



Let's enjoy poems

*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.*

Overview for trainers

What you will be teaching

- A simple poem in French
- Good pronunciation
- Good intonation
- A limited range of simple structures and rules
- Key vocabulary to focus on colours, clothes, days of the week

What you will be able to do

- Teach the learners a poem
- Teach some colours
- Teach the days of the week
- Set up a number of activities to help the learners understand the poem and enjoy their first attempts at learning French
- Encourage your learners, who are after all primary teachers, to learn both language and activities that they can use with confidence in their own classrooms

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

KS2 National Curriculum coverage

Trainers, learners and children will have opportunities to:

- listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes 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
- appreciate stories, songs, poems and rhymes in the language
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Sessions summary

Session 1

Objectives of this session are:

- To learn numbers 1 – 10

The session will introduce some basic colours as well as some simple imperatives e.g. montrez-moi, touchez, trouvez, écoutez, regardez, répétez, fermez les yeux) in order to play a some number games.

Session 2

Objectives:

- To learn the days of the week
- To learn some colours and how to pronounce them correctly through simple classroom games.
- Review numbers

Session 3

Objectives:

- To learn the French for some clothes
- To learn how to describe them in simple terms by using colours
- To explore masculine and feminine words
- To learn about basic word order in French sentences

Session 4

Objectives:

- To learn to say “my”
- To say what I like to wear
- To focus on 1 key question structure

Qu’est-ce que tu aimes porter?

- To focus on 1 key response

J’aime porter un/mon, une/ma, des/mes

Session 5

Objectives:

- To learn a few prepositions from the poem
- To learn a few useful French phrases
- To begin to exploit the poem

Session 6

Objectives:

- To recap all language and activities by using the whole poem

Resources

- PPT **
- Trainer's guide which can be given to teachers after each module *
- Flashcards
- Mini-whiteboards and pens
- If funds are available you could also use the Talking Speech Bubbles from TTS supplies which are essentially mini-whiteboards with a record facility

<http://www.tts-group.co.uk/shops/tts/Products/PD1727042/Recordable-Speech-Bubble/>

- Mini-cards with numbers
- Lotto grids
- Fly-swat
- Whiteboard pens and wipers
- Phonology strand links to
- Scraps of coloured fabric – details in Session 2
- A bag to put them in
- Flip chart sheets of large sheets of sugar paper
- Post-its
- Whistle, bell, bicycle horn
- Small snatches of French music and a device to play them – usually through the lap top
- PPT grids for Pelmanism (matching pairs) games *
- Poem jigsaw grids to make cue cards *




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

* this resource is provided as PPT slide to print out

** PPT is a guide for trainers and can be adapted

Session 1

Objectives: To learn numbers 1 – 10 and some colours and how to pronounce them correctly through simple classroom games.

Language for trainers	Language for learners	Grammar	Activities	Approx. time
les numéros un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix – ten	les numéros un deux trois quatre cinq six sept huit neuf dix	Not applicable to this session although detailed looking at the language involved will involve a substantial focus on phonology, accurate and confident pronunciation and phoneme/grapheme links	<i>Écoutez le poème ! </i> 	5 mins
Classroom language Montrez – moi Ecrivez Effacez Dessinez Touchez Frappez C'est quel numéro ?... Regardez ! Écoutez (le poème) ! Répétez ! Oui ? Non ?	Classroom language Montrez – moi Ecrivez Effacez Dessinez Touchez Frappez Regardez ! Écoutez (le poème) ! Répétez !		Play/recite the poem PPT slide visible and explain that this module will be based around the poem and that by the end of the module, they will be able to understand and use the poem as a resource with their own classes. Before telling learners the objectives for the session, ask them if they can guess what the poem is about.	5 mins
			<i>Regardez et écoutez!</i> Introduce the numbers one by one	10 mins
			<i>Regardez, écoutez et répétez!</i> Repeat and this time ask group to repeat chorally – emphasising the different sounds and correct pronunciation. Ask questions - <i>C'est quel numéro ?</i> Repeat learner response to reinforce correct pronunciation.	5 mins
			Play game – point to a number on PPT. whiteboard, flashcard and ask learners to repeat if correct and not if incorrect (TT for children the class can earn a point each time they repeat or remain silent correctly and the teacher for each time they get it wrong – the class always wins!)	10 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>D'accord ?</i>	<i>Oui ? Non ?</i> <i>D'accord ?</i>		<p>Explain that in this middle part of the session you will be looking at the phonics related to the new words</p> <p>Show list written number forms on white board (PPT) – read aloud and ask class to repeat.</p> <p>Phonics focus</p> <p><i>un</i> - <i>un</i></p> <p><i>une</i> - <i>une</i></p> <p><i>deux</i> – <i>eu</i>, silent x</p> <p><i>trois</i> - <i>roi</i>, silent s</p> <p><i>quatre</i> – <i>qu</i>, <i>re</i></p> <p><i>cinq</i> – soft c, in, q as in English k not as in English quad</p> <p><i>six</i> – soft x when <i>six</i> is a stand-alone or followed by a vowel e.g. <i>six</i>, but silent when not followed by a vowel : <i>six T-shirts</i></p> <p><i>sept</i> – silent p</p> <p><i>huit</i> – silent h, <i>ui</i></p> <p><i>neuf</i> – <i>eu</i></p> <p><i>dix</i> – as <i>six</i></p> <p>Games</p> <ol style="list-style-type: none"> 1. Mini-whiteboards to encourage listening 2. Bunch of Grapes or Swat the Number 3. Lotto 	<p>10 mins</p> <p>2 mins</p>


Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p><u>Mini- whiteboards to encourage listening</u></p> <p>Model the commands with actions e.g. <i>Ecrivez 6</i> <i>Montrez-moi le numéro x</i> <i>Effacez le numéro</i></p> <p><u>Bunch of Grapes or Swat the Number</u></p> <p>Draw 2 bunches of grapes, one on each side of the white board or ready prepared on 2 sheets of flipchart paper – label one A and the other B</p> <p>Each bunch as 10 individual “grapes”</p> <p>In each grape put a number between 1 and 10</p> <p>Split the group into 2 teams</p> <p>Ask one person from team A to stand in front bunch A and one person from Team B to stand in front of Bunch B</p> <p>Give the “volunteer” from each team a rag, board wiper or pen depending on how you want them to mark the grapes</p> <p>Call out a number. The first person to wipe out or mark the number gets a point for their team</p> <p>Repeat with the same volunteers or others</p> <p>Get one of the learners to be the teacher!</p> <p><u>Swat the number</u></p>	5 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Is essentially the same game but simply writing a lot of numbers on the board/flipchart and getting the volunteers to swat the number with a fly swat</p> <p><u>Lotto</u></p> <p>Give each person a pre-printed grid with 6 squares</p> <p>Model that this is lotto or bingo!</p> <p>Model that they fill in each square with a number between 1 and 10 but emphasise that they choose each number themselves</p> <p>Again try and do this by good modelling and gesture rather than resorting to English</p> <p>First person to cross off all their numbers calls out “<i>lotto!</i>”</p>	

Session 2

Objectives

- To learn the days of the week
- To learn some colours and how to pronounce them correctly through simple classroom games.
- Review numbers

Language for trainers	Language for learners	Grammar	Activities	Approx. time
les jours de la semaine <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche</i> <i>la semaine</i>	les jours de la semaine <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche</i> <i>la semaine</i>	<p>At this stage use only the plural imperative and get learners to do the same. At a later stage there will be a focus and explanation of singular and plural commands but the essential is to make learners confident first</p>	<p>Explain that we are going to learn the days of the week starting with Monday </p> <p><i>Bon! On va répéter les jours les jours de la semaine !</i></p> <p><i>Ecoutez et répétez “ lundi”</i> Ask learners to repeat chorally and individually all the days of the week one by one and then all seven focussing on really good pronunciation – lots of praise, good modelling and gestures will be required</p>	2 mins
les couleurs <i>canari</i> – bright yellow <i>souris</i> - grey <i>kaki</i> - khaki <i>fleuri</i> - flowery <i>bleu nuit</i> – deep blue <i>cramoisi</i> - crimson <i>blanc/blanche</i> - white	<i>canari</i> <i>souris</i> <i>kaki</i> <i>fleuri</i> <i>bleu nuit</i> <i>cramoisi</i> <i>blanche</i>	<p>At this stage teach the colour as blanc as the reason that it changes to blanche will be explained and practised in the next session</p>	<p>You could ask learners to repeat in different voices <i>Faites comme moi</i> Model whispering, loud, Model read my lips.</p> <p>Don't worry if they don't quite get it first time. Try not to resort to English but achieve this by good modelling</p>	3 mins
<i>On va répéter les jours de la semaine</i> <i>C'est quelle couleur</i>	<i>On va répéter les jours de la semaine...</i>		<p>Show how the words are written and get learners to read aloud Focus on accurate pronunciation by using the phonology strand</p>	5 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>and say them out loud – another opportunity to practise sounds and sound/spelling links</p> <p>Lotto Days lotto – with a grid of only 3 spaces, or strip bingo</p> <p>Mini-whiteboards Again you could use the mini-whiteboards to practise <i>Ecoutez</i> <i>Ecrivez</i> <i>Montrez-moi</i> <i>Effacez</i></p> <p>Explain that you are going to learn how to say various colours. To avoid using English it usually works if you write the word “<i>couleurs</i>” on the whiteboard or have it on a Ppt slide</p> <p>Introduce the colours, ideally with scraps of fabric or card though you could use a small pots of paint, or a PowerPoint presentation or similar, etc. The important thing though is to focus on the colour and not the object so try to avoid using a canary or a mouse! These are unusual colours but no more difficult than the more common colours and a bit more interesting!</p> <ul style="list-style-type: none"> • <i>canari</i> • <i>souris</i> • <i>kaki</i> 	10 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<ul style="list-style-type: none"> • <i>fleuri</i> • <i>bleu nuit</i> • <i>cramoisi</i> • <i>blanche</i> <p>Follow this four-step model of questioning which tends to be foolproof in getting answers quickly!</p> <ol style="list-style-type: none"> 1. Hold up the scrap of bright yellow and say “canari” Get learners to repeat chorally and individually. Repeat with a couple of other colours 2. Show them one of these colours and ask ‘<i>C’est bleu nuit, oui ou non?</i>’ They respond with ‘<i>oui/non</i>’, or this can eventually be extended to ‘<i>Oui, c’est bleu nuit</i>’ or ‘<i>Non, c’est kaki</i>’ etc 3. Show one of the colours and give a choice: “<i>C’est bleu nuit ou c’est cramoisi?</i>” Learners respond with the correct colour. 4. Show them a colour and ask “<i>c’est quelle couleur?</i>” Learners respond “<i>canari</i>”, “<i>cramoisi</i>” etc <p>When learners are confident with saying these colours explore the phonology Again you could introduce a few new words with similar sounds and ask them to say them</p> <p>Phonics focus: <i>i</i></p>	5 mins


Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p><i>ui</i> <i>is</i> <i>oi – cramoisi</i> <i>an - blanche</i></p> <p>Games</p> <ol style="list-style-type: none"> 1. Mini-whiteboards 2. Guess the colour 3. Pass the parcel <p>Guess the colour game</p> <ul style="list-style-type: none"> – Have all the scraps of colour in a bag – Ask learners to close their eyes by modelling – Whilst they have their eyes shut remove a colour from the bag and hide it behind your back with one hand – Ask learner to open their eyes – Now indicate by gesture that you have a colour behind your back – Ask them to guess the colour. If they are confident with “<i>fermez les yeux</i>” and “<i>ouvrez les yeux</i>”, learners can then take on the role of the teacher <p>Mini-whiteboard games</p> <ul style="list-style-type: none"> – You call out a colour – Learners write it down <p>Pass the parcel (or bag of colours!)</p>	5 mins


Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<ul style="list-style-type: none"> – Arrange seats and learners in a circle – Use some lively French music and start the music – Get learners to pass the bag of colours – When you stop the music whoever has the bag has to take out a colour and say it 	

Session 3

Objectives

- To learn some clothes
- To learn how to describe them in simple terms by using colours
- To explore masculine and feminine words
- To learn about basic word order in French sentences

		<ul style="list-style-type: none"> • canari • kaki • souris • bleu nuit <p>In the context of this poem there is only one ending that needs to change and this is blanc to blanche.</p> <p>However the next 2 will change if they follow a feminine noun</p> <p>fleuri/fleurie cramoisi/cramoisie</p> <p>About.com is an excellent site. Free, accessible and with really clear explanations. Even the most experienced and most fluent speakers and trainers will do well to use this to check grammar rules. This is the link</p>	<p><i>Qu'est-ce que c'est?</i> <i>C'est un pull bleu nuit</i></p> <p>Deal with the masculine clothes first</p> <p> At this point you will probably want to discuss word order and the fact that the adjective follows the noun</p> <p>Then introduce the feminine clothes – gender can be confusing when working with clothes as it is important to stress that the gender of the object has nothing to do with whether it is a man or a woman who wears it.</p> <p>Discuss why <i>blanc</i> becomes <i>blanche</i></p> <p><u>Games</u> Pelmanism</p> <p>Use the Ppt slides to create a set of clothes/colours cards and matching words</p> <p>If possible print the slide with the clothes grid in colour to create a set of picture cards</p> <p>Print the slide with the words grid in colour to create a set of word cards</p> <p>You now have a set of matching pairs to use as the memory game Pelmanism</p> <p>It is better to print on card as paper is usually so thin that it reveals what is on the card</p> <p>The group can play this together.</p> <p>You can make it more interesting by making 2 sets of the game so that there more cards on the table or by making new games including other words from previous sessions</p>	<p>10 mins</p> <p>10 mins</p>
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		<p>to the pages about adjectives but it covers all rules and at all levels with on-line “quizzes” for those who might want to stretch themselves. There are sound files too.</p> <p>http://french.about.com/od/grammar/a/adjectives.htm</p>	<p>To make more resources simply cut and “save as” the original slides</p> <p>Cards must be face down on the table. They should all look exactly the same when face down - same size, same colour</p> <p>First player picks up 2 cards and reads or says what is on each card</p> <p>If they pick a matching pair they keep the 2 cards. If the cards do not match they return to the table.</p> <p>The winner is the person who has most pairs when the game finishes and the table is clear</p> <p>Use the language of the game as indicated in the Trainer’s and Learner’s language to focus on some more instructions and how to give these clearly and with good pronunciation and intonation</p> <p>After this game, children could use the word cards and mini-whiteboards for a ‘read, cover, spell, check’ activity with the colours, to see whether they can remember how to spell them.</p> <p>Phonics focus</p> <p> ‘u’ or ‘ou’? Explain that we don’t have the ‘u’ sound in English. We have the letter ‘u’ but it represents a different sound. Ask the children to put their lips as though they are going to say ‘oo’, then keep their lips like that and try to say ‘ee’. That is the sound represented by ‘u’ in French. Now put a card with ‘ou’ on, and a card with ‘u’ on, on different sides of the</p>	<p>10 mins</p> <p>10 mins</p>
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			<p>classroom and say some words with one of these sounds in. Children point to the sound they can hear. Possible words to use could be: <i>trousse, prune, super, vous, coucou, bouquet, tu, moule, salut, pullover, sucette, rouge</i></p>	
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Session 4

Objectives

- To learn to say “my”
- To say what I like to wear
- To focus on 1 key question structure and 1 key response

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>mon ma mes</i> <i>qu'est-ce que tu aimes porter?</i> <i>j'aime porter...</i>	<i>mon ma mes</i> <i>qu'est-ce que tu aimes porter?</i> <i>j'aime porter...</i>	3 ways of saying my and that they are linked to gender and the plural.	 Explain that there 3 ways of saying ‘my’ and that they are linked to gender and the plural. For the purposes of this poem we are only going to look at 2 <i>mon</i> and <i>ma</i> so that learners can describe what they like wearing using the vocabulary of the poem With good use of mime and gesture introduce “ <i>j’aime porter</i> ” <i>J’aime porter ma casquette bleu nuit</i> <i>J’aime porter mon pull canari</i> Using the Ppt slide of clothes show a range of outfits based on the poem, either in images or in words, Ask the question “ <i>qu’est-ce que tu aimes porter ? »</i> Support learners to answer « <i>j’aime porter mon... »</i> Phonics focus <i>on – mon</i> <i>u – tu</i> <i>qu - qu’est-ce que as in quatre</i> <i>est-ce - qu’est-ce que</i>	<div>10/15 mins</div> <div>10 mins</div>




Language for trainers	Language for learners	Grammar	Activities	Approx. time
			 This fourth session would be a good point to ask learners what they have used so far in their own classrooms and to demonstrate an activity that they have adapted It would be a good idea to alert them to this at the previous session so that they can bring in any resources/materials they have used Trainers may also find that by this session the group is feeling much more comfortable with each other and this will be a good session in which to give them 5 minutes to ask those questions that they have always been afraid to ask! E.g. what difference do accents such as è and é make, go over tricky points of pronunciation such as “u” and “r”, and so on.	

Session 5

Objectives

- To learn a few prepositions from the poem
- To learn a few useful French phrases
- To “learn” the poem

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
Sept jours, dans la semaine Pour porter tout ce que j'aime. Lundi, mon T-shirt canari, Mardi, mon pull gris souris, Mercredi, mon short kaki, Jeudi, mon bermuda fleuri, Vendredi, ma chemise bleu nuit, Samedi, mon polo cramoisi, Dimanche, ma casquette blanche. Chic, des pieds à la tête Sept jours sur sept.	Sept jours, dans la semaine Pour porter tout ce que j'aime. Lundi, mon T-shirt canari, Mardi, mon pull gris souris, Mercredi, mon short kaki, Jeudi, mon bermuda fleuri, Vendredi, ma chemise bleu nuit, Samedi, mon polo cramoisi, Dimanche, ma casquette blanche. Chic, des pieds à la tête Sept jours sur sept.	3 prepositions	<p>Introduce the prepositions <i>dans</i> and <i>sur</i> by demonstrating e.g.</p> <ul style="list-style-type: none"> <i>Mon pull est dans mon sac</i> <i>Mon sac est sur la table</i> <p>Then moving objects around the room just ask learners to answer <i>dans</i> or <i>sur</i> e.g. Put a shirt on a chair and say “<i>c’est sur ou dans?</i>”</p> <p>Put a hat in a bag and repeat “<i>c’est sur ou dans?</i>”</p> <p>The purpose of this exercise is not for learners to learn new vocabulary or create full sentences but just to understand and say accurately <i>sur</i> and <i>dans</i></p> <p>Read aloud or listen to the transcript of the poem Show the transcript as learners listen Ask learners to read aloud with you, repeating, focusing on the pronunciation of particular sounds and words and intonation.</p> <p>Ask learners to put up their hand when they hear a word or phrase they do not know They will almost certainly pick out: <i>pour</i></p>	10 mins
<i>dans</i>	<i>dans</i>			10 mins
				5 mins

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>sur</i> <i>à la</i> <i>pour</i> <i>tout ce que</i> <i>chic</i> <i>des pieds à la tête</i> <i>sept jours sur sept</i>	<i>sur</i> <i>à la</i> <i>pour</i> <i>tout ce que</i> <i>chic</i> <i>des pieds à la tête</i> <i>sept jours sur sept</i>		<p><i>tout ce que</i> <i>des pieds à la tête</i></p> <p> Explain that these are the only 3 things in the poem that we have not covered and give some English explanation</p> <p>Ask volunteers to read aloud a bit of the poem or the whole poem if they are confident!</p> <p>Give them time to work in pairs and give pair a bit of the poem to learn by heart!</p> <p>Get pairs to demonstrate what they have learnt by heart!</p> <p> This is an appropriate point in which to ask learners what they could use from their own classrooms in terms of resources to work on the language learnt so far with their learners</p> <p>Phonics focus  Explore the point that even if you can say every phoneme/grapheme link correctly and even if you can say all individual words correctly you still need to mimic French intonation</p>	<p>10 mins</p> <p>5 mins</p> <p>5 mins</p>

Session 6

Objectives

- To recap all language and activities by using the whole poem

[illegible]

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Writing a poem based on what learners know, remember and can do Learners now create (with the help of the cue cards if necessary) their own versions of the poem using the words from the poem but by mixing and matching words and phrases</p> <p>Phonics focus Much the same as in Session 5 but encouraging learners to sound as French as possible by working on pronunciation and intonation when reading something that they have created themselves. This is more challenging than mimicking pronunciation and intonation on something they have learnt by heart.</p>	



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2015 for the Ensemble Languages Project, Ensemble_Let's Enjoy Poems Overview and Sessions 1-6

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