parachute avec la main gauche.</i>	Regardless of position, adjectives may change their spelling according to the noun they are describing. Adjectives describing feminine		
<i>Tenez le parachute avec la main droite</i>	<i>Tenez le parachute avec la main droite.</i>			
<i>Tournez à droite/gauche</i>	<i>Tournez à droite/gauche</i>			
<i>Marchez</i>	<i>Marchez</i>			
<i>Baissez le parachute</i>				

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><i>Levez le parachute en l'air</i></p> <p><i>Marchez à petits pas/à grands pas</i></p> <p><i>Si tu as un chien, un chat, une souris, un lapin, un hamster, une sœur, un frère</i></p> <p><b>Classroom language</b></p> <p><i>Bravo, super, très bien, géniale</i></p> <p><i>Lisez et choisissez!</i></p> <p><b>Extra</b></p> <p>The 'si tu as' game can be extended to 'si tu aimes' eg <i>le chocolat, le football, le fruit</i></p>	<p><i>Baissez le parachute</i></p> <p><i>Levez le parachute en l'air</i></p> <p><i>Marchez à petits pas/à grands pas</i></p> <p><i>Si tu as un chien, un chat, une souris, un lapin, un hamster, une sœur, un frère</i></p> <p><i>Super/bravo/très bien, géniale</i></p> <p><b>Extra</b></p> <p>The 'si tu as' game can be extended to 'si tu aimes' eg <i>le chocolat, le football, le fruit</i></p>	<p>nouns, usually add an 'e' e.g. <i>la main droite</i> unless the adjective already ends in 'e' e.g. <i>la main rouge</i>.</p> <p>Adjectives describing plural masculine nouns (<i>les</i>) add 's' eg. <i>les bras droits</i>, and 'es' when describing plural feminine nouns eg. <i>les mains droites</i>.</p> <p>Adding 's' to the end of the word usually forms plurals in French as in English. However, as in English, there are many exceptions e.g. <i>les pas</i></p>	<p>Final consonants <i>grands, pas</i></p> <p><b>Grammar focus</b></p> <p>Write the following on the board and check for meaning. <i>marchez à petits pas/à grands pas</i>. Underline <i>petits</i> and <i>grands</i> and invite comments on the position of these adjectives. Now in pairs, allow learners two minutes to discuss the spelling of <i>petits/grands</i>. Take feedback.</p> <p><i>Lisez, écoutez et parlez</i></p> <p>Display instructions and read through. Give each learner one of the instructions on a strip of paper. Learners call out their instructions for the rest of the group to follow. Repeat activity.</p> <p><b>Teaching tip:</b> To maintain the pace of this activity, number the instructions so learners will know when to call out their instruction.</p> <p><i>Lisez et choisissez!</i></p> <p>Give learners a sheet of all instructions for Parachute Games introduced so far. In small groups of no more than 4, learners refer to the instructions and decide which are the instructions to use for <i>Champignon</i>. With an imagined parachute (or small tablecloth!) they practise this game in small groups.</p> <p>⊗ Explain the game <i>Si tu as</i>. Learners stand by the parachute and then raise it. They change places in response to a 'si tu as' question eg <i>si tu as un chien/un chat/une souris/un lapin/un hamster/une sœur/ un frère</i>.</p> <p><i>Allons jouer au jeu 'Si tu as' !</i></p>	<p>5 mins</p> <p>10 mins</p> <p>10 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>Play several times.</p> <p><b>Phonic Focus</b> [y] <i>u – parachute, tu</i></p> <p><i>C'est à vous!</i> In small groups, learners plan one of the following activities for the whole group, each member of the group taking it in turns to call out at least one instruction:</p> <ul style="list-style-type: none"> <li>• lead a warm up for parachute games using a selection of instructions from Session 5</li> <li>• lead the game <i>Champignon</i></li> <li>• lead the game '<i>Si tu as</i>'</li> </ul> <p>Each group leads their choice and the whole group joins in. The rest of the group could respond with <i>Bravo, super, très bien,</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 the language content of this module with their class.</p>	<p>15 mins</p> <p>5 mins</p>

**Transcripts with basic language and phonic focus for 'Let's enjoy playground games'**

<p><b>Transcript</b></p> <p><i>Une oie, deux oies, trois oies, quatre oies, cinq oies, sept oies, c'est toi.</i></p> <p><i>Un, deux, trois soleil !</i></p> <p><i>Une pomme verte</i>  <i>Une pomme rouge</i>  <i>Une pomme d'or</i>  <i>C'est toi qui es dehors</i></p> <p><i>Passe, passe, passera</i>  <i>La dernière, la dernière</i>  <i>Passe, passe, passera</i>  <i>La dernière restera!</i></p> <p><i>Installez-vous autour du parachute</i>  <i>Levez-vous</i>  <i>Tenez le parachute avec la main gauche</i>  <i>Tenez le parachute avec la main droite</i>  <i>Tournez à droite/gauche</i>  <i>Marchez</i>  <i>Baissez le parachute</i>  <i>Levez le parachute en l'air</i>  <i>Marchez à petits pas/à grands pas</i></p> <p><b>Classroom Language</b></p> <p><b>les chiffres -</b>  1 – 10  <i>Regardez les images</i>  <i>Écoutez</i>  <i>Répétez</i>  <i>Dites le chiffre</i>  <i>Cherchez le ....</i>  <i>Masquez le.. et montrez-moi.</i>  <i>Travaillez à deux</i>  <i>Lisez</i>  <i>Maintenant à vous</i>  <i>C'est correct?</i>  <i>Discutez</i>  <i>Écoutez/regardez bien</i></p>	<p><i>Oui/ Non</i>  <i>Regardez la vidéo</i>  <i>Trouvez un partenaire</i>  <i>Faites un jeu de mains</i>  <i>Montrez-nous votre jeu de mains</i>  <i>Comprenez-vous ?</i>  <i>Tu comprends ?</i>  <i>Des volontaires s'il vous plaît</i>  <i>Faites un cercle s'il vous plaît</i>  <i>Éliminé</i>  <i>Très bien, Super, Bravo, Géniale, Chouette</i>  <i>Lisez/lis</i>  <i>Regardez/regarde bien</i>  <i>Faites/fais une phrase</i>  <i>Faites/fais un geste</i>  <i>Parlez/parle plus fort/lentement s'il vous plaît</i>  <i>Travaillez à deux/trois/quatre</i>  <i>Mettez/mets les phrases dans le bon ordre</i>  <i>Écoutez bien la classe</i>  <i>Allons-y</i>  <i>Arrêtez</i>  <i>Levez la main</i>  <i>Écoutez encore une fois</i>  <i>Comprenez-vous ?</i>  <i>Tu comprends ?</i>  <i>Écoutez encore une fois</i>  <i>On va jouer le jeu de cour Passe, passe</i>  <i>Participez!</i>  <i>Lisez et choisissez!</i></p>
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<p><i>D'accord ?/D'accord</i>  <b>Phonics focus</b></p> <ul style="list-style-type: none"> <li>• [ɛ] <i>ez</i>) <i>installez, levez, tenez, tournez, marchez, baissez</i></li> <li>• [œ] <i>un - un</i></li> <li>• [wa] <i>oi – trois</i></li> <li>• Silent final consonant – <i>deux, sept, huit, grands, pas</i></li> <li>• <i>Six, dix</i> – on their own <i>x</i> pronounced as 's'; in front of a word beginning with a consonant – <i>x</i> is silent eg <i>six/dix bananes</i>; in front of a word beginning with a vowel – <i>x</i> is pronounced as 'z' eg <i>six/dix oranges</i></li> <li>• [y] – <i>u – une</i></li> <li>• [ɛʀ] <i>ère - dernière</i></li> </ul>	<p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Use of definite article in game <i>Montrez-moi i.e. Cherchez le deux</i></li> <li>• Indefinite articles eg <i>une oie</i></li> <li>• How to form the imperative in context of games eg <i>Tenez le parachute</i> (2<sup>nd</sup> person sing. and plural)</li> <li>• Forming simple plural in French eg <i>une oie, deux oies</i></li> <li>• Position of adjectives of colour eg <i>une pomme rouge</i></li> <li>• Adjectives which come before the noun <i>grand, petit</i></li> <li>• Agreement of adjectives <i>la main droite, grands pas, petits pas</i></li> <li>• Adverbs <i>marchez lentement, marchez vite</i></li> </ul>
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Ensemble Languages Project, 2015

2015 for the Ensemble Languages Project, Ensemble\_Let's Enjoy Playground Games Notes for Trainers

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