

Let's Enjoy Stories Session 6

Objectives: To adapt the story, introducing their own choices, and adapt the storymap to support the telling of their own version.

Language for trainers	Language for learners	Grammar	Activities	Approx. time
<p>les quatre saisons <i>au printemps</i> <i>en été</i> <i>en automne</i> <i>en hiver</i></p>	<p>les quatre saisons <i>au printemps</i> <i>en été</i> <i>en automne</i> <i>en hiver</i></p>		<p> Tell the learners they are going to write their own story in French today, by adapting <i>Antoine le Paresseux</i>.</p> <p>Go through the other activities they have learned, which were not in the story (<i>golf, pingpong</i> etc) and the other adjectives (<i>dangereux, facile</i> etc) using flashcards or the Ppt.</p>	10 mins
<p>les sports <i>il/elle joue au foot</i> <i>il/elle joue au tennis</i> <i>il/elle joue au rugby</i> <i>il/elle joue au golf</i> <i>il/elle joue au pingpong</i> <i>il/elle joue au hockey</i> <i>il/elle joue à la Wii</i></p>	<p>les sports <i>il/elle joue au foot</i> <i>il/elle joue au tennis</i> <i>il/elle joue au rugby</i> <i>il/elle joue au golf</i> <i>il/elle joue au pingpong</i> <i>il/elle joue au hockey</i> <i>il/elle joue à la Wii</i></p>		<p>Ask learners to work in pairs to suggest different things they could include in the story. They could change the main character, it could be months or days of the week rather than seasons, the activities and reasons for disliking them could be different etc. Take ideas from the learners, in French if possible, but otherwise in English, and talk about the kind of words they will need. Remind the learners that their children will not be able to adapt the story unless they have learnt additional vocabulary</p>	5 mins
<p>les adjectifs <i>paresseux</i> <i>ennuyeux</i> <i>boueux</i> <i>dangereux</i> <i>fatigant</i> <i>difficile</i> <i>facile</i></p>	<p>les adjectifs <i>paresseux</i> <i>ennuyeux</i> <i>boueux</i> <i>dangereux</i> <i>fatigant</i> <i>difficile</i> <i>facile</i></p>	<p>If the main character is feminine, <i>paresseux</i> becomes <i>paresseuse</i>, and the pronoun <i>il</i> becomes <i>elle</i>.</p>	<p> After this, learners could draw alternative elements of the story on sticky notes, and stick them onto their storymaps to adapt the story to their liking. Some learners will be able to use bilingual dictionaries to find words they would like to include, and these may have to be written rather than drawn. Special attention should be paid to pronunciation in these cases. Remind learners that they may need to spend some time on dictionary skills back in their classes.</p>	20 mins
				15 mins

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			<p>Learners should then use their adapted storymaps to tell their stories. This could either be done in pairs, telling the story in unison, or individually at tables. Some learners may like be prepared to tell their new version to the whole group, although they may be too self-conscious. However, in the classroom this should be encouraged – children could tell their story to the class, maybe with a friend to say it with them.</p> <p>Some learners may like to try to write out their story, using the storymap and the cartoon strip to support them. They could think about whether that would be appropriate for their own classes and how it could be differentiated so that most children could end up with a written version of their story.</p>	10 mins



Ensemble Languages Project, 2015

2015 for the Ensemble Languages Project, Ensemble_Let's Enjoy Stories Session 6

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