

Portraits (Portraits)

5. Guess Who?

Prior Knowledge: It is helpful if children are familiar with the game 'Guess Who?'

<p><u>Objectives</u></p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><u>Support</u></p> <p>Allow children to use prompt cards for support where necessary e.g. labelled pictures.</p> <p><u>Extension</u></p> <p>Invite confident children to lead the game of 'Guess Who'.</p> <p>Encourage children to suggest different parts of the body which could be used to plant cabbages and make up a new verse using this new body part.</p>	<p><u>Main</u></p> <p>Children listen to and join in with the song <i>Savez-vous planter les choux?</i> (Do you know how to plant cabbages?) Children make a planting action to show the part of the body in each verse.</p> <p><u>ICT Opportunities:</u> The music for this traditional French song can be found through an internet search engine.</p> <p>Choose one boy and one girl to come to the front. Using colourful wigs, teach e.g. <i>Il/Elle a les cheveux bleus</i>, (He/She has blue hair). Describe another feature in the same way. Ask the children to compare and discuss the use of <i>Il/Elle a</i>. Continue describing the children in this way. Ask the children to complete sentences started by you, e.g. <i>Elle a ...</i> (the children select one feature to complete the sentence).</p> <p>Select two boys and two girls to come to the front. Describe the hair and eye colour of a child with brown or black hair, using <i>Il/Elle a</i>. Then describe a child who has blond hair. How did the class work out which child was being described? to elicit recognition of the cognate <i>blonds</i>.</p> <p>Play 'Guess Who?' by inviting six to eight children to the front of the class and describe one of them. Using gesture, bring in some additional language such as <i>Il/Elle est grand/grande/petit/petite</i>. The children guess the identity. Encourage children to use classroom language learned in Units 1 & 2 (<i>parlez moins vite s.v.p, répétez s'il vous plaît</i>) if they would like clarification.</p> <p><u>ICT Opportunities:</u> Use the interactive whiteboard to display photos of children in the class or members of staff.</p> <p>Use pictures/portraits of famous French speakers e.g. Napoleon, football players, to reinforce describing physical features.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Adjectival agreement: colours may change their spelling according to the noun they are describing. Colours describing feminine nouns (<i>la</i>) usually add an <i>e</i>, unless the colour already ends in <i>e</i>. Colours describing plural masculine nouns (<i>les</i>) add <i>s</i>, and add <i>es</i> when describing plural feminine nouns (<i>les</i>) e.g. <i>nez bleu, tête bleue, pieds bleus, oreilles bleues</i>.</p> <p>Adding a final <i>e</i> changes the pronunciation of <i>verte</i>, as the <i>t</i> is now sounded. The following are irregular: <i>blanc</i> becomes <i>blanche</i> in the feminine form, and <i>blanches</i> for the feminine plural; <i>violet</i> becomes <i>violette</i>, and <i>violettes</i>. The <i>t</i> in <i>violette</i> is now sounded.</p> <p>NB: the following adjectives are 'invariable' i.e. they don't change: <i>marron, orange</i></p>	<p>Grammar</p> <p><u>For children</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɔ̃] on – <i>blond</i></p> <p>silent final consonant – <i>blond, petit, grand, choux</i></p> <p>[i] i – <i>petit, il</i></p> <p>[ɑ̃] an – <i>grand, orange, planter</i></p> <p>[u] ou – <i>vous, choux</i></p>	<p>Phonics focus</p> <p><u>For children</u></p> <p>No specific focus</p>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">listen with careremember a sequence of spoken words and indicate understanding		<u>New National Curriculum Links</u> No specific links	
<u>Throughout the week:</u> Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or ‘Happy Birthday to you’.		<u>Resources</u> <ul style="list-style-type: none">Two colourful wigsPictures/portraits of famous French people/Francophiles past and presentInternet search engineThese are the words of <i>Savez-vous planter les choux?</i> (a traditional French children’s song). You can find the music through an internet search engine.	
<u>Teaching Tips</u> <ul style="list-style-type: none">Another traditional French song which names different body parts is <i>Alouette, gentille alouette</i> which can be found in many collections of traditional children’s songs, or by using an internet search engine.Encourage children to look for similarities between the two languages so they recognise that some words occur both in English and the language being learned although they may sound different.It may be possible to find a video clip of the song being sung by French children, which enables children to see the language being used in a real context.			
		<i>Savez-vous planter les choux à la mode, à la mode?</i> <i>Savez-vous planter les choux à la mode de chez nous?</i> <i>On les plante avec le doigt à la mode, à la mode</i> <i>On les plante avec le doigt à la mode de chez nous</i> <i>On les plante avec la main ...</i> <i>On les plante avec le pied /le coude /le nez etc.</i>	Do you know how to plant cabbages in the way, in the way Do you know how to plant cabbages in the way we do? We plant them with our finger in the way, in the way We plant them with our finger in the way we do. We plant them with our hand... We plant them with our foot / elbow / nose ... etc.)

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Ecoutez la chanson</i> <i>« Savez-vous planter les choux ? »</i> <i>Savez-vous planter les choux ?</i> <i>On les plante avec :</i> <i>la main</i> <i>le nez</i>	Listen to the song "Do you know how to plant cabbages?" Do you know how to plant cabbages? We plant them with: our hand our nose	<i>la tête</i> <i>les épaules (f)</i> <i>les genoux (m)</i> <i>les pieds (m)</i> <i>le bras</i> <i>la jambe</i>	head shoulders knees feet arm leg

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<p><i>le coude</i></p> <p><i>le genou</i></p> <p><i>le pied</i></p> <p>les parties du corps (For body part names see Children's Language)</p> <p>Les couleurs (For colour words see Children's' Language)</p> <p><i>Il a / elle a...</i></p> <p><i>un nez bleu / rouge / jaune / vert</i></p> <p><i>une bouche bleue / rouge / jaune / verte</i></p> <p>Devinez qui c'est ! <i>Qui c'est ?</i></p> <p><i>Il a les cheveux blonds</i></p> <p><i>Elle a les cheveux orange</i></p> <p><i>Il est grand / petit</i></p> <p><i>Elle est grande / petite</i></p>	<p>our elbow</p> <p>our knee</p> <p>our foot</p> <p>parts of the body</p> <p>The colours</p> <p>He has / she has...</p> <p>a blue / red / yellow /green nose</p> <p>a blue / red / yellow / green mouth</p> <p>Guess who! Who is it?</p> <p>He has blond hair</p> <p>She has orange hair</p> <p>He is tall / small</p> <p>She is tall / small</p>	<p><i>la main</i></p> <p><i>les doigts (m)</i></p> <p><i>les orteils (m)</i></p> <p><i>les cheveux (m)</i></p> <p><i>les yeux (m)</i></p> <p><i>les oreilles (f)</i></p> <p><i>la bouche</i></p> <p><i>le nez</i></p> <p><i>rouge</i></p> <p><i>bleu</i></p> <p><i>jaune</i></p> <p><i>vert</i></p> <p><i>violet</i></p> <p><i>orange</i></p> <p><i>rose</i></p> <p><i>marron</i></p> <p><i>noir</i></p> <p><i>blanc</i></p> <p><i>blond</i></p> <p><i>un nez bleu / rouge / jaune/ vert</i></p> <p><i>une bouche bleue / rouge / jaune / verte</i></p>	<p>hand</p> <p>fingers</p> <p>toes</p> <p>hair</p> <p>eyes</p> <p>ears</p> <p>mouth</p> <p>nose</p> <p>red</p> <p>blue</p> <p>yellow</p> <p>green</p> <p>violet</p> <p>orange</p> <p>pink</p> <p>brown</p> <p>black</p> <p>white</p> <p>blond</p> <p>a blue / red / yellow / green nose</p> <p>a blue / red / yellow / green mouth</p>
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