

All About Ourselves: Fashion

Aim: 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.	Success Criteria: 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.'	Resources: Lesson Pack poster paper magazines with people in different types of clothing
	Key/New Words: 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	Preparation: Clothes 2 Game Cards - 1 per group Teachers' Colour Table - (if required) Prepare the Colour Adjective Poster Differentiated Describing Clothes Activity Sheet - 1 per child Clothing Colour Picture and Vocabulary Cards - 1 per group Differentiated Sentence Prompt - 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

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

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.