

Lesson 1 – Speed Friending

Les caractéristiques physiques - Physical Traits

Grade: 7 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Language: -basic qualifying adjectives, physical traits, qualities -expressions with <i>avoir</i> -the conjunction <i>et</i> to link a list of words or phrases Language Learning Strategies: -use visual clues and auditory clues -take the risk to listen to or read a new text in French	Students will be able to identify specific physical traits. Students will be able to use physical traits to describe a student drawing of a monster.	Formative assessment of the monster description and drawing.

Preparation required:

- Print off a few sets of the resource C-1 *Jeux de cartes* matching card game that students can play in small groups. These will need to be printed off in colour.
- Print off a copy of the resource C-2 *Affiche pour mon monstre perdu* for each student.
- Download the audio recording C-1.1 *Le monstre perdu*. The transcript and translation for this recording can be found at the end of this lesson.

Introduction (5 minutes):

Hook/Attention grabber: Salut! Have you ever heard this instead of *bonjour*? Many Francophones use it to say hello and goodbye to their friends.

Introduction: Today we are going to learn how to describe a person's physical appearances. Let's look at this picture of these two characters from a movie called *Monsters Inc.*:

https://c1.staticflickr.com/4/3458/3353982451_3e94c5c1d2_b.jpg

How would you describe their physical appearances? Are they very different? Now imagine your friends were not allowed to see this picture and you had to describe these two monsters to them...in French!

Pre-task (25 minutes):

This is a good time to continue brainstorming ways of describing someone's physical appearances. Write out all of the categories students come up with on the board. Remind students that this is useful to know if they are ever asked to give a physical description of someone or if they are reading a book with no pictures in it. The author will often use many descriptions to help build up a visual image in the

reader's mind.

Do a quick review of body parts and colours with a modified game of *Jean dit*. Explain to students that you will be listing not only body parts, but also their colour at times. If you have asked them to touch blue eyes, they should not touch their eyes if they are brown. This means they have to wait for the entire auditory instruction before touching their eyes. Here are some examples:

- Jean dit, touchez vos yeux!
- Jean dit, touchez vos lèvres!
- Jean dit, touchez vos yeux bleus!
- Jean dit, touchez vos cheveux!
- Jean dit, touchez vos cheveux bruns!
- Jean dit, touchez vos pieds!
- Jean dit, touchez vos oreilles!
- Jean dit, touchez vos bras!
- Jean dit, touchez vos chevilles!
- Touchez votre nez!

The teacher should write a list of physical traits in French on the board. This should be a combination of traits that can be used to describe people or animals. Here are some descriptions in the card game:

- | | |
|--------------------------------|-----------------------------|
| ● long/longue – <i>long</i> | ● les yeux – <i>eyes</i> |
| ● large – <i>large</i> | ○ bruns – <i>brown</i> |
| ● rond(e) – <i>round</i> | ○ bleus – <i>blue</i> |
| ● grand(e) – <i>big/tall</i> | ○ verts – <i>green</i> |
| ● petit(e) – <i>small</i> | ○ noirs – <i>black</i> |
| ● court(e) – <i>short</i> | ● les cheveux – <i>hair</i> |
| ● gros/grosse – <i>big/fat</i> | ○ raides – <i>straight</i> |
| ● mince – <i>thin</i> | ○ frisés – <i>curly</i> |
| ● fort(e) – <i>strong</i> | ○ blonds – <i>blond</i> |
| ● musclé(e) – <i>muscular</i> | ○ bruns – <i>brown</i> |
| ● athlétique – <i>athletic</i> | ○ roux – <i>red</i> |
| ● poilu(e) – <i>furry</i> | |

Split the class into small groups and hand them each a set of the resource C-1 *Jeux de cartes* matching card game. Each group must match the pictures to their corresponding written physical traits.

Encourage them to read the descriptions aloud to their group members. Walk around the class while students work on this. To increase the difficulty, this could be played as a memory game where all cards are placed face down. Each player can flip two cards over during their turn and read the description aloud. If the cards match, they can remove them. If they do not, they must flip them back over and let the next person play.

Students should now take out a piece of paper and some colouring crayons. Likewise, they can be asked to simply label colours by writing the French noun next to the body part. They will listen to an audio recording of a physical description of a missing monster (C-1.1). The teacher can also read the script if this is preferable. The script can be found at the end of this lesson plan. This short clip was intentionally recorded slowly and with pauses between each sentence. Short time lapses between sentences have been provided for students to be able to repeat the narrator's description aloud. During a first listen, students should only be asked to repeat what the narrator says. After this, play the recording again and tell students they must listen and draw according to the instructions. Remind them that this is just for practice! Play the recording multiple times if needed. Students should then be given time to compare their drawings with their classmates.

Task (15 minutes)

Now hand out a copy of the resource C-2 *Affiche pour mon monstre perdu*. This sheet is split into two sections. The first section will be filled out by the student and the second section will be filled out by a partner. In the first section, students must write a description of an imaginary monster that has gone missing. They should be encouraged to write as many descriptors in French as possible. The teacher can write (on the board) the starter sentence to describe the size, height or shape of the monster: "Il/elle est ____." The teacher can also write (on the board) the starter sentence to describe features the monster has: "Il/elle a ____."

Once they are done, they will exchange sheets with a partner. Students will now read the description of their partner's monster and draw it. They can ask for clarification but this should be done in French if possible. After this, they should return their posters to their partners. Do the drawings match the descriptions?

Post-task (15 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Students can compare their drawings and give feedback to their partner.
- The teacher may want to review the verbs *avoir* and *être* when conjugated in a sentence. Descriptions of traits require the use of both verbs depending on the trait, just as in English.
- The agreement of feminine and masculine for physical traits could also be discussed. For example: "Il est grand" versus "Elle est grande." The agreement in number could also be discussed for a higher level. For example: "Il a des yeux bleus" and "Elle a des petites oreilles."

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, students could draw their own description of their monster rather than exchanging with a partner.
- To accommodate this lesson for a higher level, play the audio recording only once or twice. Include a few extra ways to describe physical traits: de taille moyenne – *of average height*, chauve – *bald*, bangs – *une frange*, des taches – *spots*.

[Audio recording]

« Le monstre perdu

J'ai perdu mon monstre! Avez-vous vu mon monstre? Il est très grand et bien rond. Il a des jambes courtes. Il a des grands pieds. Il est poilu et tout bleu. Il a un petit nez rouge. Il a trois yeux. Ils sont grands et verts. »

Translation:

I have lost my monster. Have you seen my monster? He is very tall and round. He has short legs. He has big feet. He is furry and all blue. He has a small red nose. He has three eyes. They are big and green.