

# All About Ourselves: Fashion

<b>Aim:</b> write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing clothing and costumes.  I can write a range of sentences to describe other people.	<b>Success Criteria:</b> I can write sentences in the 3rd person (he and she).  I can add detail to a description of someone's clothes with a colour adjective.  I can make the adjective and noun 'agree.'	<b>Resources:</b> <b>Lesson Pack</b>  poster paper  magazines with people in different types of clothing
	<b>Key/New Words:</b> il porte [he's wearing], elle porte [she's wearing], Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]. colour adjectives, clothing nouns	<b>Preparation:</b> <b>Clothes 2 Game Cards</b> - 1 per group <b>Teachers' Colour Table</b> - (if required) <b>Prepare the Colour Adjective Poster</b> <b>Differentiated Describing Clothes Activity Sheet</b> - 1 per child <b>Clothing Colour Picture and Vocabulary Cards</b> - 1 per group <b>Differentiated Sentence Prompt</b> - as required

**Prior Learning:** It will be helpful if children have learned the names of clothing items. They will have learned how to add a colour adjective to a singular masculine noun from lesson 1 in this unit.

## Learning Sequence

	<b>What Do You Remember?</b> Children challenge each other to name the clothing items they have already learned, using pictures from the <b>Clothes 2 Game Cards</b> (with or without vocabulary, depending on how well you expect them to have remembered).	
	<b>Posez la question [Ask the Question]</b> How do we ask and answer questions about our own clothing? <b>What will have to change in this sentence to ask about a third person?</b> (the verb and pronoun). Can they remember the pronouns to use for 3rd person? (il and elle)	
	<b>Il porte... [He's Wearing...]</b> Use the picture on the <b>Lesson Presentation</b> to drill the question/answer for 3rd person masculine sentences. Encourage the class to chorus the question <b>Qu'est-ce qu'il porte ?</b> before each statement.	
	<b>Elle porte [She's Wearing...]</b> Repeat for 3rd person feminine question and answer, ensuring the class pronounce the difference in the pronoun: <b>Qu'est-ce qu'elle porte ?</b>	
	<b>La grammaire [Grammar]</b> Refer to their English writing work - <b>what can we do for a sentence to make it more interesting?</b> Elicit that they can add an adjective. Recap previous learning from Lesson 1; where does the adjective go to describe a blue coat? (after the noun) Introduce feminine colour adjectives (e.g. a blue skirt) - <b>can they spot the difference?</b>	
	<b>On va décrire les vêtements [Let's Describe the Clothes]</b> Give out the <b>Clothing Colour Picture Cards</b> and let children discuss on their tables what each one shows (e.g. <b>une jupe rose</b> ).	
	<b>On va décrire les vêtements</b> Hold up and say a selection of the <b>Colour Adjective Vocabulary Cards</b> together; anyone with a matching item holds it up and explains what they have (make sure that you have a spread of masculine/feminine/singular/plural). Place each card on the <b>Colour Adjective Poster</b> to support the independent activity. (Refer to <b>Teachers' Colour Table</b> if required.)	
	<b>Dessinez-le [Draw it]</b> Children draw (or cut out of magazines) pictures of male/female people in different clothes. They stick them on their <b>Describing Clothes Activity Sheet</b> and write labels with 3rd person sentences. Have the <b>Clothes 2 Game Cards</b> available for reference.  <div>  Children are only required to write a simple sentence without adjectives. <b>Sentence Prompt</b> given.            <b>Sentence Prompt</b> given for 3rd person masculine and feminine sentences.            Children have a reminder for the sentences but no example.         </div>	

### Taskit

**Hideit:** Cover up or remove one of the word cards from the [Colour Adjective Poster](#) on your display – can the children spot which word is missing from the set and use it in a sentence?

**Catwalkit:** Have a mini fashion show – what is everyone wearing? Children could design themselves outrageous costumes from paper to make it funny.

### Language Notes:

- This lesson extends their understanding of 'agreement' of adjective/noun from Lesson 1 by introducing masculine/feminine forms of colour adjectives. Because nouns have gender in French, any adjectives applied to them have to 'agree' grammatically. For example, you might say: **un nez long** (a long nose – m); **une table longue** (a long table – f); **les cheveux longs** (long hair – m) or **des allumettes longues** (long matches – f).
- If you add an adverb to a colour adjective (see Y3 unit 3, lesson 4), it no longer agrees with the noun, therefore **bleu clair** (light blue) describes **un manteau bleu clair** (a light blue coat), **une jupe bleu clair** (a light blue skirt), **des gants bleu clair** (light blue gloves – m) or **des chaussettes bleu clair** (light blue socks – f).
- Adjectives which end in an unaccented 'e' don't change to make the feminine singular form. We will see other adjectives ending in **é** in future lessons.
- The pronunciation of the colour adjectives doesn't always change for the masculine, feminine, plural or singular forms. Please listen to the hyperlinked colour sound files on the [Teacher Colour Table](#) for further clarification.