



Unit 20: Les quatre saisons (The four seasons)

Lesson 2: Clothes (2)

Learning Objectives

In this lesson we will be:

- Consolidating knowledge of clothes and colours
- Introducing the third person plural form of the verb “porter”

Resources required

- Independent thinking skills: He wears, she wears (1 & 2)
- PowerPoint: We wear, they wear
- Reading skills: We wear, they wear
- Pens, pencils and colouring pencils
- Scissors, glue and A4 coloured sugar paper
- Mini whiteboards, pens and erasers
- 2x hats (or other item of clothing)

1. Settler activity: **Independent thinking skills: He wears, she wears (1 & 2)** **15 minutes**

- a. Cut out cards
- b. Match up French sentences and pictures
- c. Stick on coloured paper

Students: This is an opportunity to recap and revise their knowledge of the third person singular form of the verb ‘porter’, as well as their clothes vocabulary and the difference between ‘il’ and ‘elle’.

Teacher: You have time to set up the rest of the lesson while the class focuses on their settler. You can circulate to make sure that the students’ answers are correct, before they stick them down.

How:

- Hand out **Independent thinking skills: He wears, she wears (1 & 2)** and some scissors, glue and A4 coloured sugar paper (two sheets per student).
- Tell the students that they need to cut up the strips and the cards, and match them together. They should arrange them on their desk before sticking them down so that you are able to check their answers. Alternatively, they could compare their answers with a peer’s.
- When you are confident that they have matched them correctly, they may stick them down onto the sugar paper, which can then be filed into their folders.

2. Introduction of grammar: **20 minutes**

PowerPoint: We wear, they wear

Mini whiteboards

2x hats

- a. Introduce third person plural form of ‘porter’ using slide
- b. Repetition with volunteers at the front of class
- c. Students write correct phrases on mini whiteboards

Students: Having already learnt and revise their knowledge of the third person singular form of ‘porter’, the students are now being introduced to the plural form of the verb, first, by comparing the different spellings and analysing the pronunciation using the PowerPoint, then, by repeating until they are confident.

Teacher: You are helping the students get to grips with this (somewhat complicated) rule, offering the opportunity for plenty of repetition, and giving plenty of encouragement to the students as they learn this structure. It’s also a good opportunity for you to distinguish between the students that need more support, and those that are more confident.

**How:**

- Display **Slide 1 of PowerPoint: We wear, they wear**, where there are four pictures, which will appear with each click.
- Show the first picture and ask the class to describe what the boy is wearing. Ask them '**Qu'est-ce qu'il porte?**' They should answer with '**Il porte un chapeau**'. Offer plenty of praise for getting this right and reveal the sentence to clarify that they were correct.
- Show the second picture and ask the class '**Qu'est-ce qu'elle porte?**' They should answer with '**Elle porte une robe**'.
- Show the third picture, where there are two boys. The students will not know how to form the third person plural form at this point, so reveal the sentence and draw their attention to the difference in spelling ('**Ils portent des T-shirts**'). Also emphasise that '**un T-shirt**' has become '**des T-shirts**' because there is more than one, so, it is not just the number of people that has changed, but the number of clothe items as well. Another important observation to make here is that the pronunciation stays the same ('**Il porte**' and '**Ils portent**' sound exactly the same when spoken).
- Now, show the fourth picture, where there are two girls, and ask the students if they can work out how to say what they are wearing, keeping in mind what they have learnt, but also remembering to use '**elles**'. They should answer '**Elles portent des baskets**', with correct pronunciation. Give lots of praise for getting this right, as it shows the students' ability to apply grammar rules across different sentences.
- At this point, you should also let the class know that when there is a mix of boys and girls in a group, they should always use '**ils**'.
- To consolidate this new rule, ask a boy and a girl to come to the front of the class and hand out the mini whiteboards. You can leave the slide on display for support at first, and then remove it if you think the students are confident enough.
- First, put a hat on the boy's head, and ask the class to write down on their mini whiteboards what he is wearing. They should write '**Il porte un chapeau**'. Then, take the hat off the boy's head and put a hat on the girl's head. Ask the class to write again on their mini whiteboards what she is wearing. They should write '**Elle porte un chapeau**'.
- Next, ask another boy and another girl to join the students already at the front of the class. Put the two hats on each of the boys' heads and ask the class to write the correct sentence on their whiteboards. They should write '**Ils portent des chapeaus**'. Then put the hats on the girls' heads and ask the class to do the same. They should write '**Elles portent des chapeaus**'. Finally, put one hat on a boy's head and one hat on a girl's head. They should write '**Ils portent des chapeaus**'.
- Repeat the activity for the remainder of the time or until you feel that everyone has grasped the concept.

3. Listening, speaking, reading and writing skills:**20 minutes****Reading skills: We wear, they wear**

- a. Circle the verbs
- b. Four volunteers read text to class
- c. Find eight phrases in the text
- d. Write eight phrases in French

Students: This activity utilises all four language-learning skills and brings together everything that the students have learnt in this unit.

Teacher: this is a good opportunity for formal assessment, as you can record the students marks on completion of the task to gauge which students are confident with the topic and which ones require further support.

How:

- Hand out **Reading skills: We wear, they wear** and ask the class to read the text carefully and circle the verbs that they can find.
- Have a quick run-through of the verbs that they found and select four volunteers to read the text to the rest of the class. Alternatively you can start with one students and asked them to read one sentence, then move on to the next student, and so on.
- Draw the class's attention to the next activity, where there are eight English phrases that the students must find in the text. They can underline or circle them in a different colour.
- When they have done this, they should right copy the corresponding French phrases next to the English phrase in the space provide on the worksheet.



Extension Activity/Homework Suggestion

- Ask the students to find a picture of a character or celebrity, to cut it out and stick it in the middle of a sheet of A4 paper. They should then, using their learning from this lesson and the last, write five or six sentences around the picture, in the format of a spider diagram, to describe what the person is wearing.

A. Lesson assessment opportunities

B. Learning Objectives

1. Settler: **Reading skills**

- A. Informal assessment through circulation
- B. Read carefully and show understanding of words, phrases and simple writing
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

2. Introduction of grammar: **Listening, speaking, and writing skills**

- A. Informal assessment through participation
Informal assessment through feedback of correct answers
- B. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

3. Listening, speaking, reading and writing skills: **All four language skills**

- A. Formal assessment through recorded marks
Informal assessment through participation
Informal assessment through circulation
- B. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Appreciate stories, songs, poems and rhymes in the language
Read carefully and show understanding of words, phrases and simple writing
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*