

Portraits (Portraits)

4. Monsters

Prior Knowledge: It is helpful if the children already know how to play *Répétez si c'est bon*.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

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

Make sure that the children fully understand the game *Répétez si c'est bon* with some 'practice goes' before you start.

Some children will benefit from working with partner during the game who can give a signal when to speak and when to remain silent.

Extension

Children design their own monsters and label body parts and colours.

Children play beetle game in small groups or pairs.

The Human Phrases game can be played with plurals e.g. *deux pieds verts* and *trois jambes violettes*.

Main

Play *Répétez si c'est bon* (Repeat if it's right). Hold up a picture card or point to a part of the body and name it. If you give the correct name, the children repeat it. If you deliberately give the wrong name, they must remain silent.

Read a story with a focus on either colour or body parts. Children can listen and respond by pointing to parts of the body or holding up colour cards as they are mentioned.

ICT Opportunities: Use a visualiser to share a story with the children.

Children listen to the story again and chorus familiar language.

Play Human Phrases. Give out the following A4 flashcards to pairs of children *vert, verte, une tête, un nez, violet, violette, un bras, une jambe, jaune, blanc, blanche, un pied, une bouche, marron*. Call out a phrase e.g. *Une bouche verte* and the children with the correct word cards come out to the front to form the phrase. Discuss why some cards would be wrong, e.g. *une bouche vert*.

Divide the class into two teams to play *Brico-monstre* or Monster Beetle. (See Teaching Tips.)

ICT Opportunities: Create your own monster using a multimedia presentation and save as jpegs. Import images into a digital video editing package.

Grammar

For teachers:

Agreement of adjectives: colours may change their spelling according to the noun they are describing. Colours describing feminine nouns (*la*) usually add an *e*, unless the colour already ends in *e*. Colours describing plural masculine nouns (*les*) add *s*, and add *es* when describing plural feminine nouns (*les*) e.g. *nez bleu, tête bleue, pieds bleus, oreilles bleues*.

Adding a final *e* changes the pronunciation of *verte*, as the *t* is now sounded.

The following are irregular: *blanc* becomes *blanche* in the feminine form, and *blanches* for the feminine plural; *violet* becomes *violette*, and *violettes*. The *t* in *violette* is now sounded.

Grammar

For children:

Phonics focus

For teachers:

Silent final consonants on adjectives are pronounced when an *e* is added: *vert / verte*,

Phonics focus

For children:

Silent final consonants on adjectives are pronounced when an *e* is added: *vert / verte, violet / violette*

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • listen with care • identify and read simple words and phrases • join in with a simple story • appreciate that pronunciation of certain colours changes if the colour describes a feminine noun 	<p><u>New National Curriculum Links</u></p> <p><u>English</u></p> <p><u>Spoken Language</u> – Key Stage 1</p> <p>The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.</p>
<p><u>Throughout the week:</u></p> <p>Children design a monster and label parts in French for a classroom display.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see Section 3) • Story involving colours and/or body parts (see Section 4) • Interactive whiteboard • Visualiser • Dice • Large sheets of sugar paper • A4 word cards each with a colour or part of the body (include masculine and feminine forms of the adjectives e.g. <i>vert</i> and <i>verte</i>).
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • To play <i>Brico-monstre</i>: <ol style="list-style-type: none"> 1. You need one die to generate a number that represents a labelled part of the body or head. 2. You need a second die to generate a number that represents a labelled colour. 3. You need a large sheet of sugar paper for each team on which they draw their monster. 4. Children in each team take turns to throw the two dice. They have to read aloud the part of the body or head and the colour. They draw this onto their team's monster. 5. The first team to draw a complete monster with a previously agreed set of body parts and features is the winner e.g. a green mouth, two arms, three legs, a yellow nose etc. <ul style="list-style-type: none"> • You may wish to explain adjectival agreement to children (e.g. adding an e to <i>vert</i> because the noun <i>bouche</i> is feminine) since this is why pronunciation changes. • Playing the Human Phrases game in pairs enables the children to work together to form a decision as to whether they have the correct card. It also eliminates any possible embarrassment from a single child holding up the wrong card. • If children do hold up an incorrect card, get the class to discuss why it needs to be changed and what the correct card is. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Écoutez et répétez si c'est bon</i></p> <p><i>les parties du corps</i></p> <p><i>la tête</i></p>	<p>Listen and repeat if it is right</p> <p>parts of the body</p> <p>head</p>	<p><i>la tête</i></p> <p><i>les épaules (f)</i></p> <p><i>les genoux (m)</i></p>	<p>Head</p> <p>shoulders</p> <p>knees</p>

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<i>les épaules (f)</i>	shoulders	<i>les pieds (m)</i>	feet
<i>les genoux (m)</i>	knees	<i>le bras</i>	arm
<i>les pieds (m)</i>	feet	<i>la jambe</i>	leg
<i>le bras</i>	arm	<i>la main</i>	hand
<i>la jambe</i>	leg	<i>les doigts (m)</i>	fingers
<i>la main</i>	hand	<i>les orteils (m)</i>	toes
<i>les doigts (m)</i>	fingers	<i>les cheveux (m)</i>	hair
<i>les orteils (m)</i>	toes	<i>les yeux (m)</i>	eyes
<i>les cheveux (m)</i>	hair	<i>les oreilles (f)</i>	ears
<i>les yeux (m)</i>	eyes	<i>la bouche</i>	mouth
<i>les oreilles (f)</i>	ears	<i>le nez</i>	nose
<i>la bouche</i>	mouth		
<i>le nez</i>	nose	<i>rouge</i>	red
		<i>bleu</i>	blue
<i>Les couleurs</i>	The colours	<i>jaune</i>	yellow
(For colour names see Children's Language)		<i>vert</i>	green
		<i>violet</i>	violet
<i>On va jouer au 'Brico-Monstre'</i>	We're going to play 'Make-a-monster'	<i>orange</i>	orange
<i>Jouons !</i>	Let's play!	<i>rose</i>	pink
<i>Lancez/Lance (pl./ sing.) le dé</i>	Throw (pl./ sing.) the dice	<i>marron</i>	brown
<i>A vous/toi de jouer !</i>	It's your turn! (plural/singular)	<i>noir</i>	black
<i>un nez bleu / rouge / jaune / vert</i>	a blue / red / yellow / green nose	<i>blanc</i>	white
<i>une bouche bleue / rouge / jaune / verte</i>	a blue / red / yellow / green mouth		
		<i>un nez bleu / rouge / jaune / vert</i>	a blue / red / yellow / green nose
<i>Qui a fini son monstre ?</i>	Who has finished their monster?	<i>une bouche bleue / rouge / jaune / verte</i>	a blue / red / yellow / green mouth
		<i>J'ai gagné !</i>	I've won!