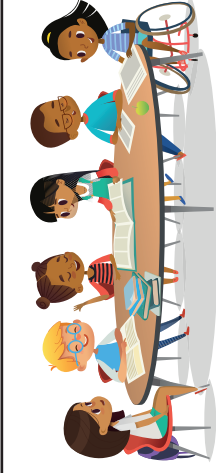


Unit G – Describing People (Unité G – Décrire les gens)

Overview

This unit is all about describing people. The children will learn how to describe themselves and others, referring to both physical characteristics and personality traits. Describing their friends helps them practise using the pronouns “he” and “she” and talking in the third person. In this unit, children will learn a variety of new adjectives, and will learn how standard adjectives change to agree with the nouns that they describe. They will learn how to describe what they’re wearing using the clothing vocabulary from Unit Core 3, Lesson Pack 4.

Useful Prior Knowledge	New Language Content
• “oui” and “non” • Basic French colours 	• Saying colours that are useful for describing hair and eyes • Describing physical features • Describing a person’s personality • Saying what they are wearing • Using “il” and “elle” with “être” and “avoir”

Target Learning Outcomes:

Listening: L2o, L2p

Speaking: S2e, S2k(iii), S2m

Reading: R2o(i), R2o(ii)

Writing: W2h, W2j(i), W2k(iv)

Expectations

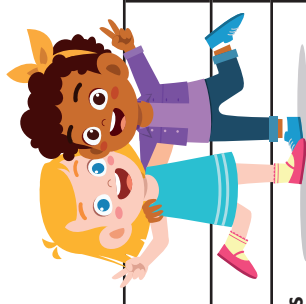
By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
• Be able to recognise subject pronouns, given some visual prompts. • Repeat sentences using some common verbs. • Describe others using short phrases when given visual aids. • Copy down plural nouns with the correct articles. • Summarise in English a character from a story.	• Recognise and use singular subject pronouns and the present tense singular forms of some common verbs. • Grasp the concept that some sentence structures differ in French. • Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. • Use the correct articles with plural nouns when prompted. • Write some simple French sentences to give a summary of a character from a story.	• Be confident using a variety of subject pronouns and common present tense verbs. • Be able to explain how some French sentences are ordered differently to in English. • Describe others in full sentences fairly accurately from memory. • Consistently use the correct article when using plural nouns. • Write several sentences in French to summarise a character in a story.

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Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.



Lesson Pack 1: How much does it cost? Leçon 1: Ça coûte combien?			
WEEK 1	Language Content	Key Activities	Lesson Notes
	Vocabulary: <i>les yeux bleus</i> blue eyes <i>les yeux verts</i> green eyes <i>les yeux marron</i> brown eyes <i>les yeux noisette</i> hazel eyes <i>je suis grand</i> I'm tall (male) <i>je suis grande</i> I'm tall (female) <i>je suis petit</i> I'm short (male) <i>je suis petite</i> I'm short (female)	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Printable:</u> Worksheet	Printable: Flashcards Classroom Activity: Distribute a selection of photographs of famous people and cartoon characters. Ask each child to pretend that they're that character and to tell the rest of the class what they look like, in French.
	Question and Answer: <i>Tu es comment?</i> What are you like? <i>J'ai les yeux...</i> I have ... eyes. <i>Je suis...</i> I'm...		- Explain to the class that girls need to use the feminine version of "grand" and "petit" — "<i>grande</i>" and "<i>petite</i>". "<i>Comment</i>" means "How" or "What".

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WEEK 2	Lesson Pack 2: Hair Leçon 2: Les cheveux	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>les cheveux blonds</i> blonde hair <i>les cheveux bruns</i> brown hair <i>les cheveux roux</i> ginger hair <i>les cheveux noirs</i> black hair <i>les cheveux gris</i> grey hair <i>mon ami</i> my friend (male) <i>mon amie</i> my friend (female) <u>Question and Answer:</u> <i>Ton ami a les cheveux de quelle couleur?</i> <i>What colour hair does your friend (male) have?</i> <i>Ton amie a les cheveux de quelle couleur?</i> <i>He has ... hair.</i> <i>Elle a les cheveux...</i> <i>She has ... hair.</i>	Key Activities <u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Read out a selection of the answers from this Lesson Pack, without them being displayed and test how well your class can distinguish between “il a...” (“he has...”) and “elle a...” (“she has...”). <u>Printable:</u> Worksheet 	“Les cheveux” is a masculine plural noun, so the colours are also in their plural form — that’s why there’s an “s” on the end of “<i>noir</i>”. - Explain to the children that “hair” is always plural in French — “<i>les cheveux</i>”. It might help them remember this if you point out that they each actually have thousands of hairs on their head. - Even though “<i>une amie</i>” is a feminine noun, the possessive adjective “<i>mon</i>” needs to be used — it would sound awkward if you tried to say “<i>ma amie</i>”. If the possessive adjective for a singular noun comes before a word that begins with a vowel, you always use the masculine form.	Printable: Flashcards <u>Classroom Activity:</u> Hand out the pictures that you used for the additional activity in Lesson Pack 1. This time, get the children to say what colour hair they have.

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WEEK 3		Lesson Pack 3: We're all different Leçon 3: Nous sommes tous différents	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>les cheveux raides</i> <i>les cheveux bouclés</i> <i>les cheveux ondulés</i> <i>les cheveux courts</i> <i>les cheveux longs</i> <i>les oreilles percées (f)</i> <i>les joues rouges</i> <i>des taches de rousseur (f)</i> <i>des lunettes</i> <u>Question and Answer:</u> <i>Il est comment?</i> What's he like? <i>Elle est comment?</i> What's she like? <i>Il a ... / Elle a...</i> He has... / She has...	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer <u>Lesson:</u> Song: 'Nous sommes tous différents' <u>Classroom Activity:</u> Find some photos of some famous people and show them to the class. Point to one of the photos and ask "Il/Elle est comment?" ("What's he/she like?"). Ask pupils to respond with a full sentence describing one of the features shown on the photo, e.g. "Il a des lunettes." ("He has glasses."). The children will need to use "les" or "des" with the nouns in their plural forms. <u>Printable:</u> Worksheet	This song includes a selection of descriptions that the children might want to use when describing their friends and family. - Just like in Lesson Pack 2, the adjectives describing the hair have an "s" on the end of them — so they agree with "les cheveux". "Les oreilles" ("the ears") are feminine plural, so "percée" ("pierced") needs to have "es" added to the end of it. "Des taches de rousseur" — "des" is the plural version of "de" which means "some".	<u>Printable:</u> Flashcards <u>Classroom Activity:</u> Play "le téléphone sans fils" ("Broken Telephone") to draw a portrait. Organise children into teams of about six. Give cards with French descriptions, e.g. "Elle a les yeux bleus." ("She has blue eyes.") to the first child in each team. Tell the children not to look at their first card until you say "Commencez!" ("Start!"). The first child in each group whispers their phrase to the next child in their group. Each phrase is passed along the team to the last child who draws a portrait including the characteristics from all of the cards. Continue until the portrait is complete — the team who completes their portrait first is the winner. <u>Classroom Activity:</u> Play a game of "Guess who?" ("Devine qui?") with your class. Hand out the Flashcards for this Lesson Pack to nine pupils and get them to stand up. Read negative sentences in French, e.g. "Elle n'a pas les cheveux raides." ("She doesn't have straight hair.") The pupil holding that flashcard should sit down. The last pupil standing can then have a go at saying the sentences, and nine other pupils can stand up with the flashcards.



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Lesson Pack 4: The fairy and the pirate Leçon 4: La fée et le pirate			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>la fée</i> the fairy <i>le pirate</i> the pirate <i>gros</i> fat <i>mince</i> thin <i>gentil</i> friendly <i>mauvais</i> nasty <i>content</i> happy <i>triste</i> sad <i>intelligent</i> intelligent <i>stupide</i> stupid <u>Question and Answer:</u> <i>La fée est comment?</i> What's the fairy like? <i>Le pirate est comment?</i> What's the pirate like? <i>Elle est...</i> She's... <i>Il est...</i> He's...	<u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer <u>Classroom Activity:</u> Ask your pupils to think about a story they've read or a film they've seen recently. Get them to describe one of the characters to the rest of the class. They can use what they've learnt in the unit so far to say as much as possible. <u>Printable:</u> Worksheet	Lesson Notes - All of these adjectives are in their masculine singular form. Most of them change when they're used to describe a feminine noun — that's why they're spelt differently when you're talking about "<i>la fée</i>" ("the fairy"). Additional Activities <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Encourage advanced pupils to add "<i>assez</i>" ("<i>quite</i>") or "<i>très</i>" ("<i>very</i>") before the adjective to add more detail to their sentence. For example: "<i>Il est assez mauvais.</i>" ("He is quite nasty.") "<i>Elle est très gentille.</i>" ("She is very friendly.") <u>Classroom Activity:</u> Ask one child to come to the front of the class. Tell them to think of an adjective from the Lesson Pack's vocabulary and to try to act it out. The rest of the class can then try to guess which adjective they've chosen.

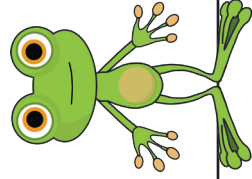


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WEEK 5		Lesson Pack 5: I'm wearing... Leçon 5: Je porte...	
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>une robe</i> a dress <i>un pantalon</i> trousers <i>un jean</i> jeans <i>un pull</i> a jumper <i>un tee-shirt</i> a T-shirt <i>une chemise</i> a shirt <i>une jupe</i> a skirt <i>des chaussures (f)</i> shoes <i>des chaussettes (f)</i> socks <i>un chapeau</i> a hat	<u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer <u>Printable:</u> Worksheet	- In French, unlike English, “trousers” is a singular noun — “<i>un pantalon</i>”. - It’s “<i>une chaussure</i>” (“a shoe”) and “<i>une chaussette</i>” (“a sock”) — they’re both feminine. - If you want to say “hats” you need to add “x” to the end of “<i>chapeau</i>” — “<i>des chapeaux</i>”. “<i>Qu’est-ce que tu portes?</i>” — “portes” comes from “<i>porter</i>” (“to wear”).	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Remind the children about how to add adjectives to a sentence. Then encourage them to add colours to the answers to the conversation — e.g. “<i>une robe rouge</i>”. <u>Classroom Activity:</u> Ask the children to draw a self-portrait of their whole body. Tell them to describe themselves and what they’re wearing in French using full sentences. <u>Classroom Activity:</u> Teach the pupils how to say “<i>il/elle porte...</i>” (“he/she is wearing...”). Then get them to practise making sentences that follow this pattern by swapping their self-portraits and describing what their friend is wearing.
<u>Question and Answer:</u> <i>Qu’est-ce que tu portes?</i> What are you wearing? <i>Je porte...</i> I’m wearing...			

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WEEK 6		Lesson Pack 6: The sad frog Leçon 6: La grenouille triste		
Language Content	Key Activities	Lesson Notes	Additional Activities	
<u>Vocabulary:</u> <i>une grenouille</i> a frog <i>un serpent</i> a snake <i>une fête</i> a party <i>triste</i> sad <i>gentil</i> friendly <i>camouflé</i> camouflaged <i>gobier</i> to swallow whole <i>cracher</i> to spit out <u>Question and Answer:</u> <i>Ça coûte combien?</i> How much does it cost?	<u>Revision Activity:</u> In preparation for the story, get your pupils to ask each other the question from Lesson Pack 1, making sure that they reply using a full sentence in French. Then, recap the adjectives covered in Lesson Pack 4. <u>Lesson:</u> Vocab <u>Lesson:</u> Story: <i>‘La grenouille triste’</i> <u>Classroom Activity:</u> Play the story to your class and ask children to raise their hands every time they hear a negative sentence, or a sentence where an adjective follows a noun. <u>Printable:</u> Worksheet and Story Quiz <u>Classroom Activity:</u> Choose a character from the story, e.g. Georgette, and ask the class to write a few phrases or sentences describing that character.	“<i>Camouflé</i>” is a masculine adjective — it is spelt “<i>camouflée</i>” in the story because it is describing “<i>la grenouille</i>” which is feminine. “<i>Parce qu’elle</i>” (“because she”) — the “e” at the end of “<i>que</i>” has been replaced by an apostrophe. “<i>Avoir l’air</i>” is a phrase which means “to look / appear” — it uses the verb “<i>avoir</i>” (“to have”). “Ne” and “plus” can be sandwiched around a verb to mean “no longer” — “<i>n’est plus camouflée</i>” (“is no longer camouflaged”). “<i>Se rendre compte</i>” (“to realise”) is a reflexive verb. “<i>Encore une fois</i>” means “again”. - Here, “<i>toujours</i>” means “still”. It can also mean “always”.	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Get your pupils to act out the story in groups — they could make masks first so that they look a bit like their character. <u>Classroom Activity:</u> Get each child to choose a character from the story (different to the one they’ve described in the Key Activity). They can then draw their character and describe to a friend what their character’s personality is like.	



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WHOLE UNIT ACTIVITIES

- Lesson Packs 1-5 contain a variety of first, second and third person singular forms of some common verbs in the present tense. Ask pupils to write “first person” on one sheet of paper, “second person” on another sheet, and “third person” on a third sheet. Show pupils a variety of French sentences from the lessons in this unit and get them to hold up the relevant sheet of paper according to the form shown on-screen. E.g. “*Je suis petit.*” (“I’m short.”) is first person, “*Tu es comment?*” (“What are you like?”) is second person and “*Il a des lunettes.*” (“He has glasses.”) is third person.
- Show the class a selection of portraits by well-known artists and ask them to describe them using vocabulary from this unit.
- Call out some descriptions and ask your pupils to draw what they hear. Their drawings may look quite different — it’s just a fun way to practise simple descriptions. Describing strange characters, e.g. pirates with pink hair and fairies with orange eyes.

