



## Let's enjoy songs

*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

- In this module you will enable the learners to use and adapt language based on a song.
- 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 indifferent 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 to for using the languages 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:

- A simple song in French
- Good pronunciation
- Good intonation
- A limited range of simple structures and rules
- Key vocabulary to focus on parts of the body and saying what hurts

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

- Teach the children a song
- Teach some parts of the body
- Teach how to say what hurts
- Set-up a number of activities to help the children understand the song and enjoy their first attempts at learning French
- 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. Each session is designed to last approximately one hour.

## 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 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 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.

## Summary of objectives for each session

### Session 1

- to learn the parts of the body and pronounce them correctly through simple classroom games
- to introduce some basic parts of the body vocabulary with *le/la/les*
- to understand some simple imperatives in order to play '*Jacques a dit*' (Simon says).

### Session 2

- to introduce more parts of the body and song *Tête, épaules, genoux et pieds*
- to learn how to make nouns plural

### Session 3

- to learn how to say what hurts through a song
- to introduce *j'ai mal* plus parts of the body and *au / à la / aux*
- to work out the rule for *au / à la / aux*
- to join in with parts of song

### Session 4

- to learn how to take part in simple dialogues at the doctor
- to be able to use other expressions with *avoir*
- to learn how to use the first and second persons singular of *avoir*.

### **Session 5**

- to learn some different adjectives using the whole song
- to learn *être* first and second person and how to use *c'est /ce n'est pas*

### **Session 6**

- to review and consolidate sessions 1-5
- to introduce new song
- to reflect on how to adapt this module for use with children

### **Resources for the module:**

- Large doll/ toy animal;
- Bandages/Plasters/Toilet roll!
- Recordings of key language for each module, including instructions
- Mini white boards
- A PowerPoint with symbols
- Links to the songs and the transcripts
- A recording device – digital voice recorder or similar
- A PowerPoint for each session for demonstration, transcripts and for learners to use as an 'aide-mémoire' for the session

# Session 1

**Objective:** to learn the parts of the body and pronounce them correctly through simple classroom games

[illegible]

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>⊗ Explain that in this middle part of the session you will be looking at the phonics related to the new language and some grammar.</p> <p>Show the list of parts of body vocabulary on white board (PPT) – read aloud and ask class to repeat, emphasising good pronunciation and in particular the sounds below.</p> <p><b>Phonics focus</b></p> <p>Silent final consonant – <i>les</i> (unless this precedes a vowel when the <i>s</i> is sounded – <i>les épaules</i>,); also, <i>épaules</i>, <i>dos</i>, <i>bras</i></p> <p>[u] ou – <i>cou</i>, [o] au/o – <i>épaules</i>, <i>dos</i> [e] é – <i>épaules</i>, <i>pied</i></p> <p>[a] a – <i>bras</i>, <i>la</i>, [ɛ] ê - <i>tête</i></p> <p><b>Grammar focus</b></p> <p>Explain or remind learners that all nouns are masculine and feminine (<i>une/un</i>) and discuss the use of the definite article as outlined in the Grammar column.</p> <p><b>Les jeux</b></p> <p>Model some commands with actions - e.g. <i>Levez la main! Baissez la tête ! Touchez le pied !</i></p> <p><i>Maintenant nous allons jouer 'Jacques a dit...' – Simon says</i></p> <p>Play the game using the three commands and different parts of the body. Select more confident learners to be the 'teacher' <i>Viens – tu es le prof!</i></p> <p><i>Écoutez la chanson encore une fois!</i>  <i>Montrez-moi les parties du corps</i></p>	<p>10 mins</p> <p>10 mins</p> <p>5 mins</p> <p>2 mins</p>

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Play the song again without video and ask learners to point to each part of the body as they hear it. (Model the actions for them to follow so they understand what to do)</p> <p>🌀 At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce 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 and to trial something with their class. Go through the rest of the PowerPoint and give out the handout.</p>	5 mins

## Session 2

**Objectives:** To review language from session 1; to introduce more parts of the body; to learn the song *Tête, épaules, genoux et pieds* and to learn how to make nouns plural

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<b>les parties du corps 2</b> <i>les genoux</i> <i>les yeux</i> <i>le nez</i> <i>la bouche</i> <i>les oreilles</i>	<i>les genoux</i> <i>les yeux</i> <i>le nez</i> <i>la bouche</i> <i>les oreilles</i>	<p>Explain that <i>un/une</i> mean 'one' or 'a' and denote masculine and feminine words like <i>le/la</i></p>	<p>☼ Start the session by asking learners what they managed to in the previous week and for them to reflect on what went well and what they found more challenging. Explain the objectives of the session.</p>	5 mins
<b>Chanson</b> <i>Tête, épaules, genoux, et pieds</i> <i>Genoux et pieds</i>	<b>Chanson</b> <i>Tête, épaules, genoux, et pieds</i> <i>Genoux et pieds</i>	<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>épaules</i>, <i>pieds</i> Words ending in <i>ou</i>, <i>eu</i>, <i>au</i>, <i>eau</i> normally form the plural by adding 'x' which is also silent e.g. <i>genoux</i>.</p>	<p>Recap language from previous session with the different parts of the body and the games. Ask for volunteers to be the teacher for <i>Jacques a dit</i> – the new caller could be each person who is 'out'.</p> <p><i>Viens ici! Tu es le prof. Volontaire ?</i></p>	5 mins
<i>Tête, épaules, genoux, et pieds</i> <i>Genoux et pieds</i>  <i>J'ai deux yeux, deux oreilles, une bouche et un nez</i>	<i>Tête, épaules, genoux, et pieds</i> <i>Genoux et pieds</i>  <i>J'ai deux yeux, deux oreilles, une bouche et un nez</i>	<p>NB - <i>Les yeux</i> refers only to the plural 'eyes'. A different</p>	<p><i>Écoutez la chanson! Tête, épaules, genoux et pieds</i></p> <p>Play <i>Tête, épaules, genoux et pieds</i> they should find it familiar! Point to the parts of the body as it is played.</p> <p><i>Maintenant à vous! Faites les actions!</i></p> <p>Introduce new parts of body as in Session 1 with doll, actions, questions etc.</p> <p><i>Écoutez, chantez et faites les actions !</i></p> <p>This time learners join in with the song and do the actions.</p>	10mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p><i>Tête, épaules, genoux, et pieds</i>  <i>Genoux et pieds</i>  <i>Genoux et pieds!</i></p> <p><b>Classroom language</b>  <i>Écoutez la chanson !</i></p> <p><i>Écoutez et faites les actions !</i>  <i>Chantez avec les actions !</i></p> <p><i>moins / plus vite, moins/ plus fort</i></p> <p><i>Viens ici! Tu es le prof.</i>  <i>Volontaire ?</i></p>	<p><i>Tête, épaules, genoux, et pieds</i>  <i>Genoux et pieds</i></p> <p><i>Genoux et pieds!</i></p>	<p>word is used for the singular 'eye' – l'œil.</p>	<p>(🌸 Talk about the differences between the French and English versions e.g. feet instead of toes to make it rhyme.)  <i>Écoutez, regardez les mots et chantez</i></p> <p>Play again with words on the white board, getting learners to join in – do this two or three times.</p> <p>Explain that in this middle part of the session you will be looking at the phonics related to the new language and some grammar. Show the transcript of the song on white board (PPT) – read aloud and ask class to repeat emphasising good pronunciation and in particular the sounds below.</p> <p><b>Phonics focus</b>  Silent final consonant – when forming plurals with 's' and 'x' - <i>épaules, oreilles, pieds, genoux</i></p> <p>[u] ou – <i>genoux, bouche</i>  [o] au – <i>épaules,</i>  [e] é/ed/ez – <i>épaules, pied, nez, écoutez</i>  [ɛ] ê - <i>tête</i>  [ej] eille – <i>oreilles</i>  [õ] on – <i>chanson, action</i></p> <p>🌸 Explain that the French often pronounce final letters to form a <i>liaison</i> which makes pronunciation easier, for example <i>deux oreilles</i> but not <i>deux mains</i> (NB the liaison of <i>genoux</i> in the recording of the song is unusual.</p>	<p>5 mins</p> <p>10 mins</p>

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p><b>Grammar focus</b></p> <p>✿ Remind learners of use of – <i>le, la, l’</i> and <i>les</i> from session 1. Explain that in the song the articles are missing in the chorus – poetic licence!</p> <p>Using the song transcript, ask learners to say which nouns are plural and how they know. Get them to work out a rule for the formation of plurals and which is the exception to the ‘s’ rule. Point out that <i>genoux</i> takes ‘x’ as do most nouns ending in <i>ou, eu</i> and <i>eau</i>. Explain that <i>les yeux</i> is a complete exception to the rule.</p> <p>Ask them if they can work out the meaning of <i>j’ai</i> - not too important for this session, but helpful for the next one.</p> <p><i>Chantez encore une fois!</i></p> <p>Sing along one more time with the song and words and then see if they can sing without the words or the recording. You can introduce <i>moins / plus vite, moins/ plus fort</i> through modelling in order to practise the new language in a variety of ways.</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 song 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 and to trial something with their class. Go through the PowerPoint and give out the handout.</p>	<p>10 mins</p> <p>5 mins</p> <p>5 mins</p>

### Session 3

**Objectives:** to learn how to say what hurts through the song introducing *j'ai mal* plus parts of the body and *au / à la / aux*

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>Docteur</i>	<i>Docteur</i>	<b>être – je suis</b> The verb to be - first person singular – I am e.g. <i>Je suis malade</i>	☼ Start the session by asking learners what they managed to do in the previous week and for them to reflect on what went well and what they found more challenging.	5 mins
<i>Je suis malade</i>	<i>Je suis malade</i>			
<i>aïe aïe aïe</i>	<i>aïe aïe aïe</i>	Used to denote for example place – <i>Je suis à la maison</i>	<i>Allons chanter Tête, épaules, genoux,</i> Get the class to sing <i>Tête, épaules, genoux, et pieds</i> as a warm up and revise all parts of the body with the doll/toy.	2 mins
<i>j'ai mal au ventre</i>	<i>j'ai mal au ventre</i>	Description – <i>je suis petit</i>	<i>Écoutez la chanson et chantez!</i>	
<i>j'ai mal au dos</i>	<i>j'ai mal au dos</i>	Mood – <i>je suis content.</i>	Play the song <i>Docteur je suis malade</i> and get learners to join in with the chorus:	
<i>j'ai mal au cou</i>	<i>j'ai mal au cou</i>		<i>Docteur, je suis malade</i>	
<i>j'ai mal à la tête</i>	<i>j'ai mal à la tête</i>		<i>aïe aïe aïe</i>	
<i>j'ai mal au bras</i>	<i>j'ai mal au bras</i>		<i>aïe aïe aïe</i>	
<i>j'ai mal aux épaules</i>	<i>j'ai mal aux épaules</i>			
<i>j'ai mal aux jambes</i>	<i>j'ai mal aux jambes</i>			
<i>j'ai mal aux pieds</i>	<i>j'ai mal aux pieds</i>			
<b>Classroom Language</b>		<b>avoir – j'ai</b> The verb to have - first person singular – I have e.g. <i>j'ai un nez</i> The verb <i>avoir</i> is used to talk about ailments or what hurts in the expression <b><i>avoir mal à</i></b>	Tell them you want to know the French for 'doctor' 'I'm ill' 'ow/ouch'. <i>Comment dit-on .....?</i>	10 mins
<i>Allons chanter !</i>			<b>Phonics focus</b>	
<i>Chantez !</i>			Make sure they focus on the sounds and practise chorally	
<i>Écoutez la chanson!</i>			[œ] eur – <b><i>Docteur</i></b>	
<i>(encore une fois)</i>			[3] j - <b><i>je</i></b>	
<i>Montrez-moi les parties du corps !</i>			[ʏ] u – u – <b><i>suis</i></b>	

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p><i>Comment dit-on ..... en anglais/français ?</i></p>		<p>The part of the body that's giving trouble goes after the <b>à</b> : <i>j'ai mal à la tête.</i> I have a headache.</p>	<p>[a] a – <b>malade</b> <b>aïe- aïe aïe aïe</b></p> <p>✿ Explain that <i>je suis</i> means I am and that it comes from the verb <i>être</i> - to be</p>	5 mins
		<p>If the painful part is a masculine word like <i>le dos</i> you have to say <b>au</b> : <i>j'ai mal au dos.</i> I've got backache.</p>	<p><i>Écoutez la chanson encore une fois! Montrez-moi les parties du corps</i></p> <p>Get learners to listen and point to the different parts of the body they hear in the song.</p>	5 mins
		<p>If it's plural, like <i>les épaules</i>, you have to say <b>aux</b> : <i>j'ai mal aux épaules.</i> I have sore shoulders/my shoulders hurt.</p>	<p>✿ Afterwards ask how many they remember and compile a list in French. Play again if any are missing or supply the missing ones your self – pointing to the parts as you provide them or elicit them from the class. Ask if they noticed the words preceding the part of the body denoting that they hurt. (<i>j'ai mal</i>)</p> <p><i>Regardez , écoutez et répétez!</i></p> <p>Practise the structure orally with the class asking them to repeat and asking questions, pointing to each part of the body/acting out hurting.</p> <p><b>Les jeux</b> Model a game '<i>Docteur, Docteur</i>' with one of the learners or with one pair at front of the class. One person is the doctor and the other person (or someone from the class) calls out '<i>Docteur,</i></p>	10mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p><i>Docteur, J'ai mal à la tête'</i> etc. The doctors are each given a strip of toilet paper and have to bandage the correct part of the body.</p> <p>(Another game - put learners into groups of 3-5. Each group is given a balloon and the object of the game is to make sure that the balloon does not touch the ground. As the balloon touches a part of the body learners must call out that body part.)</p> <p>Once the structure is established orally, ask if they can work out the rule for when to use <i>au</i>, <i>a là</i> and <i>aux</i>.</p> <p>✿ <b>Grammar focus</b>  Once the structure is established orally, ask if they can work out the rule for when to use <i>au</i>, <i>a là</i> and <i>aux</i>.  Remind learners about masculine, feminine and plural nouns.  Explain the expression and the rules outlined in the grammar column.</p> <p><i>Allons chanter encore une fois!</i>  Play the song again, showing the transcript and ask the class to join in, focusing on the new language</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 <i>j'ai mal....</i> structure with their class. Discuss any changes they might make when using the activities with children. Ask them to</p>	<p>5 mins</p> <p>2mins</p> <p>5 mins</p>

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			practise the new language. Go through the PowerPoint and give out the handout.	

#### Session 4

**Objectives:** to learn how to take part in simple dialogues at the doctor; to be able to use other expressions with *avoir* with first and second person singular.

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>J'ai mal ...j'ai chaud, j'ai froid, j'ai faim, j'ai soif</i>	<i>J'ai mal ...j'ai chaud, j'ai froid, j'ai faim, j'ai soif</i>	The verb <i>avoir</i> (to have) is used to make other expressions to say how you feel as well as <i>j'ai mal</i> . For example, <i>j'ai chaud, j'ai froid, j'ai faim, j'ai soif</i> -	🌀 Start the session by asking learners what they managed to do in the previous week and for them to reflect on what went well and what they found more challenging. Explain the objectives of the session	5 mins
<i>Tu as... ?</i>	<i>Tu as... ?</i>	I'm hot, I'm cold, I'm hungry, I'm thirsty.	Play the song <i>Docteur je suis malade</i> to remind them of the structures and practise <i>j'ai mal....</i> with actions or the doll	5 mins
All parts of the body	All parts of the body	<i>soif</i> -	<i>Regardez et écoutez!</i>	10 mins
<b>Dialogues</b> <i>Bonjour (Docteur)</i> <i>Je suis malade</i> <i>J'a mal....</i> <i>Tu as mal.... ?</i>	<b>Dialogues</b> <i>Bonjour (Docteur)</i> <i>Je suis malade</i> <i>J'a mal....</i> <i>Tu as mal.... ?</i>	It is also used to say how old you are – <i>j'ai...ans</i>	Introduce <i>j'ai chaud, j'ai froid, j'ai faim, j'ai soif</i> with actions. <i>Comment dit-on .....?</i> Ask them to work out the meaning.	
<i>Reste au lit!</i> <i>Prends de l'aspirine!</i> <i>Va à l'hôpital!</i>	<i>Reste au lit!</i> <i>Prends de l'aspirine!</i> <i>Va à l'hôpital!</i>	You can ask somebody else – Are you...? Using the second person singular of <i>avoir</i> <i>tu as..?</i>	<i>Regardez, écoutez et répétez!</i> Practise and repeat.	
<i>Merci</i> <i>Au revoir</i>	<i>Merci</i> <i>Au revoir</i>	e.g. <i>Tu as mal au bras?</i> <i>Oui, j'ai mal au bras</i>	<b>Phonics focus</b> Focus on the new sounds - [e] ai - <i>j'ai</i> [wa] oi – <i>soif, froid</i> [ɛ̃] aim - <i>faim</i> [o] au - <i>chaud</i> Note silent letters at the end and the exception – 'f' in <i>soif</i>	
<b>Extra</b> <i>Il a / elle a</i>	<b>Extra</b> <i>Il a / elle a</i>		<b>Grammar focus</b>	
<b>Classroom Language</b>				

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>Regardez et écoutez!</i> <i>Comment dit-on .....?</i>  <i>Regardez, écoutez et répétez!</i>  <i>Notez vos réponses !</i>  <i>Lisez les conversations !</i>		<p>Note that this is the easiest way to form a question in French, by simply raising the tone of your voice at the end of the sentence(rising intonation).</p> <p><b>Extra</b>            To talk about somebody else, you use the third person – <i>il a / elle a</i></p> <p><i>Il a mal au bras /elle a mal à la jambe</i></p>	<p>☼ Explain how the verb <i>avoir</i> is used to make other useful expressions (see grammar column)</p>	5 mins
			<p><i>Regardez et répétez!</i>            Introduce simple commands for what to do/remedies with PowerPoint symbols/flashcards.  <i>Restez au lit</i>  <i>Prenez de l'aspirine</i>  <i>Allez à l'hôpital</i> (Note – à l' before <i>hôpital</i>)</p>	10 mins
			<p>Ask learners to repeat until they have mastered the three remedies.            (☼ Point out the cognates/similar words to English.)</p>	10 mins
			<p><b>Listening activity</b>            Tell learners they will listen to 4 recorded dialogues and they must note down what is wrong and what is recommended on a mini white board, (either in French, English or with a symbol/drawing) Demonstrate an example for the instruction.</p> <p><i>Écoutez ! Notez vos réponses !</i>            Play the four dialogues one by one– <i>Chez le docteur</i> – as many times as necessary. Ask for feedback in French, either repeating what they heard or using third person <i>il a / elle a</i></p> <p><i>Écoutez et lisez!</i>            Play again following the transcript on the white board.</p>	
				10 mins

Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Read the dialogues in pairs.</p> <p><b>Phonic focus</b></p> <p>🌸 Point out how you can form a question by raising the intonation at the end of the sentence. Demonstrate the difference using examples from the dialogues</p> <p>Model new dialogue with learners and ask to create own (without reading!) When doing this with children – they can make own mini dramas with props.</p> <p>Introduce <i>Il a / elle a</i> to talk about others if time and if learners can cope with another structure.</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 dialogues with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language. Go through the PowerPoint and give out the handout.</p>	5 mins

## Session 5

**Objectives:** to learn some different adjectives, using the whole song; to learn *être* first and second person and how to use *C'est /ce n'est pas*

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<i>malade</i> - ill	<i>malade</i>	The verb <i>être</i> (to be) is used to say I am – <i>je suis</i> and you are – <i>tu es</i> as well as <i>tu es ?</i> are you?	☼ Start the session by asking learners what they managed to do in the previous week and for them to reflect on what went well and what they found more challenging.	5 mins
<i>C'est ...</i> <i>Ce n'est pas...</i> ( <i>C'est pas ...</i> )	<i>C'est ...</i> <i>Ce n'est pas...</i> ( <i>C'est pas ...</i> )		Play the song, <i>Docteur je suis malade</i>	10 mins
<i>rigolo</i> - funny/ a joke <i>chouette</i> –nice/great <i>drôle</i> - funny	<i>rigolo</i> <i>chouette</i> <i>drôle</i>	<i>Bonjour. Tu es malade?</i> <i>Oui, Je suis malade.</i>	<i>Écoutez et levez la main !</i> Ask learners to listen for the four adjectives: <i>malade</i> <i>rigolo</i> <i>chouette</i> <i>drôle</i> and to raise their hands if they hear them	
<b>Extra</b> <i>C'est grave</i> <i>Ce n'est pas grave</i>		<i>Être</i> is also the verb from which the expressions <i>c'est...</i> it is and <i>ce n'est pas....</i> it isn't derive. <i>C'est /ce n'est pas</i> are very useful to describe, point out etc. e.g. Colours – <i>C'est blanc, c'est rouge.</i> Pointing something out <i>c'est un bras/une jambe, c'est moi</i> etc.	<i>Écoutez et lisez!</i> Play the song again showing the transcript	
<b>Classroom language</b>  <i>Écoutez et levez la main !</i>  <i>Écoutez et lisez!</i>  <i>Écoutez et chantez!</i>    <i>Maintenant à vous!</i>			<i>Écoutez et lisez!</i> Read the song out loud, line by line emphasising good pronunciation and intonation asking the class to repeat chorally after you.  <i>Écoutez et chantez!</i> Listen to and join in with the whole song.	5mins



Language for trainers	Language for learners	Grammar	Activities	Approx. time
			<p>Show them the longer dialogue on the PowerPoint and read chorally.</p> <p><i>Maintenant à vous!</i></p> <p>In pairs, ask learners to make a new more extended dialogue, building on the one from session 4 and adding new language. Record their dialogues, using digital voice recorder or similar to play them back at the next session.</p>	10 mins
			<p>🌀 At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce the new language and the whole song with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language. Go through the PowerPoint and give out the handout.</p>	5 mins

## Session 6

**Objectives:** to review and consolidate sessions 1-5; to introduce one more song and to reflect on how to adapt this module for use with children

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><b>La danse des pingouins</b></p> <p><i>Et les deux mains en l'air et remuez les fesses*</i>  <i>Les mains sur les pieds et vous tournez en rond</i>  <i>Les mains en haut, les mains en bas</i>  <i>Vous tapez les pieds et saute, saute, saute !</i></p> <p>* bottom/buttocks</p> <p><b>Classroom language</b></p> <p><i>Allons chanter 'Tête, épaules, genoux et pieds' avec les actions</i></p> <p><i>moins / plus vite, moins/ plus fort</i></p>	<p><b>La danse des pingouins</b></p> <p><i>Et les deux mains en l'air et remuez les fesses*</i>  <i>Les mains sur les pieds et vous tournez en rond</i>  <i>Les mains en haut, les mains en bas</i>  <i>Vous tapez les pieds et saute, saute, saute !</i></p>	<p><b>Imperatives</b></p> <p>The imperative form of verbs is used to give orders or instructions. When talking to more than one person the imperative will normally end in <i>-ez</i>, using the <i>vous</i> - second person plural form of the verb.e.g. <i>Regardez!</i>  <i>Chantez!</i></p> <p>Some verbs ( called reflexive verbs will also need <i>-vous</i> added too e.g.</p> <p><i>Levez-vous</i>  <i>Asseyez vous</i></p>	<p>☼ Start the session by asking learners what they managed to do in the previous week and for them to reflect on what went well and what they found more challenging. Outline the objectives for the session.</p> <p><i>Allons chanter 'Tête, épaules, genoux, pieds' avec les actions</i></p> <p>Start by singing together <i>Tête, épaules, genoux et pieds</i> with the actions. Model and use <i>moins / plus vite, moins/ plus fort</i> to vary how they sing – a good way to sing the song with children.</p> <p><i>Regardez, écoutez et répétez! / C'est quoi?</i></p> <p>Using the doll, point to the different parts of the body asking learners to repeat and asking questions – make this a rapid recap activity.</p> <p><i>Allons chanter 'Docteur je suis malade' avec les actions</i></p> <p>Play the song getting learners to sing along with actions to show what is wrong. Repeat two or three times, last time try without words</p>	<p>5 mins</p> <p>2 mins</p> <p>2 mins</p> <p>2 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><i>Écoutez les conversations chez le docteur !</i></p> <p><i>Regardez, écoutez et répétez! / C'est quoi?</i></p> <p><i>Levez-vous ! Écoutez la chanson</i></p>		<p>Imperatives are very useful to give instructions in a classroom situation</p>	<p><i>Ecoutez les conversations chez le docteur !</i></p> <p>✿ Listen to the recordings of learners' dialogues from the previous session and ask the class to evaluate each pair focusing in particular on pronunciation and intonation as well as creativity– what was good and what could be improved – 2 stars and a wish!</p> <p>Explain that you are now going to listen to one final song!</p>	15 mins
			<p><i>Levez-vous ! Écoutez la chanson La Danse des Pingouins !</i></p> <p>Play <i>La Danse des Pingouins</i> getting the class to join in with the actions with you!</p> <p><i>Regardez et chantez!</i></p> <p>Show the transcript and the second time get the class to join in with the song as well as the actions.</p> <p><i>Asseyez-vous!</i></p>	10 mins
			<p>✿ Discuss the meaning of the song eliciting the meaning of new language from the class and how they might introduce this song with children. If they want to know, a translation of the 'talking' is provided with the transcript.</p> <p><b>Grammar focus</b></p> <p>✿ Explain that throughout the sessions you have been giving instructions using the imperative. Explain simply how it is</p>	5mins

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>formed and give examples with actions to demonstrate meaning</p> <p><b>Phonic focus</b> [e] ez / é –regardez, écoutez, chantez, répétez</p> <p>Note the z is silent <i>Regardez, écoutez et répétez!</i> Practise lots of instructions with learners with actions until they are confident to give you the instruction when you make the action only. Show them the PowerPoint.</p> <p><i>Jouez Jacques a dit avec un partenaire!</i> Now it is their turn to use the instructions in pairs</p> <p>🌸 At the end of this last session ask learners to reflect on the whole module and how they might use the activities with children. Ask them to practise the new language as usual. Go through the PowerPoint and give out the handout. End with one last <i>Danse des pingouins!</i></p>	<p>5 mins</p> <p>15 mins</p>

## Docteur je suis malade

*Docteur*  
*Je suis malade*  
*aïe aïe aïe*  
*aïe aïe aïe*

J'ai mal au ventre et j'ai mal au dos  
C'est pas rigolo !

J'ai mal au cou et mal à la tête  
C'est vraiment pas chouette !

Docteur  
Je suis malade  
aïe aïe aïe  
aïe aïe aïe

J'ai mal au bras et mal aux épaules  
Ce n'est pas très drôle  
J'ai mal aux jambes et j'ai mal aux pieds  
Je n'peux plus marcher

Docteur  
Je suis malade  
aïe aïe aïe  
aïe aïe aïe

Docteur  
Je suis malade  
aïe aïe aïe  
aïe aïe aïe

<https://www.youtube.com/watch?v=OLyLcWfnOXE>

## La Danse des Pingouins, par Schiffie & Co

*Bonjour chers co-habitants de la Planète Terre!  
Vous êtes encore un peu en forme ?  
L'un de nos co-habitants de notre planète, c'est le pingouin  
Donc, nous allons entrer dans une petite danse,  
et ça s'appelle "la Danse des Pingouins":*

(Hello dear cohabitants of the planet earth  
Are you feeling fit?  
One of the cohabitants of our planet is the penguin  
So we are going to do a little dance'  
And it is called the 'Dance of the Penguins')

*Et les deux mains en l'air et remuez les fesses\*  
Les mains sur les pieds et vous tournez en rond  
Les mains en haut, les mains en bas  
Vous tapez les pieds et saute, saute, saute ! (2 fois)*

*Oui, comme vous le savez,  
Les pingouins sont les habitants très sociaux de la planète  
Vous l'êtes aussi! Maintenant, faites la queue!  
C'est l'heure de la marche de pingouins.*

(Yes, as you know,  
Penguins are the most sociable in habitants on the planet  
You are too! Now, let's make a queue!  
It is time for the march of the penguins.)

*Et les deux mains en l'air et remuez les fesses  
Les mains sur les pieds et vous tournez en rond  
Les mains en haut, les mains en bas  
Vous tapez les pieds et saute, saute, saute ! (2 fois)*

*Vous n'êtes pas encore fatigués?  
Puis-je vous présenter le pingouin le plus grand du monde entier.  
Le voilà – le vrai, le véritable Schiffie  
Vous allez participer? En effet – on y va à nouveau!*

You're not tired yet ?  
Can I introduce to you the biggest penguin in the whole world.  
There he is – the real, veritable Schiffie  
Are you going to join in? Well then, let's go again!

*Les deux mains en l'air et remuez les fesses  
Les mains sur les pieds et vous tournez en rond  
Les mains en haut, les mains en bas  
Vous tapez les pieds et saute, saute, saute (4 fois)*

\* bottom/buttocks

<http://www.youtube.com/watch?v=tcUvgSHDcBo>



Ensemble Languages Project, 2015

2015 for the Ensemble Languages Project, Ensemble\_Let's Enjoy Songs Overview and Lesson Plans

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