

# All About Ourselves: What Do I Look Like?

<p><b>Aim:</b> To describe people, places, things and actions orally* and in writing in the context of describing yourself.</p> <p>I can order a sentence correctly.</p> <p>I can adapt my words according to grammar rules.</p>	<p><b>Success Criteria:</b> I can describe myself.</p> <p>I can put the adjective after the noun.</p> <p>I can make the noun and adjective 'agree'.</p> <p>I can make an adjective plural if necessary.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Copy of each child's school photo, if available</p>
	<p><b>Key/New Words:</b> les cheveux [hair], long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châains [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet], adjectif [adjective].</p>	<p><b>Preparation:</b> <a href="#">Colour Matching Flashcards</a> - 1 per group <a href="#">Hair Length, Hair Colour, Hair Style</a> and <a href="#">Eye Colour Picture Cards</a> - 1 per group <a href="#">Features Table</a> - 1 per group <a href="#">Sentence Prompt</a> - as required</p>

**Prior Learning:** It will be useful if children have learned words for facial features and colours.

## Learning Sequence

	<p><b>C'est de quelle couleur ? [What colour is it?]</b> Children recap their knowledge of colours by sorting the <a href="#">Colour Matching Flashcards</a> into pairs. When everyone has a complete set, say the colours out loud together.</p>	
	<p><b>Remember Me!</b> Children are given 30 seconds to scrutinise their partner, then close their eyes and describe them in detail, as if they have become that person. (<i>I am tall, with brown eyes...</i>)</p>	
	<p><b>Le visage [The Face]</b> What type of words will help us describe someone's appearance? (colour and shape/style adjectives) Children look around at their friends and feedback to a class list of adjectives they need. Use the <a href="#">Lesson Presentation</a> to introduce and practise the adjectives.</p>	
	<p><b>La Grammaire [Grammar]</b> Show example sentences describing hair and eyes - where is the noun/adjective? Is this the same as English? Establish that adjectives typically go <b>after</b> the noun. Now look at the adjective spellings - how are they different to before? (<i>plural 's'</i>) Remind children that 'hair' and 'eyes' are masculine plural nouns in French, so the adjective has to 'agree' by being plural too.</p>	
 	<p><b>Allez-y ! [Your Turn]</b> Groups sort the <a href="#">Hair Length, Hair Colour, Hair Style</a> and <a href="#">Eye Colour Picture Cards</a> into their <a href="#">Features Table</a>, face down. They select cards and make sentences accordingly with J'ai... e.g. <i>J'ai les cheveux longs. / J'ai les yeux bleus et les cheveux bouclés. / J'ai les cheveux courts et bouclés et les yeux bruns.</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="213 1440 587 1554">  <p>Children make simple sentences describing eye colour, hair style/length <b>or</b> hair colour.</p> </div> <div data-bbox="612 1440 986 1554">  <p>Children make compound sentences describing eye colour <b>and</b> hair style, colour or length, using <b>et</b>.</p> </div> <div data-bbox="1011 1440 1385 1621">  <p>Children make more complex sentences describing their eye colour, hair colour <b>and</b> style in one sentence, using <b>et</b>.</p> </div> </div>	
	<p><b>Décrivons-nous [Let's Describe Ourselves]</b> Children draw a quick sketch of themselves (or use copies of school photos, if available) and write sentences according to their features. Differentiate as for the previous activity. Give <a href="#">Sentence Prompts</a> as necessary.</p>	

## Taskit

**Translateit:** Use bilingual dictionaries to find other features (*freckles, eyelashes, eyebrows, scars, etc*).

**Drawit:** Describe yourself as an animal and get the children to draw you with the correct colours/fur, e.g. *Je suis un lapin. J'ai les yeux roses et les cheveux blancs.*

## Language Notes:

- Because nouns have gender in French, any adjectives applied to them have to 'agree' grammatically. For example, you might say: **un nez long** (a long nose - m); **une table longue** (a long table - f); **les cheveux longs** (long hair - m) or **des allumettes longues** (long matches - f) In this lesson we are only dealing with masculine plurals (hair and eyes). Hair is always a countable noun, unlike in English; in singular form, it is spelled **un cheveu**.
- French adjectives may come before or after the noun; generally speaking, an adjective which precedes the noun has a figurative or subjective meaning, whereas an adjective following the noun has a literal or objective meaning. We are only dealing here with the literal meaning required to describe appearance, so all adjectives in this lesson will follow the noun.
- We have used **bruns** for brown eyes in and **chatains** for brown hair. **Marron** is also a typical colour adjective for both these features, but it is an irregular adjective in that it doesn't change for gender or plural. It will be easier for the children to learn the plural rule in this lesson without any exceptions!
- The title on the **Lesson Presentation** literally means "How to describe myself?"