

Scène de plage

(Beach scene)

CURRICULUM LINKS

Objectives

- ▶ Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- ▶ Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- ▶ Read carefully and show understanding of words, phrases and simple writing.
- ▶ Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.
- ▶ Present ideas and information orally to a range of audiences.
- ▶ Appreciate stories, songs, poems and rhymes in the language.
- ▶ Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; 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.

Cross-curricular links

Literacy, art, geography, computing

Core language

| | |
|--|---|
| (Le chien) regarde (le chat). | <i>(The dog) is watching/looking at (the cat).</i> |
| (Le bateau) glisse sur la mer. | <i>(The boat) is gliding over the sea.</i> |
| (La petite fille) dort. | <i>(The little girl) is sleeping.</i> |
| (La dame) brosse (les cheveux de la petite fille). | <i>(The lady) is brushing (the little girl's hair).</i> |
| Les gens marchent, parlent et jouent. | <i>The people are walking, talking and playing.</i> |
| C'est ... | <i>It is .../It's ...</i> |
| Ce n'est pas ... | <i>It isn't ...</i> |

Additional flashcards

| | |
|-------------|------------------|
| le sable | <i>the sand</i> |
| le ciel | <i>the sky</i> |
| la plage | <i>the beach</i> |
| une falaise | <i>a cliff</i> |
| une grotte | <i>a cave</i> |

Starting off

The purpose of this unit is to enable children to use both new and familiar language in the description of a beach scene. They recycle colour adjectives and learn some new nouns and verbs.

Show the painting *Scène de plage*, by Degas, which is provided as a single full screen. Tell children a little about Degas: that he was born in Paris in 1834 and some of his most famous paintings depict ballet dancers and race horses.

Talk about the painting, eliciting known language (*le parapluie, le chapeau, le chien*). Ask questions about

colours, weather, the number of people, what month/date/time it might be, where in France it could be. Can children tell whether the painting was done last year, ten years ago or over 100 years ago?

Session ideas

SESSION

Play the Getting Started animation, concentrating on the sound and pictures.

Introduce the five nouns from the Wordbank flashcards (see 'Core language'). Play the animation again and ask children to put their hands up if they hear any of these nouns. Check for comprehension of other key nouns, e.g. *le bateau, des coquillages*.

Compare the animation with the Degas painting: *Dans le dessin animé, il y a des sandwiches? Il y a des sandwiches dans la peinture de Degas: vrai ou faux?*

List on the board the key nouns from the animation. Children make sets of cards to play Matching Pairs: for each noun, a picture card is needed together with a word card. All the cards are placed face down; children take turns to pick up two cards, trying to find a matching pair.

The cards can be used afterwards in a display.

Read the sets of words in Activity 1 with the children. Can they explain how the sets have been grouped (in the air/on the sea/on land)? Make bilingual dictionaries available for children to find other words related to the beach.

Round off with Activity Sheet 13.

SESSION

After a quick Mexican wave to revise the alphabet, show the Degas painting or the animation and recap on the nouns from Session 1 with a game of I Spy. Say the first letter of an item and the class guess what it is, e.g. *Ça commence avec 'c'. ... Le ciel? ... Non. ... Le chien? ... Oui!*

Play the Getting Started animation again, focusing on the verb phrases, e.g. *Le bateau glisse sur la mer*. Invite children to work out what the verbs mean. Point out that using pictures as clues to help deduce meaning is an important skill in language learning.

Use the Wordbank flashcards for repetition and practice of the verb phrases.

Play Fill In The Blanks. Say one of the phrases but replace a word with a funny noise using a squeaky toy or a buzzer, e.g. *Le bateau ... sur la mer*. Children tell you what the missing word is. Challenge children to recall full sentences starting from only a couple of words, e.g. Teacher: *La dame ...*; Children: *... brosse les cheveux de la petite fille!*

Use Activity Sheet 14 to support this activity giving written practice. In Activity 2, remind children that to know the gender of a plural word (e.g. *les plages*), they'll need to think of the singular form of that word (*la plage*). Encourage them to check the gender of words they don't remember in a dictionary.

Round off with the Dancemat activity on the CD-ROM.

SESSION 3

Begin with Activity 2 on the CD-ROM.

To remind children of other key vocabulary, call out a word and challenge children to put it into a phrase or sentence, e.g. if you call out *mer*, children might respond with *La mer, c'est bleu* or *Le bateau glisse sur la mer*.

Play the Storyboard with the sound and text turned off, inviting children to say as much as they can about each photo in French.

Provide the French for dolphin (*le dauphin*). Play the Storyboard with the sound and text on, encouraging children to repeat the French.

Focus on the sentence *Le chien regarde le bateau*. Compare this with *Le chien regarde le chat* (on one of the flashcards) and *Le chien regarde les sandwiches* (in the animation). This provides an opportunity to show children how they can adapt language to suit what they want to say. Give children a few minutes to work in pairs, thinking of different sentences and using the framework: (...) *regarde (...)*. Encourage them to use language from other contexts, e.g. *La dame regarde la tomate, La petite fille regarde la rivière*.

Round off with Activity 3 on the CD-ROM. Also, use part 1 of Activity Sheet 15 which looks at the third person singular (he/she/it) and plural (they) forms of the verb.

SESSION 4

Begin with a memory game. Show the Degas painting for 30 seconds. Challenge children, in pairs, to remember as much as they can about it, ranging from single words to phrases or sentences.

Tell children they are going to write a poem in French called *La plage à ...* (The beach at + place). Begin by building a bank of nouns and adjectives on the board, e.g. *un soleil jaune/brillant, un ciel bleu, du sable jaune, une mer bleue/calme, une baie calme, un bateau rouge, des coquillages blancs, des gens/enfants heureux, un ballon rouge, un pique-nique super*. Make sure your adjectives agree with their corresponding nouns. Ask children what

they notice about the position of the adjectives: they follow the nouns, except for *petit* and *grand*.

The poem will be in the style of a recipe for a perfect day at the beach. Hand out the second part of Activity Sheet 15 with a framework for the recipe instructions. Remind children of the use of verbs in the imperative (*tournez/tourne*, etc.) from Unit 15: *Prends* (Take), *Ajoute* (Add), *Mélange avec* (Mix with), *Décore avec* (Decorate with), *Laisse au soleil pour une semaine* (Leave in the sun for a week), *Et voilà la plage à ...* (And there you have the beach at ...). Children choose from the bank of words to build their own poem, e.g. *Prends un ciel bleu, Mélange avec un soleil jaune*, etc.

Children write, illustrate and rehearse their poems. (They will recite them in Session 6.)

SESSION 5

Use this session to focus on the soft 'j' and hard 'g' sounds.

First, write three sets of words on the board: set 1: = *j'ai, j'aime, j'adore*, set 2 = *plage, génial, Belgique*, set 3 = *gant, Margot, guitare, glisse*. Ask children to work out what the three words in set 1 have in common ('j' sound), then what set 1 and set 2 have in common ('j' sound although with a different letter), and why set 3 is different, although it has the letter 'g' (it is the hard 'g' sound here as opposed to the soft 'j' sound). Ask children to try and work out when 'g' is soft (before letters 'e' and 'i') and when it is hard (before 'a', 'o', 'u' and consonants).

Ask children to work in groups to add more words to each set. They read out their lists. Which group has the longest? (Set 1: *jaune, janvier, jambe*, etc. Set 2: *âge, orange, coquillage, magique*, etc. Set 3: *regarde, gâteau, galope, glace, gris, grotte*, etc.)

SESSION 6

Use this session to revise and assess what children have learnt in Unit 16. Complete the Assessment, and choose appropriate activities from the list that follows.

Round off by playing the Storyboard again. Finish off with Activity Sheet 16.

Cross-curricular ideas

ART, GEOGRAPHY

Children could research other paintings by Degas or other members of the Impressionist group, e.g. Monet, Manet, Renoir. Find paintings of other beaches (or photos of beaches from around the world) and compare them with Degas' beach scene. Identify the locations on a world map or on the Internet.

LITERACY

Compare different styles of communication, e.g. the descriptive language of children's poems, the role-play for buying a CD in Unit 14 and the route description in Unit 15. Compare sentences with and without adjectives and ask children to consider what effect the adjectives have, e.g. they add interest and help you to be more specific about what you're saying.