

<p><b>Pupil Book pages</b> 38–39</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Talking about what you wear to school</li> <li>Using adjectives after nouns</li> </ul> <p><b>Programme of study</b> GV3 Developing vocabulary GV4 Accuracy LC5 Speaking coherently and confidently LC8 Translation into French</p> <p><b>Grammar coverage</b></p> <ul style="list-style-type: none"> <li>Position and agreement of colour adjectives</li> </ul> <p><b>Skills objectives</b></p> <ul style="list-style-type: none"> <li>Using <i>on</i> to mean 'we'</li> <li>Nouns that are singular in French but plural in English, e.g. <i>un pantalon</i> = trousers</li> <li>Pronunciation of silent 's' at the end of words, e.g. <i>noir</i> / <i>noirs</i></li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of masculine and feminine forms of adjectives, e.g. <i>vert</i> / <i>verte</i></li> </ul> <p><b>Key language</b></p> <p><i>Qu'est-ce que tu portes?</i> <i>je porte ... / on porte ...</i> <i>l'uniforme scolaire</i> <i>un pantalon</i> <i>un polo</i> <i>un pull</i> <i>un sweat</i> <i>un tee-shirt</i> <i>une chemise</i> <i>une cravate</i> <i>une jupe</i> <i>une veste</i> <i>des baskets (f)</i> <i>des chaussettes (f)</i> <i>des chaussures (f)</i> <i>un chapeau</i> <i>une robe</i> <i>un short</i> <i>un foulard de tête</i></p>	<p><i>des tongs (f)</i> <i>chic</i> <i>confortable</i> <i>démodé(e)</i> <i>pratique</i></p> <p><b>Resources</b></p> <p><b>Audio files:</b> 38_dynamopb1_m2_u2_e01 39_dynamopb1_m2_u2_e03 40_dynamopb1_m2_u2_e04</p> <p><b>Front-of-Class (ActiveTeach):</b> p.038 Grammar quiz: Adjectives p.038 Class game p.038 Flashcards: school uniform p.039 Worksheet: Pronunciation p.039 Activity grid</p> <p><b>Homework (ActiveLearn):</b> Listening A, Listening B, Translation, Pronunciation, Vocabulary</p> <p><b>Workbooks:</b> Cahier d'exercices A &amp; B, page 18</p>
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**Starter:**

**Aim:** To introduce items of clothing with colours. Write the following sentence on the board: *Je porte l'uniforme scolaire.* Ask pupils to tell their partner what they think it means, then review with the class. Underline the words *Je porte* and ask them what they think these mean in particular. Now write some further sentences on the board:

*Je porte des baskets jaunes.*  
*Je porte un sweat bleu.*  
*Je porte un tee-shirt gris.*  
*Je porte un pantalon violet.*  
*Je porte une cravate verte.*

Pupils use the fact that there are cognates in the sentences, as well as their knowledge of colours, to work out what they mean.

**Follow up:** Pupils could try to pronounce the sentences using their knowledge of French sounds. Pupils could be asked to look at the colour words to see if they spot anything 'different' about them. (**Answer:** *jaunes* and *verte* have extra (agreement) letters at the end.)

**1 Écoute et regarde les photos. Écris E (Emily) ou A (Amandine). (1–12)**  
*Listening.* Listen and look at the photos. Write E (Emily) or A (Amandine). (1–12)

Audioscript	Track 1
1	[E] Je porte des chaussures noires.
2	[A] Je porte un tee-shirt gris.
3	[A] Je porte un pantalon noir.
4	[E] Je porte une veste bleue.
5	[A] Je porte un sweat violet.
6	[E] Je porte une jupe grise.
7	[E] Je porte des chaussettes blanches.
8	[E] Je porte une chemise blanche.
9	[E] Je porte une cravate bleue et jaune.
10	[A] Je porte des baskets blanches.
11	[A] Je ne porte pas d'uniforme scolaire.
12	[E] Je porte mon uniforme scolaire.

**Answers**

1 E 2 A 3 A 4 E 5 A 6 E 7 E 8 E 9 E 10 A  
11 A 12 E