











Food, Glorious Food: C'est de quelle couleur ? (What Colour Is It?)

Aim: To describe people, places, things and actions orally and in writing in the context of describing food by colour. I can describe the colour(s) of an object by modifying adjectives.	Success Criteria: I can describe what colour something is. I can add words to be more exact about a colour.	Resources: Lesson Pack Colourful magazines, leaflets, fabric etc. Glue & scissors Colour Splats
	Key/New Words: clair [light /pale], foncé [dark], vif [bright], Montrez-moi... [Show me...].	Preparation: Colour Sorting Poster (A3) -1 per group Colour Splats Colour Modifier Flashcards Colour Vocabulary Cards Colour Question / Answer Food Picture Flashcards – enough to have a selection around the room

Prior Learning: Basic colour words from 'All About Me' unit; Question: C'est de quelle couleur ? C'est...;

Learning Sequence

	What Can You Remember? Recap basic colours vocabulary and pronunciation using the matching game on the Lesson Presentation .	
	C'est De quelle couleur ? Look at the pictures on the Lesson Presentation : how can we describe the variation in one colour? Feed back / elicit some English adverbs to modify colour words. Teach and drill the three modifiers clair , foncé and vif . How is the sentence structure different to the way we say it in English? (Can they recognise that the modifying word comes after the adjective, not before – 'green bright' not 'bright green'?)	
	Trions les couleurs: Children cut out pieces of single colour (as far as possible) from magazines, etc. and discuss and sort on their Colour Sorting Poster into clair , foncé and vif . They write the phrase (e.g. orange foncé / rose vif / jaune clair) under each patch of colour.	
	Dites-moi: Place random selections of Colour Splats , Colour Modifier Flashcards , Colour Vocabulary Cards , Colour Question / Answer and Food Picture Flashcards all over tables. Reveal a food picture on the Lesson Presentation and ask C'est de quelle couleur, le/la ___? Groups discuss the colour and select, order and hold up appropriate cards to show and say the answer (e.g. la prune – C'est violet foncé).	
	Montrez-moi: Children walk around the classroom, challenging their partners to find something of a particular colour e.g. Montrez-moi... bleu foncé / rouge vif / vert clair . If you have children who need an extra challenge, they could say Montrez-moi quelque chose en... bleu foncé . [Show me something that's... dark blue.]	

Taskit
Paintit: Do your colour-mixing art work in French! Use our super-bright [Colour Wheel Poster](#) to mix and label colours.

Language Notes:

- Forming questions in French is very easy. In the simplest form, you merely give the sentence a rising intonation at the end and it becomes a question. In the **Dites-moi** section of the lesson, rather than construct an elaborate question such as **De quelle couleur est la tarte aux cerises ?** (Of which colour is the cherry tart?) we can just use the question they already know, with a slight pause before the target noun at the end: **C'est de quelle couleur, la tarte aux cerises ?** Much easier!
- Most adjectives in French should agree with the number and gender of the noun and therefore can have up to 4 different forms, e.g. **un cornichon vert, une pastèque verte, des cornichons verts, des pastèques vertes**. However, extra complexities such as this would be likely to confuse, so we have avoided the issue by simplifying the answer to just "It's colour", e.g. **C'est de quelle couleur, la tarte aux cerises ? C'est marron clair**.