

M1 MEEF

Premier degré
Parcours Professeur des écoles

Enseignement des Langues à L'École
Cycles 2 et 3

2024 – 2025



université
PARIS-SACLAY

FACULTÉ
DES SCIENCES
D'ORSAY

Présentation du module - M1

Enseignant(e)s	Christine BASSINOT christine.bassinot@universite-paris-saclay.fr Diana FOGLIZZO diana.foglizzo@universite-paris-saclay.fr (coordinatrice) Sébastien KAISER sebastien.kaiser@universite-paris-saclay.fr Sylvaine PERRICHOT sylvaine.perrichot@universite-paris-saclay.fr Kirti SARDESAI kirti.sardesai@universite-paris-saclay.fr
Crédits ECTS	1
Horaires	9h00 – 12h15 ou 13h30 – 16h45
Programme	Enjeux et modalités de l'enseignement des langues au cycle 2 et 3. Élaboration d'une séance & un cours d'EPS en anglais. Phonologie (sons et symboles phonétiques)
Modalités d'évaluation	Session1 : Élaboration d'une séance détaillée en binôme (+ supports) : 30% de la note Microteaching de 5 minutes en anglais (<i>travail individuel</i>) : 50% de la note Participation en cours : 20% de la note Session 2 en juin 2025 : La note de la 2 ^e session remplace la note de la 1 ^e session Analyse d'un/des document/s, – travail écrit, microteaching de 5 minutes en anglais

Voir eCampus pour les groupes, dates et salles

M1	Memorisation & flashcard games	Other games	Songs & Numbers	Dance & PE	Preparation for micro-teaching	PE in English	Micro-teaching
M2	New York project	Art & drama	Science & maths	Story telling	Preparation for micro-teaching	Micro-teaching	

Sommaire

Présentation du module M1	p2
Critères pour l'évaluation finale : <i>séance (travail écrit)</i>	p3
Critères pour l'évaluation finale : <i>microteaching</i>	p4
Je vérifie	p5
Élaboration de séquence et séance	p6
Proposition de grille pour élaborer une SÉANCE	p7
Steps for the written work	p8
Phonetics	p9
Tongue twisters	p15
Classroom English	p16
Learning vocabulary	p18
Poetry & limericks	p18
Games	p19
Songs	p22
Numbers	p28
Let's dance	p29
PE	p30
School systems in France, the UK, the USA	p31

Critères pour l'évaluation finale : Séance écrite & supports (travail de groupe)

Noms :

Date :

Tâche finale de la séquence envisagée :

Niveau de classe :

Séance numéro :

Tous les supports (tailles réelles) sont fournis avec le travail écrit : Total : /20

- Clarté / qualité de présentation du dossier écrit /2
Est-ce que la personne qui lit doit chercher/trouve facilement des informations ?

- Adapté au niveau de la classe /1

La séquence

- Pertinence de la séquence /1

- Cohérence dans la séquence /2

- Progression dans la séquence /2

La séance

- Cohérence dans la séance /2

- Progression dans la séance /2

- Qualité des consignes : *correctes (1) - courtes (1)* /2

- Les supports utilisés par l'enseignant(e) : *pertinents (1) – attractifs (1)* /2

- Les activités proposées : *pertinentes (1) - ludiques (1)* /2
T → P / P → P / travail en classe entière / groupe / individuel / les élèves sont actifs / passifs

- Prise de risque / créativité / originalité /2

Critères pour l'évaluation finale : *Microteaching M1*

Chaque binôme aura **2-3 minutes** pour expliquer en français le **niveau de la classe** et la **trame de la séquence et séance**. Puis **chacun** disposera d'**1 minute** pour introduire, en français, sa phase de microteaching. La phase de microteaching se fera en anglais, du début à la fin, et durera **5 minutes – pas moins, pas plus** (pénalité en cas de non-respect du critère – NB le temps de l'écoute d'une chanson sera en plus). Les autres étudiants joueront le rôle de bons et/ou mauvais élèves afin d'évaluer la gestion du groupe classe. L'activité présentée ne doit **pas** être **la phase d'acquisition du vocabulaire**, mais une activité (jeu/chanson...) pour le mettre en pratique.

Consignes <i>Clarté des consignes ? gestuelle ?</i> <i>Concision des consignes ?</i>		/3
Activités proposées <i>Activités ludiques ?</i> <i>Bien pensées ?</i> <i>Progression pas à pas ?</i> <i>Rythme :</i>		/4
Supports et matériel utilisés par les élèves <i>Pertinents - attractifs</i>		/2
Gestion de groupe <i>Présence :</i> <i>Voix / regard / sourire :</i> <i>Encouragements :</i> <i>Reprise des erreurs :</i>		/5
Qualité de l'anglais <i>Prononciation :</i> <i>Grammaire :</i> <i>Vocabulaire :</i>		/4
Prise de risqué / créativité / originalité		/2

Pour le document écrit, je vérifie ...

	Oui, c'est bon	Non, pas encore
La présentation du document est claire et agréable à lire		
La première page contient toutes les informations requises		
Il est clair QUI fait QUEL micro-teaching (utilisez des couleurs)		
J'arrive à la tâche finale en passant par les séances		
L'objectif de chaque séance est clair		
Mes consignes sont courtes et grammaticalement correctes.		
Les activités sont ludiques		
Il y a de la progression (T → P / P → P / group work)		

Pour le microteaching, je vérifie ...

	Oui, c'est bon	Non, pas encore
Mes consignes sont courtes.		
Mes consignes sont grammaticalement correctes.		
J'ai vérifié la prononciation de tout ce que j'enseigne ou donne comme consigne.		
Le contenu décrit dans le document écrit est enseigné lors du <i>microteaching</i> .		
Je précise d'où viennent les prérequis (quelle séance, quelle séquence).		
Je viens avec tout le matériel nécessaire (flash cards, fichier audio/vidéo...).		

A proscrire dans le micro-teaching :

- le rituel
- l'enseignement du vocabulaire

Comment élaborer une séquence et une séance

Définir :

1. La tâche finale - soyez ambitieux 😊
2. Le niveau de la classe

1. Présenter **la séquence** en forme de tableau avec

- (i) le contexte/durée
- (ii) le niveau de classe
- (iii) la tâche finale
- (iv) le nombre de séances

Et puis

2. Présenter **les séances** - les étapes pour arriver à la tâche finale selon le niveau de classe

Remplissez le tableau :

	Titre	Objectif en fin de séance	Tâche finale
Séance 1			
Séance 2			
Séance 3			
Séance 4			
Séance 5			
etc.			

Puis faites valider votre séquence et vos séances par votre enseignant(e) avant de continuer

La première page : ajoutez un titre, vos noms, le nom de votre enseignante, votre filière, la date, la tâche finale et le niveau de la classe. Ajoutez une image.

Votre document doit être facile à lire : pensez aux numéros de page – des tableaux sur une page – la police – les couleurs – ajouter les supports et l'envoyer en un seul document (doc et pdf).

Grille à adapter aux spécificités de la séance :

<p>PHASE 1 Réactivation des pré-requis <i>Rebrassage de ce qui a déjà été vu</i></p> <p>PHASE 2 Nouveaux apprentissages <i>Introduction des nouveaux contenus</i></p> <p>PHASE 3 Appropriation <i>Manipulation des nouveaux contenus</i></p> <p>PHASE 4 - Evaluation <i>Vérification du degré de compréhension et d'autonomie des élèves avec une activité en anglais et non pas une question en français</i></p>	<p>Avec pour chaque phase :</p> <p>Objectifs spécifiques ?</p> <p>Activités langagières : CO, CE, PO, PE ?</p> <p>Déroulement des activités ?</p> <p>Qui parle ? T → P / P → P / en groupe</p> <p>Dirigé ? En autonomie ?</p> <p>Durée ?</p> <p>Consignes (en anglais !) ?</p> <p>Réponse(s) attendue(s) ?</p> <p>Supports/ Matériel ?</p> <p>⇒ Que sont-ils capables de dire/faire à la fin de la séance ? Que reste-il de ce que vous avez enseigné ?</p>
---	--

Proposition de grille pour élaborer une SÉANCE

(à adapter selon vos besoins)

Contenus lexicaux	
Contenus syntaxiques (structure de la phrase)	
Contenus phonologiques	

Séance numéro ? / ?	Objectif propre à la séance					
Phase	Durée	Déroulement prévu - activités	Qui parle ? T ou P ?	Consignes (en anglais) what the teacher says	Réponses attendues (en anglais) what the pupils should / can say	Matériel
1. Réactivation des pré-requis pour chaque pré-requis, indiquez s'il vient d'une séquence précédente ou le numéro de la séance						
2. Nouveaux apprentissages <i>(new learning)</i>						
3. Appropriation <i>(learning practice)</i>						
4. Évaluation <i>(checking)</i>						
Evaluation						

Steps for the written work

Step 1: during lesson 1 I decide **who** I want to work with (make groups of 2).

Step 2: before lesson 2: I decide the **class level** (CP → CM2), the **title** and the **final task**.

Team	
Class level	
Title	
Final task	

Step 3: before lesson 3: I have completed the following table:

	title	objectives
Séquence		

Step 4: before lesson 4: I have completed the following table:

Séance 1	
Séance 2	
Séance 3	
Séance 4	
Séance 5	
<i>etc.</i>	

Step 5: before lesson 5: I know which séance I am going to use. I know which activity I am going to do for my microteaching. ✓

I come with everything necessary to create all the material I need for my microteaching. ✓

Deadline to send the first draft as a DOC file (not pdf):

Reception date of your teacher's feedback:

Deadline to hand in the final draft: **lesson 6**

- paper version + pictures of **all** the material used for the microteaching ✓
- digital version + **all** the material used for the microteaching (DOC file and PDF) ✓

Phonétique / Phonologie

The phonetic alphabet

Here is the I.P.A. for English (British English, RP = Received Pronunciation).













ɪ sit	i: see	əʊ nose	p pet	b bad	h how
ʊ put	u: blue	aʊ now	t tea	d did	m man
æ cat	ɑ: arm	eɪ day	k cat	g give	n no
ʌ cup		aɪ five	f find	v voice	ŋ <u>si</u> ng
ɒ hot	ɔ: call	ɔɪ boy	θ think	ð this	r red
ə <u>a</u> way	ɜ: turn	ɪə near	s sun	z zoo	l leg
e met		eə where	ʃ she	ʒ pleasure	w wet
		ʊə pure	tʃ check	dʒ just	j yes

You may prefer the visual organisation of these two charts:









	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	i:	ɪ	ʊ	u:	ɪə	eɪ		
VOWELS	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

Or these two charts:

Vowels

<p>i: /si:/</p>  <p>sea</p>	<p>I /swim/</p>  <p>swim</p>	<p>e /bed/</p>  <p>bed</p>	<p>æ /kæt/</p>  <p>cat</p>
<p>ɑ: /kɑ:/</p>  <p>car</p>	<p>ʌ /kʌp/</p>  <p>cup</p>	<p>ɒ /lɒk/</p>  <p>lock</p>	<p>ɔ: /bɔ:l/</p>  <p>ball</p>
<p>ʊ /bʊk/</p>  <p>book</p>	<p>u: /tu:/</p>  <p>two</p>	<p>ɜ: /ʃɜ:t/</p>  <p>shirt</p>	<p>ə /fɑ:ðə/</p>  <p>father</p>

Diphthongs

<p>eɪ /eɪt/</p>  <p>eight</p>	<p>aɪ /aɪ/</p>  <p>eye</p>	<p>ɔɪ /bɔɪ/</p>  <p>boy</p>	<p>əʊ /'ær.əʊ/</p>  <p>arrow</p>
<p>aʊ /haʊs/</p>  <p>house</p>	<p>eə /tʃeə/</p>  <p>chair</p>	<p>ɪə /dɪə/</p>  <p>deer</p>	<p>ʊə /'tʊərɪst/</p>  <p>tourist</p>

<p>p /su:p/</p>  <p>s<u>o</u>p</p>	<p>b /bæt/</p>  <p><u>b</u>at</p>	<p>t /laɪt/</p>  <p>l<u>i</u>ght</p>	<p>d /dɒg/</p>  <p><u>d</u>og</p>
<p>k /kæp/</p>  <p><u>c</u>ap</p>	<p>g /bæg/</p>  <p><u>b</u>ag</p>	<p>m /mæn/</p>  <p><u>m</u>an</p>	<p>n /reɪn/</p>  <p><u>r</u>ain</p>
<p>ŋ /kɪŋ/</p>  <p><u>k</u>ing</p>	<p>f /fɪʃ/</p>  <p><u>f</u>ish</p>	<p>v /væn/</p>  <p><u>v</u>an</p>	<p>θ /θʌm/</p>  <p><u>t</u>humb</p>
<p>ð /'mʌð.ə/</p>  <p><u>m</u>other</p>	<p>s /maʊs/</p>  <p><u>m</u>ouse</p>	<p>z /'zeb.rə/</p>  <p><u>z</u>ebra</p>	<p>ʃ /ʃu:/</p>  <p><u>s</u>hoe</p>
<p>ʒ /'tel.ɪ.vɪʒ.ən/</p>  <p><u>t</u>elevis<u>i</u>on</p>	<p>h /hænd/</p>  <p><u>h</u>and</p>	<p>tʃ /tʃi:z/</p>  <p><u>c</u>heese</p>	<p>dʒ /dʒet/</p>  <p><u>j</u>et</p>
<p>r /raɪt/</p>  <p><u>w</u>rite</p>	<p>l /lɒg/</p>  <p><u>l</u>og</p>	<p>j /'jəʊ.jəʊ/</p>  <p><u>y</u>o-yo</p>	<p>w /weɪl/</p>  <p><u>w</u>hale</p>

❖ THE PRONUNCIATION OF VOWELS

Put the underlined words into the correct column according to their vowel sounds.

The cat sits on a chair and mews - the children sit in a row and chat – the cart drives home through the farm - I can see a few cows over there - it is true my flat is smart – show me how to bow - it is super fun to mix and flip the dough – take care how you tie your bow – no they are not at their desks.

ɑ:	æ	eə	ɪ	əʊ	aʊ	u:

Vowel phonemes - Chase the odd one out:

	Main vowel sound	Odd one out
Yellow - brown - gold - goat		
Sheep - pig - repeat - eat		
Mood - look - soup - food		
Rice - lizard - ice - spider		
Proud - cow - cloud - tomorrow		
Cake - potato - hen - grey		
Happy - scared - sad - mad		
Rabbit - snake - hamster - cat		
Shoe - book - school - Luke		
Pick - sit - circle - scissors		
Neck - nails - head - elbow		
Feet - chin - finger - lips		

Now, write your own line of 5 words on the same pattern:

HELP - Think of the following lexical food: body parts - food - clothes - pets and farm animals - hobbies - sports ...

❖ DIPHTHONGS (2 adjacent vowel sounds)

Say these words out loud:

- night - high - thigh - eye
- boy – toy - enjoy
- loud – cloud – count - mouth

- rain – tray
- hair
- ear
- elbow - nose
- pure
- idea

Write the phonetic symbol corresponding to the vowel in each word.

- | | | |
|-----------------|-----------------|-----------------|
| 1. can: / cane: | 4. hide: / hid: | 7. note: / not: |
| 2. hate: / hat: | 5. fine: / fin: | 8. hop: / hope: |
| 3. fat: / fate: | 6. sit: / site: | 9. dot: / dote: |

Put all the words into column (a) or column (b).

hope - dinner – dining – tiny – rag - time – tin – comma – supper – tapping – hoping – taping – hopping – coma – Tim - tape – pine – pin –pinning – super – tap – hop - rage

(a) SHORT vowel sounds	(b) LONG vowel sounds

❖ **WORDS STARTING WITH THE LETTER H**

The H is always pronounced at the beginning of a word with a few exceptions:

- hour
- honest
- honour, honourable
- heir

❖ **WORDS ENDING IN 'ED' can be pronounced in three different ways:**

- turned /d/ - *if the final consonant (before 'ed') is voiced (vocal cords vibrate)*
- locked /t/ - *if the final consonant (before 'ed') is unvoiced (cords do not vibrate, air just passes through)*
- exploded /ɪd/ - *if the final consonant (before 'ed') is 't' or 'd'*

A few exceptions follow the /ɪd/ rule i.e. ragged (dressed in rags)

Fill out the table with the following words: *wired • switched • forced • exploded • locked • blinded • suspended • ripped • climbed • charged • looked • added • laughed • tested • imagined • researched • pleased • dressed • started • ended • saved • finished*

/d/	/t/	/ɪd/

❖ **WORDS ENDING IN ‘S’**

The same rule applies to S. Put the following words in the correct column:

boxes • experiments • websites • animals • creations • links • sizes • clothes • lunches • gaps • pages • watches • calls • says • allows • laughs • stops • prefers • works • rings • dishes • uses • finishes

/s/	/z/	/ɪz/

❖ **MULTIPLE CONSONANTS**

For example: CRISPS – MONTHS – DEPTHS – CLOTHES – TWELFTHS - LENGTHS

Now say these sentences:

1. She acts as our contact during conflicts but our head often contradicts her.
2. It’s time for sports. Can you do the splits?
3. It’s fun to splash paint on the paper.
4. Let’s do some maths. What are five twelfths of 144?
5. What are your strengths?

❖ **TRANSPARENT WORDS**

Beware of the pronunciation of words that look very similar in French:

i.e. catastrophe, maintenance, example, syllable, athlete, muscle, sport.

Tongue Twisters

Try saying these tongue twisters to your partner. Say each one several times quickly. Why is it difficult?

I saw a saw that could out saw any other saw I ever saw.



Red lorry, yellow lorry, red lorry, yellow lorry.



A big bug bit the little beetle, but the little beetle bit the big bug back.

Bubble, bobble, bubble, bobble, bubble, bobble.



If two witches were watching two watches, which witch would watch which watch?



Six slippery snails slid slowly seaward.



How much wood could a wood chuck chuck if a wood chuck could chuck wood?

She sells sea shells on the sea shore. The sea shells she sells are sea shore shells I'm sure.



Penny's pretty pink piggy bank.



Classroom English

Useful flashcards on <http://www.sparklebox.co.uk/class-management/>

Remember to use very clear gestures (faces, hands, arms ...) to illustrate the meaning of your instructions!



GENERAL CLASS MANAGEMENT

Sit down.

Look / look at... / listen to

Take your coats off / take off your coats.

Thank you / you're welcome.

Ask your partner....

Stand up.

Point to...

Put your coats on / put on your coats.

Put all the paper in the bin.

REGISTER

Here, Hugo is here, I'm here, yes teacher, present.

Who's missing?

It's playtime.

He's / she's absent, sick, ill, not here, late.

Who is eating lunch at school today?

Who is going to the breakfast club tomorrow.

Who is going to the after-school club today?

Who is going to the homework club today?

Take out / write in your homework diary.

Put up your hands / put your hands up / raise your hand

MOOD

How are you today?

Fine, great, so so, tired

DATE

What's the day / date today?

Come here. Stick/put it here. (CP)

Come and write the date on the board (CM)

BIRTHDAY

Is it your birthday today? Yes it is. No it isn't.

Whose birthday is it today? Jane's.

WEATHER

What's the weather like today?

It's rainy, it's raining, it's hot, it's cold. It's cloudy, it's sunny, foggy, snowy



TO FINISH

Put your books / pencil cases away – put away your books / pencil cases.

See you tomorrow. Goodbye.

ACTIVITIES

Listen / Listen and point to... / Listen and do... / Listen and repeat / Repeat after me.

Take out your scissors / glue / felt tips / crayons / sellotape / set square / protractor.

Take your scissors / glue / felt tips / crayons / sellotape / set square / protractor out.

Put away your scissors / glue / felt tips / crayons / sellotape / set square / protractor.

Put your scissors / glue / felt tips / crayons / sellotape / set square / protractor away.

Tick / circle / match

Come to the board.

Open your exercise book at page ...

Close your text book

Hide the picture

Write on the board / on your slate / ...

Now we're going to sing a song

To underline - to highlight / take out your highlighter

INSTRUCTIONS FOR A GAME

Close your eyes.

Open your eyes.

Draw a picture.

Choose a partner.

Get into pairs / groups of three.

Take your shoes off.

Put your shoes on.

Imagine you are a

Sit in a circle.

Sit back to back.

Pick a card / give me a card / put down your card.

Shuffle the cards.

ENCOURAGEMENTS

Well done.

That's great / lovely / fantastic / awesome ...

What lovely colours.

That's beautiful.

AND if necessary

Be quiet.

Calm down.

Learning vocabulary

Introduction: how many words can one memorise in one lesson? (6, max 10 words)

Step 1: Listen and watch *Introduce the new objects* (start with the easiest, take pronunciation into consideration too) A pen, a pencil, a pencil case, a ruler, a rubber, scissors. *Name them and show them twice in the same order.*

Step 2: Close your eyes, listen and picture the object. Open your eyes to check

Focus on pronunciation

Step 3: Listen and point to ... *Identify the objects.* Stand around the teacher's desk. The teacher names one item, one of the students shows the corresponding item. First, the item only, then the word can be included in a short sentence (ex: this is a red pencil; the rubber is on the desk; the ruler is small...) *The same activity can be done with teams*

Step 4: Listen and repeat *Identify the word, focus on pronunciation*

Choral repetition (x2) then individually (give the easy words to shy students)

Step 5: Name the object *Game: What's missing?* First with the whole class then in pairs

Step 6: Link with a context *Same game, the game master is a student (or) pair work: I need (a) ...*

Step 7: Introduce the written form (only when pronunciation is correct) (CE2; CM1; CM2)

"Flash the words" with flashcards. Match images and written words

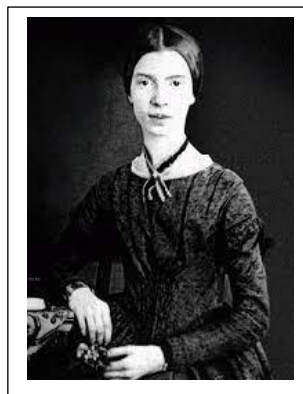
(Step 8: Written exercises: CE2; CM1; CM2) *Copy the words / drawings. Matching activities. Short sentences (CM)*

Poetry & limericks

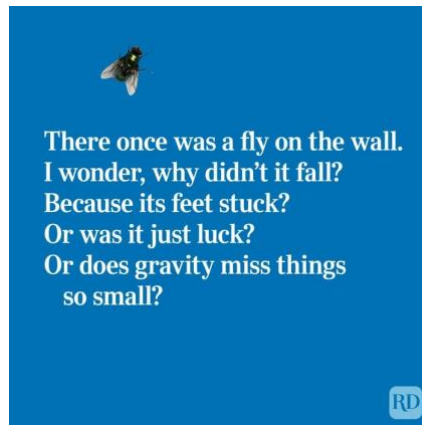
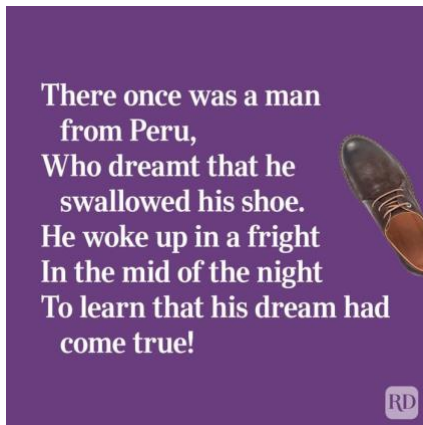
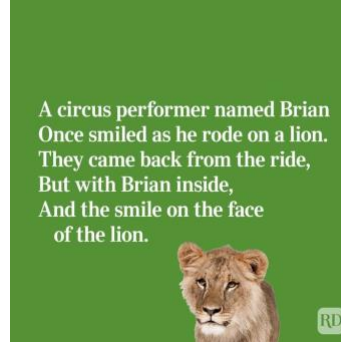
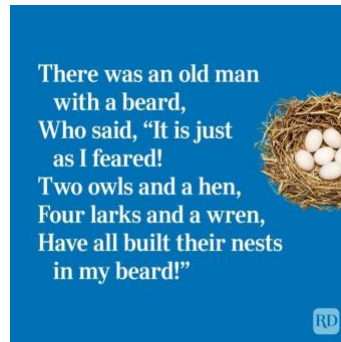
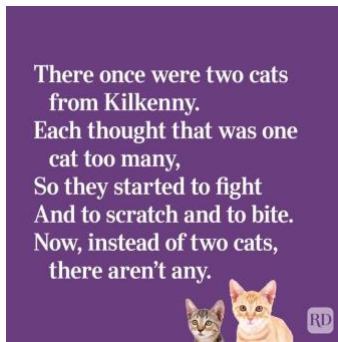
A slash of Blue by Emily Dickinson

A slash of Blue --
A sweep of Gray --
Some scarlet patches on the way,
Compose an Evening Sky --

A little purple -- slipped between --
Some Ruby Trousers hurried on --
A Wave of Gold --
A Bank of Day --
This just makes out the Morning Sky.



Limericks:



Games

The following games can be used to stimulate the production of vocabulary and structures. Students (pupils in school) should be encouraged to take over the teacher's role as soon as possible. In elimination games, it is advisable to give students several lives in order to prevent those who are eliminated from losing interest.

GAMES TO PRACTICE CLASSROOM LANGUAGE

I spy: I spy with MY little eye something beginning with (chose a letter)

Simon says... The English equivalent of *Jacques a dit*. Perfect for classroom commands. This game can be used time and time again when new language has been introduced.

Show me...! For example: Show me a pen! Once language has been introduced through the use of visuals, students can be expected to point quickly to appropriate cards or objects to show they have understood.

Follow the instructions! Give students a series of directions or instructions to be followed. *Open the window, close the door, switch the light on/off and look at the screen.*

Now it's your turn! One student has to mime or obey an instruction without speaking, then give another instruction of their own to the next student in line. This activity can be made cumulative. In this case, each student has to recall and carry out all the instructions given by previous players as well as that given by his or her immediate predecessor.

I'm the teacher! An opportunity for students to assume the role of teacher and give commands or instructions to the rest of the group or class - surely irresistible, especially if they are allowed to use your chair!

GAMES TO PRACTISE NUMBERS

Bingo At its most complicated, the teacher can prepare Bingo cards and provide counters. At its simplest, students can write down a selection of numbers and cross them out as you call them. Students could be asked to read them back in English.

Splash! Write numbers to be practiced on the board, in the form of stepping stones across a river. As a volunteer to "cross the river" using the stepping stones. Students are free to choose their own path. If there is a hesitation or a mistake the rest of the class shouts *Splash!* as the volunteer "falls into the river".

Too big, too small Think of a number and ask the class to guess it. The only clue you give them is whether the number they have suggested is too big or too small. This game works best with a wide range of numbers.

Count like this... Start by saying "Count like this..." and begin to count in a particular way, for example: forwards, backwards, alternate numbers, or in multiples of 2 or 3 etc. Students join in as soon as they can with the right sequence and are out if they give a wrong number. Change the sequence at intervals by saying "Count like this..." and beginning again. Students may assume the role of caller once they are familiar with the rules.

Erase... Write numbers in random order on the board. Then invite two students to come to the front. The first student to rub out the number you call earns a point. You can also play this by just pointing at the next student or at groups or teams of students.

Dice game Students can throw dice in pairs or groups and say aloud the total number. They could also add up their scores over a series of five or six throws.

The ladder Draw two or more six-rung ladders with a number on each rung. Each team or group throws a dice and reads out the number. If it is the next on the ladder, it is crossed off and the team moves up to the next rung.

GAMES USING FLASHCARDS

Various types of flashcard design:

- picture on one side only with the text on the other (CM1 & CM2, possibly CE2)
- related pictures on both sides (sad/happy)
- related pictures on one or more flashcards, for example a sequence of events which can be described in the present or in the past
- folded cards with one part hidden when folded
- cards with a flap which can be used to change the picture (going home by bike/by car...)
- a concertina of pictures which can be used to tell a story

True or False? A group game. One student has a pile of flashcards. At random he/she picks up a card and says something about it. The others decide if it is true or false.

Mimes Show a picture of an object and ask a student to mime it for the others to guess.

Kim's game Show about ten related cards and then ask the class to try and remember what they were. When they can remember all of them, remove one and ask them which is missing.

The odd one out Show four cards. Ask students to decide which is the odd one out. This game is useful for the revision of vocabulary from other areas.

What is it? A game to be played with any group of flashcards depicting nouns. The flashcards are shuffled and a plain piece of paper placed on top to hide the image. The caller looks under the paper to see what the top card is and asks: *What is it?* Other students say: *It's a/an...* and the student who guesses correctly comes out and acts as caller. He removes the top card and looks at the next before asking: *What is it?*

What are you doing? The game is similar to the above, using flashcards depicting actions.

OTHER GAMES

I'm thinking about something The basic guessing game in which someone thinks of a word within a given range for others to guess by saying: *It's a/an...*

Don't use yes or no A student comes to the front of the class and the teacher asks him/her questions. The student has to answer without using the words yes and no. Questions such as: *"Do you like drinking Coca-Cola?"* can be answered with *"I like it a lot"* or *"Definitely"* or *"Of course"*. A good way of catching students out is to ask a question that requires a factual answer, and then to repeat their answer for confirmation, for example:

- *When is your birthday?*
- *On the 14th of July.*
- *On the 14th of July?*
- *Yes.*

The burning chair A group game in which students take it in turns to answer for 30 seconds any questions fired at them.

The secret message Students pass a message along a row of players. Each student must remain seated and only a quiet whisper is allowed. The message can be an instruction to do something and the student at the end of the row carries out the instruction. This is best done as a race between the rows.

Where is it? (to practice prepositions) While a student is waiting in the corridor, an object is hidden somewhere in the classroom. The student then comes into the classroom and asks: *Is it near / behind / on / under...?* until he/she finds the object.

Make and do: the LEGO game

Get into groups of four. Two people leave the room for five minutes and the other two

VOCABULARY

Colours: red, blue, yellow, green, red, white, black, grey, orange ...

Shapes: square, rectangle, flat, window, long, block, piece, 2 by 2, 4 by 1 etc

Verbs: to clip on, to put on, to take off, to unclip, to build, to stick, to unstick

Instructions: clip on, take off etc....

Position: on the right, on the left, at the top, at the bottom, on, on top of, under, underneath ...

Result: Yes that's right, no that's wrong. That's the wrong/right colour/shape well done

Make and do: building a house challenge

This hands-on activity has been adapted for M1 students. It can be simplified to suit your pupils.

AIM: to build the most beautiful house.

Material 6 sheets of A4 paper - sellotape - glue - 8 paper clips – scissors - felt tip pens - scarfs

Instructions

to fold down the top left / bottom right corner - to fold the corners inwards

to flip/turn the paper over - to lift the top left / bottom right corner

to cut, to cut out, to cut off - to colour, to colour in

to stick / to tape the piece of paper onto to stick / to tape together

the vertical axis / the horizontal axis

Task 1 Get into **teams of four** and get ready. Two people are blindfolded.

The two other team members are attached by their wrists (right hand for right handers or left hand for left handers) behind their backs. **NB Who is right handed? Who is left handed?**

Task 2 Hand out the material for each team NB the scissors are NOT TO BE USED BY THE BLINDFOLDED TEAM MEMBERS

Task 3 Build a beautiful house with a garden. Only the blindfolded team members can build and decorate the house. The attached team members give instructions but cannot touch the house.

Task 4 Class vote (optional) A secret ballot is held. If there are four teams then give three points for your favourite house, two for the next favourite etc. You cannot vote for your own house.

Songs

THE (H)OKEY COKEY

You put your right arm in, your right arm out,

In, out, in out, shake it all about,

You do the okey cokey and you turn around,

That what it's all about.

Oh the okey cokey, oh the okey cokey, oh the okey cokey , knees bent, arms stretched rah, rah rah

REPEAT WITH:

left arm - right leg - left leg - whole self

ROUND AND ROUND THE VILLAGE

Round and round the village, round and round the village,
Round and round the village, as we have done before.

In and out the windows, in and out the windows,
In and out the windows, as we have done before.

Choose yourself a partner, choose yourself a partner,
Choose yourself a partner, as we have done before.

Follow them to London, follow them to London,
Follow them to London, as we have done before.

Shake hands with your partner, shake hands with your partner,
Shake hands with your partner, as we have done before.

Bow before you leave them, bow before you leave them,
Bow before you leave them, as we have done before.

THE COWBOY'S SONG

I'm a cowboy , oh yes! I'm wearing blue jeans
I'm a cowboy , oh yes! I'm wearing blue jeans
I'm wearing blue jeans And a white hat

I'm a cowgirl , oh yes! I'm wearing black jeans
I'm a cowgirl , oh yes! I'm wearing black jeans
I'm wearing black jeans And a red hat

IF YOU'RE HAPPY AND YOU KNOW IT CLAP YOUR HANDS

If you're happy and you know it **clap your hands** (clap, clap)
If you're happy and you know it clap your hands (clap, clap)
If you're happy and you know it and you really want to show it,
If you're happy and you know it clap your hands (clap, clap).

If you're happy and you know it **stamp your feet** (stamp, stamp)
If you're happy and you know it stamp your feet (stamp, stamp)
If you're happy and you know it and you really want to show it,
If you're happy and you know it stamp your feet (stamp, stamp)

If you're happy and you know it **nod your head** (nod, nod)
If you're happy and you know it nod your head (nod, nod)
If you're happy and you know it and you really want to show it,
If you're happy and you know it nod your head (nod, nod)

If you're happy and you know it **shout "hurray!"** ("hurray!")
If you're happy and you know it shout "hurray!" ("hurray!")
If you're happy and you know it and you really want to show it,
If you're happy and you know it shout "hurray!" ("hurray!")

If you're happy and you know it **say all four** (clap, clap, stamp, stamp, nod, nod "hurray!")
If you're happy and you know it **do all four** (clap, clap, stamp, stamp, nod, nod "hurray!")
If you're happy and you know it and you really want to show it,
If you're happy and you know it do all four (clap, clap, stamp, stamp, nod, nod "hurray!")

I AM A MUSIC MAN

I am a music man, and I come from Eng'land
And I can play. What can you play? Well I can play the big bass drum.
Big-bass, big-bass, big-bass drum, big-bass drum, big-bass drum,
Big-bass, big-bass, big-bass drum, big-bass drum, big-bass drum.

I am a music man, and I come from Eng'land
And I can play. What can you play? Well I can play the piano.
Pia- Pia- piano, piano, piano, pia- pia- piano, pia- piano.

I am a music man, and I come from Eng'land
And I can play. What can you play? Well I can play the old banjo.
Banjo, banjo, banjo ban, banjo ban, banjo ban, banjo, banjo, banjo ban, banjo, banjo ban,

I am a music man, and I come from Eng'land
And I can play. What can you play? Well I can play the violin.
Vio- vio- violin, violin, violin, vio- vio- violin, violin, violin.
La, la, la, la, la, la I am a music man ...

TEN IN THE BED

There were ten in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were nine in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were eight in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were seven in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were six in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were five in the bed and the little one said, 'Roll over, roll over!'

So they all rolled over and one fell out

There were four in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were three in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There were two in the bed and the little one said, 'Roll over, roll over!'
So they all rolled over and one fell out

There was one in the bed and the little one said, 'I'm lonely' ('*Good night!*')

ONE FINGER, ONE THUMB

One finger, one thumb, keep moving, one finger, one thumb, keep moving,
One finger, one thumb, keep moving, we'll all be merry and bright.
One finger, one thumb, one arm, one leg, keep moving,
One finger, one thumb, one arm, one leg, keep moving,
One finger, one thumb, one arm, one leg, keep moving,
We'll all be merry and bright.

One finger, one thumb, one arm, one leg, one nod of the head keep moving,
One finger, one thumb, one arm, one leg, one nod of the head keep moving,
One finger, one thumb, one arm, one leg, one nod of the head keep moving,
We'll all be merry and bright.

One finger, one thumb, one arm, one leg, one nod of the head, stand up, sit down keep moving,
One finger, one thumb, one arm, one leg, one nod of the head, stand up, sit down keep moving,
One finger, one thumb, one arm, one leg, one nod of the head, stand up, sit down keep moving,
We'll all be merry and bright. **REPEAT**

ONCE I CAUGHT A FISH ALIVE

One, two, three, four, five.

One, two, three, four, five. Once I caught a fish alive,
Six, seven, eight, nine, ten, then I let it go again.

Why did you let it go? Because it bit my finger so,
Which finger did it bite? This little finger on the right.
One, two, three, four, five, six, seven, eight, nine, ten,

One, two, three, four, five. Once I caught a fish alive,
Six, seven, eight, nine, ten, then I let it go again.

Why did you let it go? Because it bit my finger so,
Which finger did it bite? This little finger on the right.
One, two, three, four, five, six, seven, eight, nine, ten.

THIS OLD MAN

This old man, he played one, he played knick-knack on my drum
With a knick-knack paddywhack give a dog a bone, this old man came rolling home

This old man, he played two, he played knick-knack on my shoe
With a knick-knack paddywhack give a dog a bone, this old man came rolling home

This old man, he played three, he played knick-knack on my knee
With a knick-knack paddywhack give a dog a bone, this old man came rolling home

This old man, he played four, he played knick-knack on the door
With a knick-knack paddywhack give the dog a bone, this old man came rolling home
This old man, he played five, he played knick-knack on the hive
With a knick-knack paddywhack give the dog a bone, this old man came rolling home

This old man, he played six, he played knick-knack on some sticks
With a knick-knack paddywhack give the dog a bone, this old man came rolling home

This old man, he played seven, he played knick-knack up to heaven
With a knick-knack paddywhack give a dog a bone, this old man came rolling home

This old man, he played eight, he played knick-knack on my gate
With a knick-knack paddywhack give a dog a bone, this old man came rolling home

This old man, he played nine, he played knick-knack on my spine
With a knick-knack paddywhack give the dog a bone, this old man came rolling home

This old man, he played ten, he played knick-knack once again
With a knick-knack paddywhack give a dog a bone - this old man came rolling home.
This old man came rolling home.

THE WHEELS ON THE BUS

The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round, all day long.

The horn on the bus goes beep beep beep, beep beep beep, beep beep beep.
The horn on the bus goes beep, beep, beep all day long.

The wipers on the bus go swish swish swish, swish swish swish, swish swish swish.
The wipers on the bus go swish, swish, swish, all day long.

The people on the bus stand up sit down, stand up sit down, stand up sit down.
The people on the bus stand up, sit down all day long.

The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round, all day long.

The children on the bus go wriggle wriggle wriggle, wriggle wriggle wriggle, wriggle, wriggle, wriggle.

The children on the bus go wriggle wriggle wriggle all day long.

The parents on the bus go chatter chatter chatter, chatter chatter chatter, chatter chatter chatter.

The parents on the bus go chatter, chatter, chatter all day long.

The conductor on the bus says move along please, any more fares, tickets please.

The conductor on the bus says move along please all day long.

The wheels on the bus go round and round, round and round, round and round.

The wheels on the bus go round and round, all day long.

INDIVIDUALITY (Kath Bee)

It's a song about me - it's a song about me - it's a song about my individuality

About the clothes I wear, about the colour of my hair

And it's about who I want to be near

It's a song about me, it's a song about me

Sometimes I just want to be all by myself and sometimes I don't

Sometimes we do agree and sometimes we don't

Sometimes I want to do the same as you - I might also change my mind

It's a song about me - it's a song about me - it's a song about my individuality

About the clothes I wear, about the colour of my hair

And it's about who I want to be near

It's a song about me - it's a song about me

It's good that all our faces aren't the same

And it's good that we all have a different name

And it's good that we are all a different shape: tall, short, big, small, in between

It's a song about me - it's a song about me - it's a song about my individuality

About the clothes I wear, about the colour of my hair

And it's about who I want to be near

It's a song about me - it's a song about me

You like to eat sardines with jam on top

And I like to drink hot chocolate till I pop

And you like to spread your toast with marmalade

I'll try yours if you'll try mine

It's a song about me - it's a song about me - it's a song about my individuality

About the clothes I wear, about the colour of my hair

And it's about who I want to be near

It's a song about me - it's a song about me

Yep, me!

Numbers

Now think of a game to play with numbers

dominoes

Cut and Match



Memory games



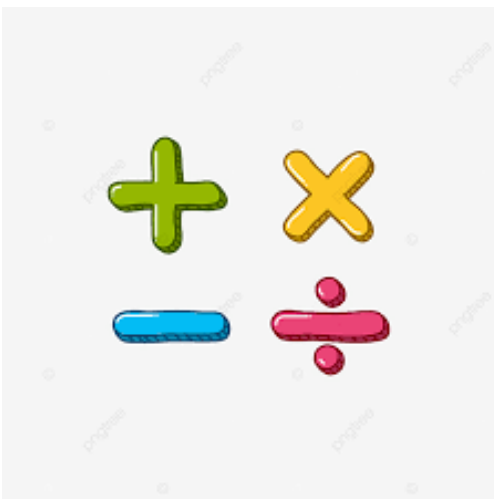
Jigsaw puzzles



Bingo



Simple maths



3 plus 5 equals 8

10 minus 6 equals 4

2 times 8 equals 16

16 divided by 4 equals 4

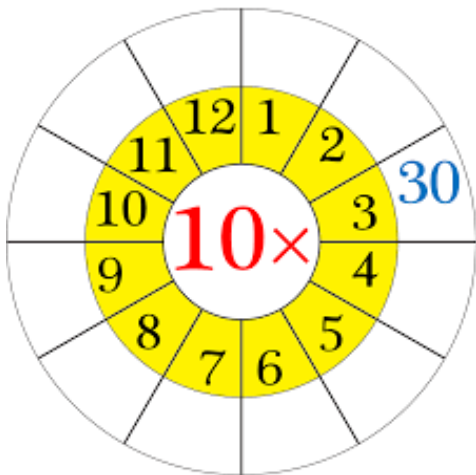
Multiplication tables

2 times 2 is
3 times 2 equals



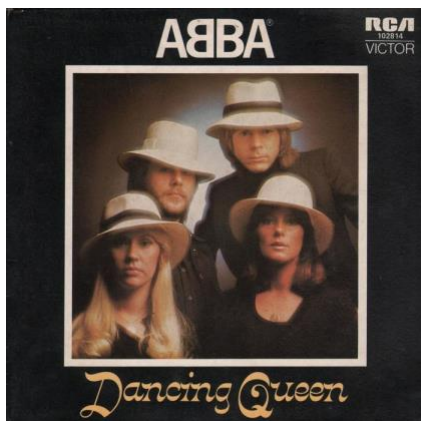
5 times 5 is
6 times 5 equals

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



Fill in the diagram

Let's dance



See eCampus for the choreography.

Ooh. You can dance, you can jive, having the time of your life
Ooh, see that girl, watch that scene, digging the dancing queen
Friday night and the lights are low, looking out for a place to go
Where they play the right music, getting in the swing

You come to look for a king, anybody could be that guy
 Night is young and the music's high
 With a bit of rock music, everything is fine
 You're in the mood for a dance

And when you get the chance, you are the dancing queen
 Young and sweet, only seventeen
 Dancing queen, feel the beat from the tambourine, oh yeah
 You can dance, you can jive, having the time of your life
 Ooh, see that girl, watch that scene, digging the dancing queen

You're a teaser, you turn 'em on, leave 'em burning and then you're gone
 Looking out for another, anyone will do
 You're in the mood for a dance, and when you get the chance

You are the dancing queen, young and sweet, only seventeen, dancing queen
 Feel the beat from the tambourine, oh yeah
 You can dance, you can jive, having the time of your life
 Ooh, see that girl, watch that scene, digging the dancing queen, digging the dancing queen

Dancing a Ceilidh – what is a ceilidh? (pronounced kay-lee) (3:36)
<https://www.youtube.com/watch?v=62sim5knB-s>

What does the Ceilidh caller do? (2:41)
<https://www.youtube.com/watch?v=4XOhQPxpdk>

swing your partner – in – out – face your partner – when you get back home – face your partner -
 right hand to your partner - let's do the chain – off you go - in and out – pass through this time –
 let's do it again – circle left – and right – and into the middle – in and out – pass through - get ready
 to go forward – follow – turn – two, three – turn – and backwards – and forwards – turn

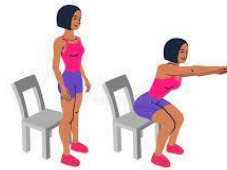
PE

Active 8-minute workout (8:31) with Joe Wicks <https://www.youtube.com/watch?v=uqLNxJe4L2I>

Write down all the words of encouragement you hear:

Start → Squats: 35 seconds Rest: 25 seconds	1:00 → Sprint on the spot: 35 seconds Rest: 25 seconds	2:01 → Lunge back, touch the ground: 35 seconds Rest: 25 seconds	3:02 → Climb the ropes: 35 seconds Rest: 25 seconds
4:04 → Knee to elbow: 35 seconds Rest: 25 seconds	5:01 → Frog jumps: 35 seconds Rest: 25 seconds	6:01 → Slow motion burpee: 35 seconds Rest: 25 seconds	7:01 → Squat hold: 35 seconds Rest: 25 seconds

Write down all the comparatives you hear:



CHAIR SQUATS

Sit down – off we go
 Stand up tall
 Nice wide feet, nice straight back
 Imagine you are sitting into a chair

Stand up tall pushing through the heels of
 your feet
 Really strong
 Squat down and up Down and up

School systems in France, the UK, the USA

FRANCE	England & Wales	USA
Ecole Maternelle		
Petite section	(Nursery)	
Moyenne section	Reception	(Pre-school / Nursery School)
Grande section	Primary School / Junior School	Elementary / Grade School
Ecole Primaire	Year 1	(Kindergarten)
CP	Year 2	First grade
CE1	Year 3	Second grade
CE2	Year 4	Third grade
CM1	Year 5	Fourth grade
CM2	Year 6	Fifth grade
Collège	Secondary School	Middle / Junior High School
6 ^{ème}	Year 7	Sixth grade
5 ^{ème}	Year 8	Seventh grade
4 ^{ème}	Year 9	Eighth grade
3 ^{ème}	Year 10	High School
Lycée	Year 11	Ninth grade (freshman year)
2 ^{nde}	Sixth Form (College)	Tenth grade (sophomore year)
Première	Year 12	Eleventh (junior year)
Terminale	Year 13	Twelfth grade (senior year)

Cycles en France

Cycle 1 : PS ; MS ; GS
 Cycle 2 : CP ; CE1 ; CE2
 Cycle 3 ; CM1 ; CM2 ; 6^e

Key Stages in the UK

Key Stage 1 : Y1 and 2
 KS2 : Y3 to Y6
 KS3 : Y7 to Y9

Pas de programmes
 nationaux aux USA