

## Let's Enjoy Stories Session 2

**Objectives:** To review the names of the seasons and the sports, learn some adjectives to go with the activities, and introduce the story

| Language for trainers  | Language for learners  | Grammar | Activities  | Approx. time                               |
|--|--|---------|---|--|
| <p><b>les quatre saisons</b><br/> <i>au printemps</i><br/> <i>en été</i><br/> <i>en automne</i><br/> <i>en hiver</i></p> <p><b>les sports</b><br/> <i>il/elle joue au foot</i><br/> <i>il/elle joue au tennis</i><br/> <i>il/elle joue au rugby</i><br/> <i>il/elle joue au golf</i><br/> <i>il/elle joue au pingpong</i><br/> <i>il/elle joue au hockey</i><br/> <i>il/elle joue à la Wii</i></p> <p><b>les adjectifs</b><br/> <i>paresseux</i><br/> <i>ennuyeux</i><br/> <i>boueux</i><br/> <i>dangereux</i><br/> <i>fatigant</i><br/> <i>difficile</i><br/> <i>facile</i></p> | <p><b>les quatre saisons</b><br/> <i>au printemps</i><br/> <i>en été</i><br/> <i>en automne</i><br/> <i>en hiver</i></p> <p><b>les sports</b><br/> <i>il/elle joue au foot</i><br/> <i>il/elle joue au tennis</i><br/> <i>il/elle joue au rugby</i><br/> <i>il/elle joue au golf</i><br/> <i>il/elle joue au pingpong</i><br/> <i>il/elle joue au hockey</i><br/> <i>il/elle joue à la Wii</i></p> <p><b>les adjectifs</b><br/> <i>paresseux</i><br/> <i>ennuyeux</i><br/> <i>boueux</i><br/> <i>dangereux</i><br/> <i>fatigant</i><br/> <i>difficile</i><br/> <i>facile</i></p> |         | <p>Using flashcards or the white board (Ppt), recap the language learnt last time: the seasons and the different sports. Make sure the learners realise they are saying 'he is playing...' or 'she is playing...' not just 'rugby' etc.</p> <p>After the learners have been reminded of the new language, all the flashcards except one could be stuck to a board. Give thinking time for learners to identify the missing one. Repeat with a different one missing.</p> <p> Remind the learners of the charades they did last time, and agree on gestures for the four seasons and the sports. Practise the words again, using the agreed gestures as prompts and responses.</p> <p> Explain that this time they are going to learn some adjectives, which will help them to understand a story they will be hearing later on. Make sure they understand what the pictures represent (in the 'notes' section of the slides in the PowerPoint 'Let's enjoy stories flashcards of adjectives')</p> <p><i>Regardez et écoutez!</i> – model the pronunciation of the adjectives</p> <p><i>Regardez, écoutez et répétez!</i></p> <p>Repeat and this time ask group to repeat chorally – emphasising the different sounds and correct pronunciation.</p> | <p>10 mins</p> <p>5 mins</p> <p>5 mins</p> |

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|-----------------------|-----------------------|---------|--|---|
|                       |                       |         | <p>Ask questions - <i>C'est comment ?</i> – What's it like?</p> <p>Repeat learner response to reinforce correct pronunciation.</p> <p>Explain that you will be looking at the phonics related to the new words</p> <p>Show the adjectives written on white board (PPT) – read aloud and ask class to repeat. Identify the different sound/spelling correspondences as well as the silent letters</p> <p><b>Phonics focus</b></p> <p><b>eux</b> – silent 'x', 'eu' is already familiar from words such as 'deux' and 'neuf'</p> <p><b>ennuyeux</b> – 'en' like 'en' in 'en suite' and 'uy' makes a sound like 'we'</p> <p><b>fatigant</b> – 'an' like 'en' above ; silent 't'</p> <p><b>difficile</b> and <b>facile</b> – all the 'i's are pronounced like 'ee'</p> <p>Display the words on the whiteboard. Read them aloud and ask group to repeat. Identify the different sound/spelling correspondences as well as the silent letters</p> <p><b>Without</b> showing the learners the text, tell the story of <i>Antoine le Paresseux</i> – Lazy Antoine – using agreed gestures with the Ppt "Antoine le Paresseux no text" or flashcards to aid understanding. 'Talk for Writing' conventions can be used if these are familiar. You might like to pause after each season's section to see what the learners have understood. However if you feel the group can cope, tell the whole story at once, then go through it</p> | <p>5 mins</p> <p>5 mins</p> <p>5 mins</p> |

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|-----------------------|-----------------------|---------|---|--------------|
|                       |                       |         | <p>again, stopping after each season's section to check understanding. </p> <p>Then, tell the story again and invite the learners to join in with actions, and saying the story as well if they can.</p> | 5 mis        |



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