

Scène de plage (Beach scene)

3. Writing a description

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

Objectives

Appreciate stories, songs, poems and rhymes in the language.

Read carefully and show understanding of words, phrases and simple writing.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

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

Some children will benefit from a list of possible sentences, writing frame or a word bank in the third and fifth activities.

Extension

Some children may be able to write a number of phrases / sentences from memory and then use a bilingual dictionary or word list to check their work.

Main

Sing the traditional song *Il était un petit navire*. (See Teaching Tips and Resources.)

Show the Degas picture. Revise the verbs with the mimes from Session 2. As a class, match sentence cards, e.g. *La petite fille dort* / *Le bateau glisse* / *navigue* to the picture.

Look at the pattern of the verbs in the present tense (3rd person). What do children notice? Focus on *glisser* / *naviguer* / *brosser* / *jouer* and remind children of the conjugation of *manger* and *jouer* in Units 13 and 14. Ask what the pattern is? You may like to show children the infinitives of the verbs and the 3rd person present tense forms.

Are there any verbs which don't fit this pattern? e.g. *dormir* – *la petite fille dort*. Why do children think this ending might be different?

Repeat the sentence card activity as a paired activity, with children matching the cards to parts of the picture.

ICT Opportunities: Using a graphics program, cut up the picture into the appropriate elements to describe each action and then insert them into a self-authoring package and create a matching activity for the different parts of the picture with its accompanying text.

Give pairs of children a picture or postcard of a beach scene. Invite them to use their sentence cards as a model to write some sentences to describe their beach. Invite pairs to write one of their sentences on the board and read it aloud.

ICT Opportunities: Find a live webcam of a beach scene in France and ask the children to make up sentences to describe what they can see using a word-processing package.

Reproduce the background from the painting, represented by three horizontal bands: the lower one is yellow to represent the beach, the middle one is blue to represent the sea and the top one is light blue to represent the sky. Create some flashcard figures from the painting that can be added to the background to populate the scene. Use the picture to model a description that adapts and extends that of the painting.

Ask children how they could make their sentences more interesting and elicit suggestions for French adjectives of colour and size. Invite children to suggest a suitable adjective for one of the sentences on the board. Say the new sentence. Encourage children to come to the board and write the adjective in the correct place, e.g. *Le bateau rouge glisse* / *navigue*.

Repeat with more sentences, and the class read these aloud.

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| Grammar | Grammar | Phonics focus | Phonics focus |
|---|---|---|---|
| <p><u>For teachers:</u></p> <p>Most descriptive adjectives are placed after the noun they modify, e.g. <i>un bateau rouge</i> (a red boat) and <i>la mer calme</i> (the calm sea).</p> <p>However, certain adjectives are placed before the noun, e.g. adjectives of beauty, age, good/bad, size (the acronym BAGS is a good reminder). E.g.: <i>un petit bateau</i> (a small boat); <i>un jeune garçon</i> (a young boy)</p> <p>Some adjectives change their meaning depending on their placement. For example, <i>grand</i> can mean both 'big' and 'great': <i>un homme grand</i> – a big man, <i>un grand homme</i> – a great man</p> | <p><u>For children:</u></p> <p>Verb endings: regular –er verbs in 3rd person present: - e ending</p> <p><i>glisse / navigue / brosse</i></p> | <p><u>For teachers:</u></p> <p>No specific focus.</p> | <p><u>For children:</u></p> <p>No specific focus.</p> |

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| <p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Write words, phrases and sentences using a model Understand how a simple sentence is written | <p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Writing</u> – Years 5 – 6</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and proposing changes to grammar and vocabulary to improve consistency, enhance effects and clarify meaning</p> |
| <p><u>Throughout the week</u></p> <p>Read out one of the sentences but with an element changed, e.g. <i>Le bateau rouge glisse / navigue</i> becomes <i>Le bateau blanc glisse / navigue</i>. Children identify which element has changed and, if appropriate, name the word class.</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> Text and music for <i>Il était un petit navire</i> First verse and chorus : <i>Il était un petit navire</i> (x2) (There once was a little ship) <i>Qui n'avait ja-ja-jamais navigué</i> (x2) (Which had never sailed before) <i>Ohé, ohé !</i> (Ahoy, ahoy!) <i>Ohé, ohé matelot,</i> (Ahoy, ahoy sailor) <i>Matelot navigue sur les flots,</i> (Sailor sailing on the seas) <i>Ohé, ohé matelot,</i> (Ahoy, ahoy sailor) <i>Matelot navigue sur les flots.</i> (Sailor sailing on the seas) Colour photocopies and/or an image of the Degas painting <i>Scène de plage</i> Large sentence cards to describe the picture and sets of smaller ones for pair work Pictures or postcards of beach scenes / coastlines in the UK and in French-speaking countries A representation of the background of the painting in three bands. Flashcard figures from the painting Multimedia presentation software and a graphics program Internet access |
| <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Make an interactive display using the Degas picture. Children write sentence strips and stick these onto the picture. They can add some strips with simple dialogue between people in the painting. The fourth activity would work very well on the interactive whiteboard, using different screens for the background and the figures. <i>Il était un petit navire</i> is a popular French children's song which tells rather a grim tale - but with a happy ending! You can find the complete lyrics as well as music and videos on the internet. | |

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3. Writing a description

| <i>Le langage du prof</i> | Teacher Language | <i>Le langage des enfants</i> | Children's Language |
|---|--|---|---|
| <p><i>Pour ce jeu, vous devez faire correspondre chaque phrase avec le tableau.</i></p> <p><i>les couleurs</i></p> <p><i>ex. rouge</i></p> <p><i>jaune</i></p> <p><i>vert/e</i></p> <p><i>bleu/e</i></p> <p><i>marron</i></p> <p><i>le sable</i></p> <p><i>le ciel</i></p> <p><i>le bateau</i></p> <p><i>la plage</i></p> <p><i>la mer</i></p> <p><i>le chien</i></p> <p><i>ex. La mer est verte</i></p> <p><i>(Le chien) regarde</i></p> <p><i>(Le bateau) glisse / navigue</i></p> <p><i>(La petite fille) dort</i></p> <p><i>(La dame) brosse (les cheveux de la petite fille)</i></p> <p><i>petit/e</i></p> <p><i>grand/e</i></p> <p><i>Pouvez-vous/Peux-tu écrire l'adjectif ?</i></p> <p><i>ex. Le bateau rouge glisse / navigue.</i></p> | <p>For this game, you have to match each sentence with the picture.</p> <p>colours</p> <p>e.g. red</p> <p>yellow</p> <p>green (m/f)</p> <p>blue (m/f)</p> <p>brown</p> <p>the sand</p> <p>the sky</p> <p>the boat</p> <p>the beach</p> <p>the sea</p> <p>the dog</p> <p>e.g. the sea is green</p> <p>(The dog) is watching</p> <p>(The boat) is gliding / sailing along</p> <p>(The little girl) is sleeping</p> <p>(The lady) is brushing (the little girl's hair)</p> <p>small (m/f)</p> <p>big (m/f)</p> <p>Can you (sing./pl.) write the adjective?</p> <p>e.g. The red boat is gliding / sailing along.</p> | <p><i>rouge</i></p> <p><i>jaune</i></p> <p><i>vert/e</i></p> <p><i>bleu/e</i></p> <p><i>marron</i></p> <p><i>le sable</i></p> <p><i>le ciel</i></p> <p><i>le bateau</i></p> <p><i>la plage</i></p> <p><i>la mer</i></p> <p><i>le chien</i></p> <p><i>ex. La mer est verte</i></p> <p><i>(Le chien) regarde</i></p> <p><i>(Le bateau) glisse / navigue</i></p> <p><i>(La petite fille) dort</i></p> <p><i>(La dame) brosse (les cheveux de la petite fille)</i></p> <p><i>petit/e</i></p> <p><i>grand/e</i></p> <p><i>ex. Le bateau rouge glisse / navigue.</i></p> | <p>red</p> <p>yellow</p> <p>green (m/f)</p> <p>blue (m/f)</p> <p>brown</p> <p>the sand</p> <p>the sky</p> <p>the boat</p> <p>the beach</p> <p>the sea</p> <p>the dog</p> <p>e.g. the sea is green</p> <p>(The dog) is watching</p> <p>(The boat) is gliding / sailing along</p> <p>(The little girl) is sleeping</p> <p>(The lady) is brushing (the little girl's hair)</p> <p>small (m/f)</p> <p>big (m/f)</p> <p>e.g. The red boat is gliding / sailing along.</p> |