

Scène de plage (Beach scene)

1. Beach scene

Prior Knowledge: It is helpful if children already know some colours and about position and agreement of adjectives.

Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases.

Describe people, places, things and actions orally and in writing.

Understand basic grammar appropriate to the language being studied, such as (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.

Support

In the fifth activity, children who find drawing difficult or too time-consuming can be given the outlines of pre-drawn items on a worksheet. Some will benefit from having a semi-completed writing frame with a selection of nouns and adjectives to choose from.

Extension

Some children will be able to use a bilingual dictionary to look for other words connected to the picture.

Main

Revise colours by playing *Touchez l'image* (Touch the Picture). Select two children to come to the front. Have colour cards displayed on the wall. Call out one of the colours. The winner is the first child to touch the correct picture. Confident children may want to take on the role of the teacher.

Show an image of the Degas painting *Scène de plage*. Introduce new vocabulary and revise colours by describing an item, e.g. *La mer est verte* (The sea is green). Invite one child to point to the part of the picture you are describing or have small groups working on their own copies. Repeat with other items, such as *Le sable est jaune* (The sand is yellow), *Le ciel est bleu* (The sky is blue), *Le bateau est rouge* (The boat is red), and *Le chien est marron* (The dog is brown).

ICT Opportunities: Annotate the image on the interactive whiteboard using the pen tool, adding labels for each section of the picture being described.

Ask children what the tricky thing is that you need to remember about adjectives? (See Units 9 and 11.) Elicit the fact they need to agree with the noun. Which colour words don't change?

Consolidate new vocabulary and practise pronunciation by playing some flashcard games (see Unit 6, Session 1 and Unit 12, Session 1). Focus on some of the familiar phonemes in the colour words and ask children how to say these, e.g. [Ø] *eu* – *bleu*, [u] *ou* – *rouge*, [o] *au* – *jaune*, [ɔ̃] *on* – *marron*. Practise saying the sounds and the words as a class, then ask children, in pairs, to choose a phoneme and think of as many other words as they can containing it, e.g. *on* – *mon*, *ton*, *bon*, *mouton*, *bonbon*. Check the class word bank and add any new suggestions are added to the relevant page(s).

Read out more simple descriptions, such as *Le chien est vert*; *Le sable est bleu*. Children draw a simple picture on mini-whiteboards or paper, and colour it in if possible.

Focus on the verb *être*. Find out what children already know by asking them to help you complete a verb table for *être* in the present tense: how would you say 'I am' in French? What about 'you are'? etc. Complete the table and read through as a class. Chant the conjugations as a rap with gestures (see Units 13 & 14). You may like to choose a pair of words, like *heureux* / *triste* (happy/sad), to make sentences with *être* in the present tense.

ICT Opportunities: Show children a multimedia presentation using the different forms of *être* in the present tense. You could link this with colours or adjectives describing personality (see Unit 9). You could use photos or drawings of fruit or vegetables and animate them with facial features and speech bubbles saying, e.g. *je suis rouge*, *nous sommes verts*.

Working in pairs or small groups, each child chooses up to 3 items from the Degas picture. They relay this information, including colours, to their partner or group, who draws the corresponding pictures. They check this by describing what they have drawn.

ICT Opportunities: Using a paint package, children recreate the picture following the explanations given by their partner.

To finish, show children a series of pictures and ask them to describe them using *être* and colours.

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<div><div>Grammar</div><div><div>For teachers:</div><div>Some colour words do not change to agree with the noun they describe: <i>marron</i> – <i>le chien est marron, la mer est marron</i> (the dog is brown, the sea is brown)</div><div>Others already have an ‘e’ ending so don’t change in the singular and have an ‘s’ added in the plural: <i>jaune</i> – <i>le sable est jaune, les bananes sont jaunes</i> (the sand is yellow, the bananas are yellow); <i>rouge</i> – <i>le bateau est rouge, les tomates sont rouges</i> (the boat is red, the tomatoes are red); <i>rose</i> – <i>les roses sont roses</i> (the roses are pink)</div><div><div>Être is an irregular verb.</div><div>The present tense of <i>être</i> is as here:</div><div>Être is also an auxiliary verb and is used when forming the perfect tense of 13 other verbs, e.g. <i>aller</i>: <i>je suis allé(e)</i> – I went, and <i>descendre</i>: <i>je suis descendu(e)</i></div></div><table><tr><td><i>je</i></td><td><i>suis</i></td></tr><tr><td><i>tu</i></td><td><i>es</i></td></tr><tr><td><i>il / elle / on</i></td><td><i>est</i></td></tr><tr><td><i>nous</i></td><td><i>sommes</i></td></tr><tr><td><i>vous</i></td><td><i>êtes</i></td></tr><tr><td><i>ils / elles</i></td><td><i>sont</i></td></tr></table></div></div>	<i>je</i>	<i>suis</i>	<i>tu</i>	<i>es</i>	<i>il / elle / on</i>	<i>est</i>	<i>nous</i>	<i>sommes</i>	<i>vous</i>	<i>êtes</i>	<i>ils / elles</i>	<i>sont</i>	<div><div>Grammar</div><div><div>For children:</div><div>Building sentences in the present tense with <i>être</i>.</div><div>Adjectival agreement according to gender of noun, e.g. <i>la mer est bleue, le ciel est gris.</i></div></div></div>	<div><div>Phonics focus</div><div><div>For teachers:</div><div>Silent final consonants: <i>tu es, ils sont, vert</i> etc.</div><div>[ø] eu – <i>bleu, peu</i></div><div>[u] ou – <i>rouge, coucou, loup</i></div><div>[o] au – <i>jaune, beau, eau</i></div><div>[ɔ̃] on – <i>marron, mouton</i></div></div></div>	<div><div>Phonics focus</div><div><div>For children:</div><div>[ø] eu – <i>bleu, peu</i></div><div>[u] ou – <i>rouge, coucou, loup</i></div><div>[o] au – <i>jaune, beau, eau</i></div><div>[ɔ̃] on – <i>marron, mouton</i></div></div></div>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Listen for and correctly identify specific words and phrases • Use previous knowledge and context to determine the meaning of new vocabulary • Pronounce short phrases with sufficient accuracy to relay information to others 	<p><u>New National Curriculum Links</u></p> <p>Art and Design – Key Stage 2</p> <p>Pupils should be taught about the greatest artists, architects and designers in history.</p>
<p><u>Throughout the week</u></p> <p>Play <i>Morpion</i> (Noughts and Crosses), combining new and previously learnt vocabulary.</p> <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • An image of the Degas painting can be found on the internet. You can show the painting on an interactive whiteboard or make colour copies for children to work from in groups. • Edgar Degas (1834–1917) is thought to have painted this picture in the period 1868–77. It shows a beach with a woman (probably a nursemaid) combing the hair of a young girl who has just got changed after swimming. Other figures in the scene walk, chat or play in the sea. Further information on this painting can be found on the internet. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Colour cards • Colour photocopies and/or an image of the Degas painting <i>Scène de plage</i> • Mini whiteboards and coloured pens • Interactive whiteboard • Multimedia presentation software • Computer paint package

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1. Beach scene

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Touchez l'image</i> <i>Ce tableau est de Degas.</i> <i>Qu'est-ce qu'on peut voir sur ce tableau?</i> <i>Scène de plage</i> <i>Montrez-moi</i> <i>les couleurs</i> <i>ex. rouge</i> <i>jaune</i> <i>vert/e</i> <i>bleu/e</i> <i>marron</i> <i>le sable</i> <i>le ciel</i> <i>le bateau</i> <i>la plage</i> <i>la mer</i> <i>le chien</i> <i>ex. La mer est verte</i> <i>On va jouer au Morpion</i>	Touch the Picture This painting is by Degas. What can you see in this painting? Beach Scene Show me colours e.g. red yellow green (m/f) blue (m/f) brown the sand the sky the boat the beach the sea the dog e.g. the sea is green We are going to play Noughts and Crosses	<i>rouge</i> <i>jaune</i> <i>vert/e</i> <i>bleu/e</i> <i>marron</i> <i>le sable</i> <i>le ciel</i> <i>le bateau</i> <i>la plage</i> <i>la mer</i> <i>le chien</i> <i>ex. La mer est verte</i>	red yellow green (m/f) blue (m/f) brown the sand the sky the boat the beach the sea the dog e.g. the sea is green