

## Unit 10 Les vêtements

### ABOUT THE UNIT

In this unit children learn the names of common articles of clothing, revise adjectives of colour and learn some common adjectives. They will learn to apply these to describing clothes, shopping for clothes and giving opinions about clothes.

### WHERE THE UNIT FITS IN

Children have already been introduced to some adjectives of colour in unit 3. They have learnt to express opinions and use numbers. They have also started to use shopping phrases in context in unit 8. By adding the vocabulary of clothes, they will be able to use this knowledge in a different context, and will also anticipate learning about clothes in a distant location in unit 12.

Confidence in speaking should be improving at this stage, and children should enjoy using the new language creatively, *eg acting out shopping role plays or holding a fashion show*. They could also use extended descriptions to design advertisements, a new school uniform or clothes catalogue pages.

### PRIOR LEARNING

It is helpful if children already know:

- numbers 1 to 60
- how to give opinions
- shopping phrases
- some colours
- phrases for weather
- names of festivals
- sports vocabulary

### OUT-OF-SCHOOL LEARNING

Children with access to the internet could explore some of the French shopping pages. They could exchange details of favourite clothes with French-speaking partners. They could read denser descriptions in French, using a dictionary for assistance.

### NEW LANGUAGE CONTENT

- names of items of clothing
- saying what someone is wearing
- adjectives to describe clothing
- agreement and position of adjectives, *eg Je porte une jupe bleue*

### RESOURCES

- box of dressing-up clothes or access to drama production clothes
- flashcards
- overhead transparencies (OHTs) of clothes
- clothes catalogues and pictures from magazines
- French internet shopping pages
- dolls with sets of clothes
- flashcards of colours
- flashcards showing other adjectives, *eg grand, petit*
- microphone
- francs/euros or play money

### LINKS WITH OTHER SUBJECTS

There are opportunities in this unit to link with drama, mathematics, art and ICT.

### EXPECTATIONS

#### At the end of this unit

*most children will:*

describe the clothes they are wearing, or might wear in different conditions or situations; describe the colour of articles of clothing, beginning to use agreements of adjectives of colour; use the new language in role plays or short announcements, *eg in a fashion show*; begin to offer opinions using the new contexts; read short, authentic descriptions in French to find specific information, *eg price, colour*; begin to use the present tense of *porter* correctly in first, second and third person singular; write short sentences that include descriptions of clothes

*some children will not have made so much progress and will:*

understand names of clothes; say single words, or need prompting to recall vocabulary and structures; recognise and recall unaided some of the new vocabulary and structures; copy short phrases

*some children will have progressed further and will:*

achieve extended descriptions in accurate French, showing some attention to verb endings, adjectival agreement and syntax; show creativity and imagination in recreating new language in new contexts; cope with retrieving several pieces of information from extended descriptions; describe without prompting clothes in different situations and contexts

## FUTURE LEARNING

Children will be able to use the new vocabulary from this unit to exchange information about clothes in a distant location in unit 12.

Understanding of adjectival agreement and syntax will enable them to extend the length of their descriptions, and to create new language.

Their oral confidence will increase in situations where an audience is present, and they will extend their reading for detail from authentic French sources.

## CORE VOCABULARY AND STRUCTURES

*un T-shirt*

*une chemise*

*un pantalon*

*une jupe*

*un chapeau*

*des chaussures*

*des chaussettes*

*un pull*

*un jean*

*un short*

*un sweatshirt*

*je/lille porte*

*tu portes*

*grand(e)*

*petit(e)*

*long(ue)*

*court(e)*

*joli(e)*



## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

#### 1

- vocabulary for some items of clothing
  - singular parts of the verb *porter*
- Use pictorial flashcards and real articles of clothing to introduce the new vocabulary, *eg pin clothes on a washing line*.
  - Point to a child and ask *Qu'est-ce que Marie porte?* and practise the response, *eg Marie porte un pantalon, un jean*.
  - Encourage children to work in pairs to describe what each is wearing.
  - Use pictures, *eg from magazines*, to practise describing non-school clothes.
  - 'Information gap' activity: children have pictures of people. One child describes a person to a partner, who must draw the person as accurately as possible. They then compare pictures.
  - Children could role play fashion models to elicit *il porte/elle porte*.
  - Play a 'fruit salad' game in which children wearing a certain item of clothing or colour must change places.
  - ▲ Work with card games, *eg 'Matching pairs', in which the children use sentences such as 'Il porte un T-shirt' in matching images*.
  - Use text flashcards to introduce the written form. Play 'jumbled sentences' using text cards, *eg porte pantalon elle un*. Read aloud a sentence. In pairs or groups the children assemble the sentence using the cards.

#### 2

- adjectives of colour and their position in the sentence
- Use pictorial flashcards to revise all colours already introduced.
  - Separate the pictorial clothes flashcards into two groups according to gender. Emphasise the gender, *eg c'est une jupe/c'est un pull*.
  - Using pictorial flashcards, make sentences to illustrate them, *eg Il porte un pull rouge, il porte une chemise rose*. Emphasise the position of the colour adjective. At this stage use only the colour adjectives that do not change endings. Show the text flashcards to make the same sentences.
  - Repeat the 'jumbled sentences' game of the last section but this time including adjectives.
  - Encourage children to describe each other's clothes or picture cards again, this time using limited colours.
  - Build up coloured overlays on the overhead projector (OHP) to show what someone is wearing, *eg un pull bleu, une jupe rouge*.
  - Using pictorial flashcards with coloured clothes, introduce the adjectives of colour that change endings to reflect gender, *eg blanc, noir, bleu, vert, gris*, and emphasise and exaggerate the colour endings in appropriate descriptions. Introduce the written forms with text flashcards. Add these colours to the card games.
  - ▲ Take the opportunity to sort items into masculine and feminine on the board or on an OHP.
  - Teach a song that uses colours and clothes.
  - Shared reading/'Big Books': read a story containing the chosen vocabulary. Ask children to make a physical response to certain words each time the words are read, *eg nouns of clothing or adjectives of colour, the verb 'porter'*.
  - Play a game using a dressing-up box and teams of children, *eg Numéro un, trouvez un pull bleu; numéro deux, trouvez un T-shirt rouge*.
  - Ask children to copy or write new sentences that describe what someone is wearing.
  - Organise a survey of favourite articles of clothing and colours.

#### 3

- adjectives to describe clothes, *eg grand, petit, joli, long, court, cher*
  - the position of some adjectives in a sentence
- Revise adjectives already learnt, *eg C'est super*.
  - Introduce new adjectives using mime, flashcards or appropriate physical response, *eg for petit, each child curls up small*.
  - Incorporate colours by encouraging children to point to a colour as you say it.
  - Emphasise the position of these adjectives, giving the English translation of one or two examples in which the position is as in English, *eg C'est un petit pull*.
  - Show the feminine endings, using pictorial and text flashcards, or put the 'e' on physically using letter cards/tiles/OHTs.
  - Encourage children to practise using the new vocabulary in sentences to describe not only clothes, but other objects, *eg C'est un petit crayon*.
  - Point out that adjectives such as *long, court, cher* go after the noun, *eg un pull cher, une jupe courte*.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- pronounce the new vocabulary accurately
- describe what someone else is wearing
- use phrases, eg *Elle porte un T-shirt*, when playing card games or describing pictures in a magazine
- listen to and understand sentences describing people and clothes
- read new words from text flashcards

- Depending on the school situation, it may be necessary to add specific items of clothing that reflect the ethnicity of the children, or specific items of uniform not listed.
- Children could consider why some items of clothing are singular in French, eg *le pantalon*, *le pyjama*, *le short*, *le collant*, *le jean*, but plural in English, eg *because trousers, pyjamas, etc have two legs?* Point out that 'hair' is singular in English and plural in French – *les cheveux*. Why might this be?
- Compare use of dual forms in English, eg *glasses/spectacles*.
- New vocabulary could be added to the class dictionary.
- Literacy skills are enhanced through games involving text cards.

- recognise and use colour adjectives
- begin to understand the position of colour adjectives
- begin to add the feminine ending when appropriate in spoken and written form
- describe what someone is wearing and the colour of the items of clothing
- read and understand simple sentences about what someone is wearing

- Using real items of clothing and props is more motivating than using pictorial flashcards and helps children remember the vocabulary and structures.
- Children's knowledge of the function of verbs in sentences could be reinforced by showing that sentences do not make sense without them and by experimenting with changing simple verbs in sentences and discussing the impact on meaning, eg *in a text card game using 'elle + porte + un pantalon'*, then offer substitute verbs such as *achète, regarde, touche, dit, chante*.

- show recognition of adjectives by responding physically
- describe objects and items of clothing
- demonstrate understanding of masculine and feminine adjective endings

- Take the time to ensure that most children are comfortable with using adjectives of colour in the correct place before introducing the other adjectives.
- Correct feminine endings, but praise children for using the new words, even if they make mistakes of gender agreement.
- The physical response game could be used as a warm-up activity in PE.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

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- to use adjectives of colour and adjectives of size/quality in the same sentence
  - ▲ Revise vocabulary for items of clothing, all adjectives of quality and size, and those of colour.
  - ▲ Using pictorial flashcards, illustrate sentences that include both types, *eg il porte un petit pull gris*. Reinforce the order through emphasis, and offer the dissimilar English equivalent to compare, *eg he is wearing a little grey jumper*.
  - ▲ Use card games to reinforce the use of two different adjectives in one sentence.
  - ▲ Introduce the written forms using text flashcards.
  - ▲ Encourage children to describe each other's clothes orally.
  - ▲ Use differentiated worksheets to practise the written form. Some children will be able to produce their own correct sentences with little support. Others will copy correctly when labelling pictures of people wearing different clothes.

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- to begin to understand and use the correct endings of the present tense of known *-er* verbs
  - Each time a verb is used, both orally and in texts, emphasise the ending and correct children's mistakes sympathetically, *eg Prenez un crayon/Il porte un pantalon*.
  - ▲ As children become aware of the infinitive form, the endings need reinforcement. This may be done by pointing to the person doing the verb, *eg je porte, il porte, elle porte – c'est le verbe porter*.
  - Identify the written form in texts as appropriate, and point out the endings. Compare with the English, *eg I wear, she wears*.

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- to read for detail in longer passages
  - Using clothes catalogues, or longer descriptions of what clothes people are wearing, show children how they can understand some of the key information without understanding every word.
  - Make available multiple copies of such descriptions, with a differentiated worksheet to encourage children to gain confidence in this area.
  - Encourage the children to use the class or bilingual dictionary if they can't remember the meaning of a word.

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- to understand the value of francs compared with sterling and the euro
  - Revise numbers and shopping vocabulary presented in unit 8.
  - Compare prices in French and English clothes catalogues, or by using pictorial and text flashcards, *eg a picture of a shirt, labelled 'une chemise blanche, 120 francs' and a similar picture labelled 'white shirt, £12'*. Revise numbers using these prices.
  - ▲ Use a worksheet with French and English columns to fill in gaps of equivalent prices, at the same time revising colours and clothes.

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- to use new language creatively
  - Show children examples of advertisements from clothes catalogues or internet shopping pages. Encourage them to produce their own versions, either as posters or using ICT.
  - Make multiple copies of order forms from clothes catalogues, or simplified versions, as a resource.

## LEARNING OUTCOMES

## POINTS TO NOTE

## CHILDREN

- use colour and quality/size adjectives together in sentences to describe what someone is wearing
- recognise and use the new vocabulary in other situations

- This links with aspects of the NLS, eg *changing the meaning of a sentence by adding or changing adjectives*.
- Some children will require a lot of support to use more than one adjective in a sentence correctly, and may need prompts or pictorial clues for speaking and especially for worksheets.
- Teachers will need to decide if they are going to use the items of clothing in the plural, eg *les chaussures*, and therefore introduce plural agreements of adjectives. Some children will be able to understand this concept straight away, but many will need much more practice with gender before the introduction of plural adjectives.

- begin to recognise and use correctly the different endings of *-er* verbs in the present tense

- This activity links with aspects of the NLS.
- Children will need a lot of repetition and reinforcement to achieve accuracy. At this stage it is more important that they are confident in understanding spoken French, speaking simply and reading with understanding. The teacher will need to differentiate among the children's responses, and accept some inaccuracies in order to maintain communication.

- look for specific information in longer passages of French text, eg *clothes catalogues, internet shopping pages*

- Some children will be able to read and understand longer passages of descriptive French, and could apply this to other materials, eg *information from partner school, tourist brochures, adverts*.
- ICT: the internet, if available, could be used to find authentic shopping pages and fashion articles.

- begin to understand the European currency equivalents

- This links with aspects of mathematics.
- Children have already covered numbers 1 to 60, but it is not essential in this context to emphasise the prices that include *centimes*, unless extra time is available.

- create their own adverts for clothes
- complete sections on order forms relating to descriptions of clothes, eg *size, colour*

- The children's versions of the clothing adverts of internet pages could form an end-of-unit display, or be exchanged with a French-speaking partner school.
- This activity links with the use of ICT.
- This links with aspects of the art curriculum.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

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- to give opinions about clothes, with reasons
  - to use the target language confidently in oral situations in front of an audience
- Revise *j'aime/je n'aime pas*, seasons and times of day, weather and sports.
  - Discuss items of clothing and relate these to previously learnt language, eg *Il porte un grand pull noir. Il fait froid. Il porte un pantalon blanc et une chemise blanche; c'est samedi. Il aime le cricket.*
  - Play 'Is it the same?', a drawing and comparing game. Give one child a picture card. This child describes the picture to a partner, who draws what is described, and they then compare results.
  - Encourage children to act out role plays to practise different situations. Distribute cue cards (pictorial or text) to pairs of children to elicit comments, eg *Qu'est-ce qu'elle porte? Elle porte un T-shirt. Il fait du soleil.*

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- to use the target language confidently in oral situations in front of an audience
- Ask for volunteers to record a sentence describing clothes.
  - Encourage all children to take part, and to use a microphone.
  - ▲ Organise a fashion show. Children work on the commentary and use clothes from the school drama props box or from a charity shop. This can be a serious or light-hearted display in front of other children or parents and it could be recorded on video or CD-ROM to send to a partner school. Less confident children can take the organisational or non-speaking roles, and the more confident the role of compère, using appropriate dialogue, eg *Bonjour. C'est samedi 12 août et il fait du soleil. Voici Mark. Il porte un T-shirt rose et jaune. Il aime le T-shirt. Au revoir Mark.*

### END-OF-UNIT ACTIVITY

- to apply the knowledge, skills and understanding learnt in this unit
- Children might show others what they have learnt in this unit by organising a fashion show, putting up a display of their advertising or clothes catalogue posters, and comparing favourite clothes, prices, colours, etc with a French-speaking partner school.

## LEARNING OUTCOMES

### CHILDREN

- listen to and understand sentences describing people and clothes
- give reasons for wearing or buying different articles of clothing

## POINTS TO NOTE

- Some children will give one-word answers, while others will be able to manipulate language creatively in giving their reasons.
- Add extra fun to the role-play activity by using different hats, scarves, umbrellas, sunglasses. Each child has a weather picture or phrase on a card, and chooses appropriate items to elicit a response from a partner.

- Some children will need encouragement in speaking in front of the class and could do this with a partner in unison before they are willing to speak on their own.
- If a real microphone is not available, a toy microphone will improve volume and confidence.
- Design and technology: this activity links to work using textiles or items the children have made, *eg puppets, clothes*.