

Small group aged 9 - 10

Language: French

Topic: Describing people

Aims

Main Aim:

Children will be able to understand and use descriptive phrases containing the correct forms of être and avoir.

Secondary Aims

Children will recycle vocabulary for members of the family used in previous sessions.

Children will review the use of question forms.

Target language

Il/elle a	Il/elle est	Il/elle porte	<u>Question forms:</u>
Les cheveux - Longs - Courts - Blonds - Bruns - Noirs Les yeux - Bleus - Verts - Bruns	Grand(e) Petit(e) Mince Gros(se)	Des lunettes Un chapeau	Indicative + rising intonation, for example: <i>elle est grande?</i> Est-ce qu'il/elle a.... Est-ce qu'il/elle est.... Est-ce qu'il/elle porte...

Materials

1. Pictures of teacher's family and cards with names of family members (eg 'ma mère')
2. Guess Who board games
3. *Décrivez et dessinez* ('describe and draw') worksheet:
 - Child A and Child B each have a list of 4 different sentences and space to write 3 of their own sentences describing a person. They also have space to draw a person.
 - Child A reads out a sentence; Child B draws the person.
 - Child A and Child B swap roles.
 - When they have both finished, they look at the picture and write their own sentences describing their person
4. Mini-whiteboards

5. Colouring pencils

Lesson Stages

T = Teacher

C = Children

<u>Time</u>	<u>Detail</u>	<u>Aim(s)</u>
5 mins	<p><u>Start-of-class routine</u></p> <ul style="list-style-type: none"> • T says 'bonjour' and elicits greeting from C. • T and C sing 'bonjour, ça va?' song together. • Cs choose a card from the bag. They must find the C with the same card: this is their partner. 	<ul style="list-style-type: none"> • Ease C into French-speaking environment with a familiar activity (C sing the song at the start of each session) • Establish teams for in-class incentives.
5 mins	<ul style="list-style-type: none"> • T shows a picture of her family. • T holds up a card which says 'Ma mère' and elicits from C which person matches the card. • In pairs, C must try to match the cards to pictures of T's family which are stuck on the walls. • First team to finish gets a point 	<ul style="list-style-type: none"> • To review last session's vocabulary • To lead in to today's activity • To motivate C
20 mins	<ul style="list-style-type: none"> • T shows pictures of family members individually and elicits target vocabulary (eg 'il a les cheveux courts'). T highlights vocabulary on the board/screen. • C stand in pairs in the centre of the room. T says (for example) 'il a les cheveux courts'. The first team to touch the correct family member's picture wins a point. • T shows one image on the screen/holds up one image. In pairs, C must race to raise their hands and say the correct form. Teams get one point for each correct answer. 	<ul style="list-style-type: none"> • To ensure C understand the meaning of each phrase • To ensure C can form and pronounce each phrase correctly • To give C dynamic practice of the spoken forms of the phrases • To allow C to check their understanding with a peer • To ensure all learning styles are catered to
15 mins	<ul style="list-style-type: none"> • T leaves vocabulary and pictures on the board/screen. • T models the game 'Guess Who' with one C 	<ul style="list-style-type: none"> • To provide C with a central reference point for grammar and vocabulary • To give C peer-to-peer practice of the target language

	<ul style="list-style-type: none"> In pairs, C play 'Guess Who', using the vocabulary on the board/screen as necessary. T monitors and corrects as necessary. 	<ul style="list-style-type: none"> To allow T to gauge the class' strengths and weaknesses and correct as necessary
10 mins	BREAK	BREAK
5 mins	<p>Warm-up</p> <p>T leads C in a favourite warm-up activity – this could be a French song, chant or game that the class particularly enjoy</p>	<ul style="list-style-type: none"> To ease C back into a French-speaking environment and re-focus their attention.
25 mins	<ul style="list-style-type: none"> T shows 'découvrez et dessinez' worksheet on screen/to the group. T demonstrates the task (see <i>Materials</i> section) In pairs, C complete the 'découvrez et dessinez' worksheet T mingles, offers help and notes common errors as necessary. 	<ul style="list-style-type: none"> To provide C with practice of active listening To provide C with freer and more creative peer-to-peer interaction To provide Ss with a written and visual record of the target language
10 mins	<ul style="list-style-type: none"> In their teams, C draw a tick on one side of their whiteboard and a cross on the other. T says phrases from the lesson: some correct, some incorrect. C must hold up a tick or a cross. Teams receive one point per correct answer. 	<ul style="list-style-type: none"> To provide stress-free error correction To motivate C
5 mins	<p>End-of-class routine</p> <ul style="list-style-type: none"> Congratulate the winning team and give a small prize/reward (as per parental agreement). Sing the 'au revoir' song 	<ul style="list-style-type: none"> To praise and motivate C To draw the class to a close with a familiar activity